

Preparing the panels

Ida Hughes Tidlund, UKÄ

September 7th, 2026



Assessment panels

- 2-4 experts from the sector
- An expert with international experience
- A representative from the labour market
- A student representative
- (A doctoral student)



Assessment panels

- 5 – 8 experts per panel
- 6 – 7 institutional reviews per year
- 40 panel members recruited for institutional reviews in 2026
- Growing need in the coming years (a total of around 325 experts)



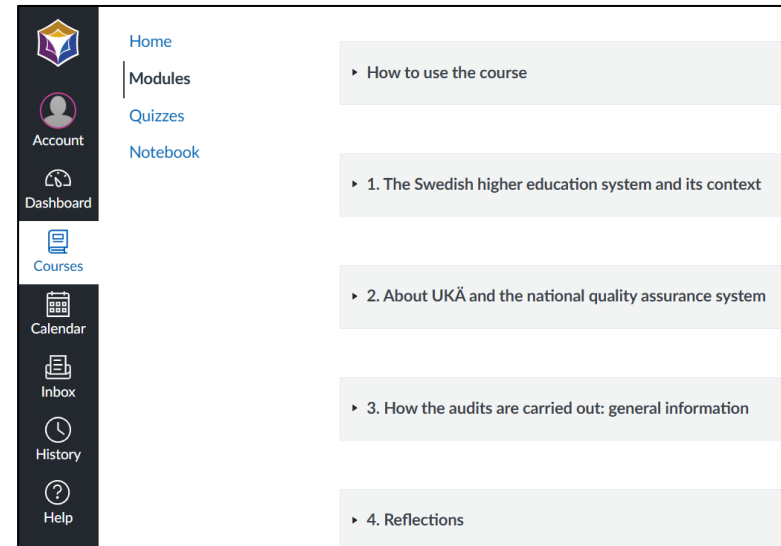
Assessment panels

- Different backgrounds, prior knowledge varies



Preparing the panel

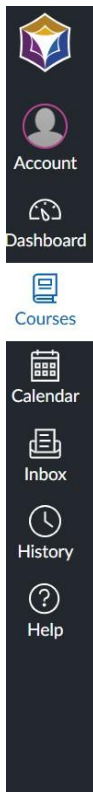
- Mandatory online learning
- Equivalence, efficiency and flexibility



Preparing the panel

- First part common for all, second part focuses on the type of review
- “Teachers” and “students”
- Fictional cases related to conflict of interest and group dynamics

Preparing the panel



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Governance of higher education institutions

The Parliament and the Government have overall responsibility for higher education and determine the objectives, guidelines and allocation of resources for the various authorities within the higher education sector. State higher education institutions are independent authorities, placed directly under the Government. The government's annual appropriation directions to the authorities set out guidelines for the activities of state higher education institutions. The appropriation directions also specify the funding for the institution's activities and any special tasks that the government may assign to an institution. The activities of individual education providers are governed in various ways, for example through agreements with the government.

Otherwise, higher education institutions are largely autonomous. Within the framework of comprehensive legislation, higher education institutions make most decisions themselves. For example, they make decisions to a large extent about their organisation, which programmes are to be offered and how many students are to be admitted. There is therefore no nationally planned volume of education in higher education. Nor are there any restrictions on which courses may be offered. Higher education institutions also decide for themselves what research they conduct. However, it is the government that decides which degrees may be awarded and the requirements for these.

In addition to the higher education institutions and the Swedish Higher Education Authority (UKÄ), there are several other authorities within the higher education sector, such as the Swedish Council for Higher Education (UHR), which, on behalf of universities and colleges, handles admissions to most educational programmes. The Swedish Board of Student Finance (CSN) administers student financial aid.

The image below illustrates the power of the Government and the Parliament in relation to agencies under the Ministry of Education (purple), and higher education institutions (blue).

Preparing the panel



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Working methods and duties

As an assessor, you will carry out the work both together with the other assessors in your panel, and individually. The assessment panel holds several meetings with UKÄ to discuss, prepare for and carry out the various stages of the review. These meetings may, for example, focus on your assessments and on the wording and prioritisation of interview questions. Tasks carried out individually include, for example: reading of reviewing material, making preliminary assessments of the assessment criteria, and drafting the assessment report.

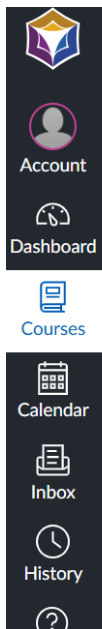
You will receive the audit's timetable, including meetings and deadlines, at the start of the assessment. You are responsible for planning your own work.

Meetings between the assessment panel and UKÄ are often similar to seminars, involving discussions and exchanges of views on specific topics. It is important to come to the meetings well prepared. UKÄ convenes the meetings and, as far as possible, takes your circumstances into account. The meetings often take place online, and you will need access to a computer with a stable internet connection, a microphone and a camera.

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Preparing the panel



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Challenges of collaborations

A panel of assessors has been engaged in intensive discussions for most of a long day, and everyone is ready to wrap up the day. On one final question, Ylva has a different opinion to the others, but she hesitates to raise it so as not to hold up the meeting any further. What do you think Ylva should do?

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“Previous assessors tell their stories”

▼ 5. Previous assessors recount



Introduction



What is important to keep in mind as an assessor?



What was the most challenging aspect of the assignment?



What advice would you give to coming assessors?



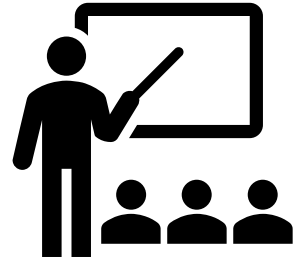
What have you learnt from this assignment?



What was the best bit about the assignment?

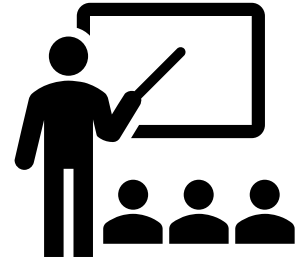


Part 1 is completed!



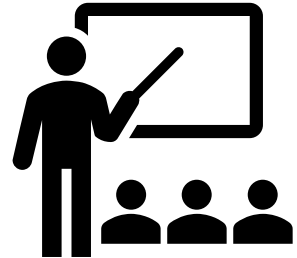
A quick glance

- An interview with previous assessors in the course



Benefits of prepared panel members

- Clearer view of their role and the task
- Time-saving for us and them
- Equivalence



Some feedback

- “It’s really handy to have it on Canvas, especially from a student’s perspective.”
- “Personally, I would have liked clearer information about exactly what is expected of me in my specific role within the panel.”
- “I’ve acted as an expert for several government agencies, and this is without a doubt the most well-thought-out introduction I’ve ever experienced.”

Possible future additions and revisions

- A module on specific expectations of the chairperson, the student, the labour market representative?
- Report writing?
- Conflict of interest?
- Interview techniques during site visits?



Discussion

- Are there some topics that should not be included in the course, but rather addressed by the project manager at a later stage? If so, which ones and why?
- Since the course is mandatory, it is no longer up to the project manager to decide what the panel members need to know. Are there any risks involved in removing that responsibility from the project manager?