



# Procedural regulation for employment and promotion matters

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## **Chapter 1. Introduction**

In the recruitment of all staff and the promotion of teachers, the university's Employment Regulations (serial no. 2018-114-695) and these procedural regulations shall form the basis and framework for the work. The procedural regulations, which are intended to support and regulate the work, consist of eight chapters.

## **Chapter 2. On employment and promotion matters**

### **2.1 Recruitment policy**

Recruitment of new employees in many cases means a long-term relationship and always a major investment. All recruitment shall be based on the needs of the organisation on the basis of Kristianstad University's strategic and overall goals. Recruitment of new employees is part of the creation of Kristianstad University's future and it is therefore strategically important decisions that are taken in each individual recruitment. The purpose of this policy is to clarify Kristianstad University's values and intentions for recruitment. The policy also provides guidance to Kristianstad University's managers.

Diversity shall be an obvious and natural part of the activities. All assessments in the recruitment process shall only be based on objective grounds relating to competence and proficiency.

The overall aim of the university is that:

- Recruitments shall meet the organisation's needs for competence.
- Recruitment work shall be of high quality throughout the process.
- Each candidate shall receive professional treatment and a good impression of Kristianstad University, which strengthens the Kristianstad University brand.
- Equality and diversity within each personnel and professional group shall be the endeavour.
- No discrimination may occur.
- Managers shall have a good knowledge of the recruitment process.
- Every new employee shall be given a good introduction and feel welcome.

#### **Internal mobility**

To be an attractive employer, opportunities for internal mobility are important. Existing employees should therefore be encouraged to apply for positions internally. Internal applicants compete on an equal footing with external applicants. However, except in the case of positions that require the applicant to have a doctorate, internal applicants are always called for interview if they meet the requirements in the advertisement.

#### **Follow-up**

The work is followed up continuously by recruiting managers and by the HR department.

## 2.2 Recruitment procedure

For recruitment to be as successful as possible, it is important to follow all steps in the university's recruitment process. To achieve successful, quality recruitment, we recruit in a structured and competence-based manner with a specific requirement profile.

This document is to help those who are recruiting. Some parts are also appropriate for promotion cases.

### Recruitment and selection are governed by acts and ordinances

Acts and ordinances regulate our recruitment processes. As a public-sector employer, we recruit based on merit and competence. The Employment Protection Act (SFS 1982:80) may limit selection, as it may be necessary to offer a vacant position to an employee who is being redeployed or a part-time employee who wishes to have employment at a higher level of occupation and therefore has priority.

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### The Public Employment Act and the Instrument of Government

Pursuant to the Instrument of Government (SFS 1974:152), decisions concerning appointments within the central government administration may only be based on objective factors such as merit and competence. This is clarified in the Public Employment Act (SFS 1994:260), which states that, unless there are special reasons for doing otherwise, competence shall be the primary consideration. The term competence refers to the requirements for education, work experience and personal suitability that the employer sets for the position in question. The term merit refers to any other relevant experience. Only if two applicants are deemed to have equivalent competence may merit be considered.

### Discrimination Act

The purpose of the Discrimination Act (SFS 2008:567) is to combat discrimination and in other ways promote equal rights and opportunities. In terms of recruitment, this means that an employer may not discriminate against someone inquiring about or applying for work or promotion based on their sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. No one should be disadvantaged by being treated less favourably than someone else is treated, has been treated or would have been treated in a comparable situation, or by the application of a provision, a criterion or a procedure that appears neutral but that may put people at a particular disadvantage based on the grounds for discrimination covered by the Act.

It is not discrimination if someone is treated differently based on a characteristic associated with one of the grounds of discrimination if, by reason of the nature of the work or the context in which the work is carried out, the characteristic constitutes a genuine and determining occupational requirement that has a legitimate purpose and the requirement is appropriate and necessary to achieve that purpose.

Thorough documentation is necessary throughout the recruitment process in order to be able to demonstrate why a given applicant was offered the position. Pursuant to the Discrimination Act, a reverse burden of proof applies, meaning that the employer must prove that discrimination has not occurred. Applications and documentation, such as interviews and reference requests and notes on responses, must be saved for two years. Applications are stored in the digital recruitment system and erased after two years, when the limitation period for discrimination disputes has expired. Application documents relating to successful candidates are also saved in the recruitment system, while CVs, cover letters and certificates are printed out and kept in personnel files.

## **Ordinances regulating announcements**

Pursuant to the Ordinance on the Notification of Employment Vacancies in the State Sector (SFS 1984:819), when a central government authority gives notice of a job vacancy or takes any other steps to seek staff outside the authority to fill a vacant position, the authority must notify the public employment office. The Employment Ordinance (SFS 1994:373) states that a public authority must provide information about a vacant position so that those who are interested in the position can apply within a given period of time.

The Swedish Public Employment Service is notified of all vacant positions at the University and the position is announced for at least two weeks on the University's website and noticeboard.

### ***Relocation***

In a work shortage situation, the employer is obliged to examine whether an employee who is at risk of being affected by a work shortage can be offered employment through relocation. If there is a vacant position, examination must be made, otherwise the employer does not have reasonable grounds for termination of employment. Examination is to ensure that the employee under threat of termination has sufficient qualifications. For teaching positions, sufficient qualifications means that he or she must be qualified on the basis of the provisions of the Higher Education Ordinance and the qualification rules in the university's employment regulations.

There are also other instances where relocation may be relevant where it has been confirmed that the employee is unable to return to ordinary work duties.

The Human Resources Office checks whether any staff are awaiting redeployment or have a right of priority, as this will affect the opportunity to select a candidate.

### ***Preferential right***

There are two different preferential rights to consider: preferential right to re-employment and preferential right to a higher grade of employment. Due to the rules of the Constitution Act (RF) and the Public Employment Act (LOA) on length of service and proficiency, preferential rights in the state sector do not have the same mandatory nature as in the private labour market. However, if two candidates are considered to be equally proficient, it is the one with a preferential right who is to be offered the position. However, the preferential right shall be taken into account and proceedings held in accordance with the provisions of the Employment Protection Act (LAS).

For an employee/former employee to receive preferential rights, the person is required to report this in writing to the registrar. The person will then automatically be an applicant for the advertised positions and therefore does not need to actively apply for vacant positions.

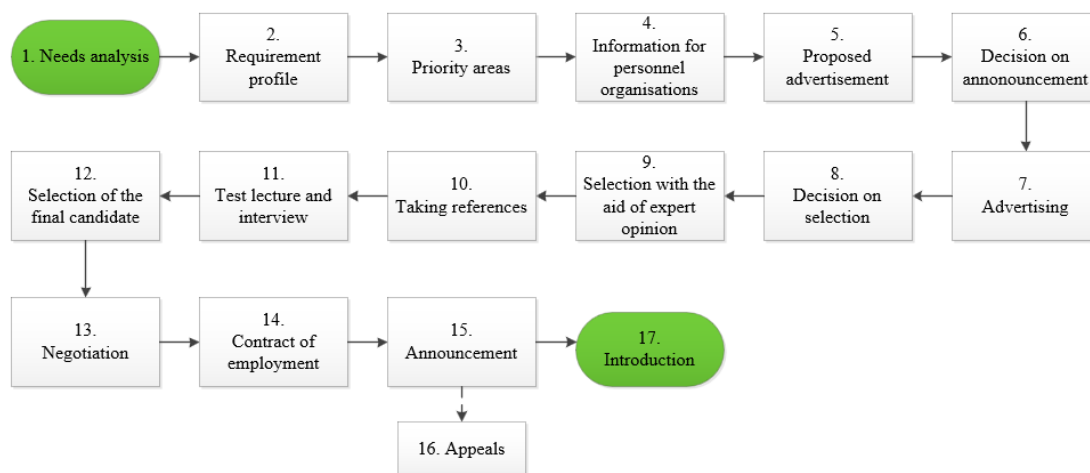
Although the preferential right does not have the same mandatory nature in the state sector, an authority may employ a person with preferential right without advertising the vacancy, since the preferential right is considered to be a special reason for not advertising pursuant to section 6 of the Employment Regulations (AF).

## **Recruitment of post doctoral teachers**

For each recruitment there must be a recruitment group. It is the head of department who decides who should be included in the group. An interview group should not be too large. If a larger interview group is needed, it is possible to divide the group up so that the applicants see some of them at a time. Think about who should be included and why. The recruitment group includes the head of department and programme area supervisor. If needed, representatives of the relevant subject, research group leader and/or other functions can be included.

A representative from the HR department can be included if necessary or provide support during the recruitment process. The representatives in the recruitment group should, as far as possible, have different backgrounds, ages and gender so as to obtain multiple perspectives during recruitment.

This is what the university's recruitment process looks like in the case of post-doctoral teachers:



### 1. Needs analysis

Before a recruitment begins, the needs must be considered. The head of department needs to examine whether there is a need for a replacement/new recruitment or whether the need can be met with existing human resources. There is a *needs analysis template* to help check what needs there are.

### 2. Requirement profile

If the needs show that a recruitment is needed, the next stage is to create a requirement profile.

The head of department is responsible for completing the *requirement profile template*, preferably in dialogue with the recruitment group. The requirement profile is the most important tool for recruitment and is used to specify what is being sought, the basis for the advertisement, planning the interview and reference questions. The requirement profile sets out work duties, requirements, education, qualifications and experience, as well as the job title and any subject.

When the requirement profile is done, it is important that the requirements for the position are relevant in relation to the work to be performed. An advertisement with too high or low requirements is likely to sift out people who might be appropriate for the position.

### 3. Priority areas

When employing post doctoral staff, the head of department shall fill in the part of the requirement profile about *priority areas for the appointment*, which shows what the experts shall prioritise in the coming selection.

### 4. Information for personnel organisations

The HR department is responsible for placing the requirement profile in a petition in the negotiating forum to inform the personnel organisations about vacancy clearance.

The details of the negotiation forum are signed by the head of department.

### 5. Proposed advertisement

The recruiting manager e-mails the requirement profile to the HR department. Based on the requirement profile, the HR department prepares a proposed advertisement, which is approved by the recruiting manager. It is important that the advertisement reflects the requirement profile and that the position is described correctly so that the right applicants are attracted.

### 6. Decision on announcement

At a decision-making meeting, the dean decides on the announcement, i.e. a decision to advertise the position. In the case of a professor, the decision is taken by the vice-chancellor. The decision shall then be provided to the HR department.

### 7. Advertising

The HR department is responsible for ensuring that advertising occurs. Advertising shall always be done for at least two weeks on the university's external website, Platsbanken and on the university's bulletin board. The head of department decides on any additional advertising and also covers the cost.

In order to be able to grant authorisation to everyone who shall have access to the applications, the HR department needs to know who the members of the recruitment group are, which may well be stated in the requirement profile.

Representatives in a recruitment group are allowed to see information that shall not be disseminated to others. This applies to, for example, which candidates have applied, the content of the applications and everything that is said in the recruitment group in connection with the selection for interviews, after reference checks etc. An application is a public document. If anyone requests applications or names of applicants, refer them to the registrar.

## **8. Decision on selection**

After expiry of the application period, the recruitment group decides on whether the recruitment case shall proceed for preparation by the faculty board or whether the announcement will be withdrawn based on what the selection looks like.

If no eligible candidates are available to call, the appointment is cancelled. The recruiting manager informs the HR department, which informs the personnel organisations that an appointment has been cancelled.

### Assessment criteria for employment: length of service and proficiency

When the selection is made, it is important to be objective and based on objective grounds (chapter 12, section 5, RF), such as length of service and proficiency. Length of service refers to the length of time that the applicant has been employed in the advertised work area, while proficiency relates to suitability for the position in question. As well as academic and pedagogical proficiency, proficiency includes theoretical and practical education, knowledge and experience acquired in other employments, as well as personal characteristics such as performance, professional skills, leadership skills and collaborative skills. It is the most proficient applicant on balance for the advertised position who shall be employed. According to the Public Employment Act (LOA), proficiency shall be put first.

Furthermore, according to the Employment Regulations (AF), in addition to length of service and proficiency, objective grounds shall be taken into account that concur with labour market, equality, social and employment policy goals.

### Fixed-term employment

Fixed-term appointments shall follow the same recruitment process as other appointments and are advertised. In the case of shorter fixed-term appointments, exceptions can be made (see 10. Selection with the aid of expert opinion).

### Disqualification situations

What is meant by disqualification in everyday terms is a circumstance that disrupts confidence in the impartiality of an official in the handling of a case. For more information, see *Disqualification* serial number 2018-114-655. If anyone in the recruitment group is disqualified, this shall be taken into account in the continuing work of the group.

## **9. Selection with the aid of expert opinion**

When employing post doctorate staff, expert judgement of the applicant's proficiency shall be obtained unless it is clearly unnecessary.

The search for experts should begin as soon as possible. The head of department is responsible for contacting the persons considered appropriate as experts. Experts may not be employed at Kristianstad University. Experts from the same institution or equivalent as any of the applicants should not be engaged. If an expert assessment is obtained from two or more persons, women and men must be evenly represented unless special reasons exist (chapter 4, section 6 (2) HF). Two experts with docent competence are required for the appointment of a researcher and or senior lecturer. Two experts with professor competence are required for expert opinion on the admission of a docent and three experts with professor competence are required for the appointment of a professor.

The information needed in the dialogue with potential experts is given to the head of department by the HR department when the application period expires.

When the head of department has received replies from the experts who can undertake the assignment, this information is sent to the secretary of the faculty board for its determination.

The application documents are available under the respective applications in the university's recruitment tool. The experts shall receive a customised manual for using the recruitment tool. The accompanying letter attached to the case shall indicate the deadline for the submission of an opinion and the amount of the fee payable. Experts may be asked to supplement their opinions if they do not follow the instructions. If an expert does not submit a statement or if any supplement is not submitted within the specified time, the assignment may be withdrawn and no compensation will be paid. Similarly, the assignment can be cancelled if the assignment is not completed according to the specified framework or if an obvious conflict of interests is revealed.

Experts sign and upload their opinions via the university's recruitment tool. The secretary forwards the expert opinion to the dean, who is chair of the faculty board, for assessment. The dean may then request a supplementary statement or clarification from experts.

#### Exceptions in case of certain fixed-term appointments

Where there is a pressing need to have someone in a position, for example as a substitute in case of sick leave, or where the term of appointment is shorter than the length of time for a normal recruitment process, exceptions from the rule of expert assessment may be made by using a so-called simplified expert procedure. Simplified expert procedure is also performed by the recruitment group making an assessment of the applicant's merits in relation to the advertised requirement profile. For more information, see *Disqualification* serial number 2018-114-655. It must be documented that the recruitment group is not to be regarded as disqualified.

#### ***Disqualification situations***

What is meant by disqualification in everyday terms is a circumstance that disrupts confidence in the impartiality of an official in the handling of a case. For more information, see *Disqualification* serial number 2018-114-655. Experts must confirm that they are not disqualified.

### **10. Taking references**

If necessary, someone at the HR department can help with reference taking, provided that the same person participated during the interviews.

Sometimes references are taken before the test lecture and sometimes afterwards. The purpose is to reconcile, confirm or reject the perception that was obtained from the application and interview. Ask about previous duties and performance. Reference information is collected from previous, and if possible also current, workplaces, and preferably from both managers and employees. Take at least two references. A reference check shall be carried out as a structured interview based on the requirement profile, as well as what has emerged during the interview. Just like during the interview, it is important to note the response of the referee while taking references. Ask open questions, listen carefully, read between the lines and ask follow-up questions. Ethics are important, both for us as employer and out of respect for the applicant. With all reference taking, the applicant must be aware that references are being taken.

### **11. Test lecture and interview**

Interviews and test lectures are conducted through the faculty board. The purpose is to gain an impression of the applicant and their competence. Exceptions can be made in the case of certain fixed-term appointments (see *10. Selection with the aid of expert opinion*).

The recruitment group is then responsible for conducting interviews and test lectures and subsequently presenting the proposed decision to the board, which decides who is to be offered the appointment. It is possible for the board to ask that the interview and test lecture take place before the board prior to a decision, and if necessary subject experts can be coopted to the board on such occasions.

When employing a researcher, the test lecture is not relevant.

If necessary, experts shall be consulted in connection with the interview and test lecture, but these must not participate in the interview session.

The purpose of an employment interview is to give the employer a clearer picture of the extent to which the applicant's competences conform to the requirements and desirable qualifications that have been established. If several interviews in a row are booked, it is a good idea to insert a pause between interviews in the schedule.

***Interview questions***

The interview questions shall be formulated based on the requirement profile to ensure that relevant questions for the employment are asked and that the interview is conducted with good quality. Ask open questions and go through the list of qualifications/CV. It is important that all applicants receive the same basic questions so that the answers are comparable and that applicants can be assessed equally. As well as the basic questions, specific questions can be formulated to clarify individual applicants' specific knowledge and experience of importance for the employment.

***Before the interview***

The faculty board is normally responsible for contacting the candidates who shall be called for interview. Be sure to choose a room that is adapted for accessibility because people with functional variations are otherwise disadvantaged.

***After the interview***

Between/after the interviews, the faculty board and the recruitment group need to discuss how well the answers to the questions match the content of the advertisement, what the candidate stated in the application and the expert opinions.

**12. Selection of the final candidate**

The faculty board shall issue a statement on the basis of a balanced assessment of expert opinion, interviews, test lectures, reference checks and the opinion of the recruitment group.

When offering employment, the final decision is taken by the dean except for the appointment of professors when the decision is taken by the vice-chancellor.

Employment that is for an indefinite period shall normally begin with a probationary period of six months unless the person is considered to have been tested previously by having had an appointment here with similar work duties. Salary proposals shall be agreed with the HR department, which can also assist with salary statistics.

***Assessment criteria for employment: length of service and proficiency***

When the selection is made, it is important to be objective and based on objective grounds (chapter 12, section 5, RF), such as length of service and proficiency. Length of service refers to the length of time that the applicant has been employed in the advertised work area, while proficiency relates to suitability for the position in question. As well as academic and pedagogical proficiency, proficiency includes education, knowledge and experience acquired in other employments, as well as personal characteristics such as performance, professional skills, leadership skills and collaborative skills. It is the most proficient applicant on balance for the advertised position who shall be employed. According to the Public Employment Act (LOA), proficiency shall be put first.

Furthermore, according to the Employment Regulations (AF), in addition to length of service and proficiency, objective grounds shall be taken into account that concur with labour market, equality, social and employment policy goals.

**13. Negotiation**

When the HR department has received information about who has been offered the position and when the person is to begin, the case is submitted for negotiation with the personnel organisations by the HR department.

The details of the negotiation are printed out by the HR department and signed by the head of department. In the event of disagreement, the HR department is responsible for the matter being raised for verbal negotiation.

**14. Contract of employment**

The HR Department is responsible for establishing a contract of employment and sending it to the final candidate. Before it is sent, it is signed by the dean, or the vice-chancellor if it is a professorship.

**15. Announcement**

Prior to the written notification of the final candidate, the dean, or the person delegated by the dean, shall verbally contact the candidates who have been for interview to advise that the position was offered to another applicant.



Thereafter, the HR department is responsible for communicating a written announcement both to applicants and to the university's bulletin board. All forms of appointments are posted on the university's bulletin board. Because of the appeal period, the notice shall be on the bulletin board for three weeks.

The notice shall contain details of the day on which it is posted on the bulletin board, details of how to appeal and those dissenting opinions that have been noted in the protocol or in some other document.

## **16. Appeals**

The university's decision on employment (except for appointment as a PhD student or as a senior lecturer in case of promotions) and decisions in accordance with chapter 4 section 13 to reject an application for promotion may be appealed by the person affected by the decision (HF chapter 12 section 2). The appeal shall contain grounds for the appeal, the requested change to the decision and the decision's reference number. An appeal must be received by the university within three weeks from the day when the information about the appointment decision was posted on the authority's bulletin board.

The registrar contacts the HR department, which in turn notifies the relevant dean who gives an opinion to the board of appeal. The HR department and the dean are together responsible for sending the opinion to the board of appeal of the university.

## **17. Introduction**

The Introduction of a new employee begins with the recruitment process. It is important to give a fair view of the future work in order to create the right conditions and expectations for a new employee.

All new employees shall undergo an individual introduction programme. The head of department is responsible for individual introductions. To help, there is a checklist to follow, which is on the intranet under "New employee".

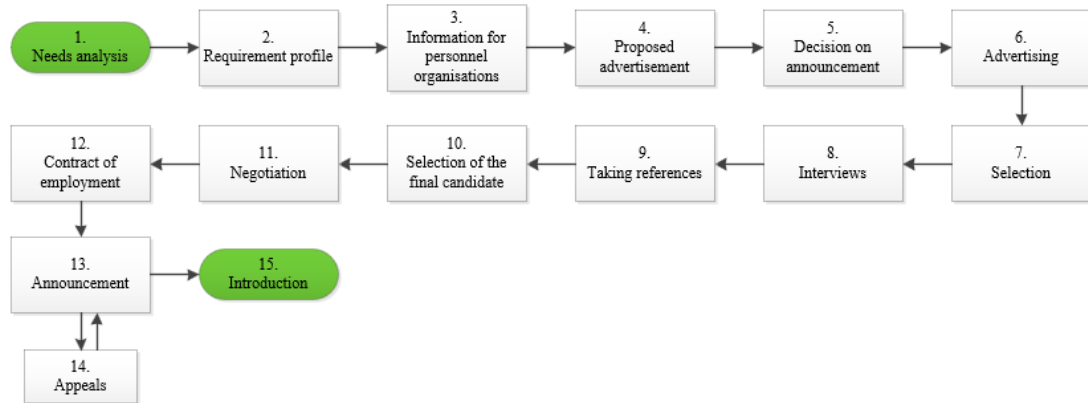
In order to give the employee an overall picture of the university's activities, areas of responsibility, goals and policy documents, the HR department also organises an introduction day a few times per year.

## **Recruitment of technical and administrative staff, PhD students and non-doctorate teachers**

For each recruitment there must be a recruitment group. It is the head of department who decides who should be included in the group. An interview group should not be too large. If a larger interview group is needed, it is possible to divide the group up so that the applicants see some of them at a time. Think about who should be included and why. A representative from the HR department can be included if necessary or provide support during the recruitment process. The representatives in the recruitment group should, as far as possible, have different backgrounds, ages and gender so as to obtain multiple perspectives during recruitment.

When recruiting managers and personnel for the HR department, the personnel organisations are to be offered the opportunity to participate in the recruitment group.

This is what the university's recruitment process looks like in the case of technical and administrative staff and non-doctorate teachers:



## 1. Needs analysis

Before a recruitment begins, the needs must be considered. The head of department needs to examine whether there is a need for a replacement/new recruitment or whether the need can be met with existing human resources. There is a needs analysis template to help check what needs there are.

## 2. Requirement profile

If the needs show that a recruitment is needed, the next stage is to create a requirement profile.

The head of department is responsible for completing the requirement profile template, preferably in dialogue with the recruitment group. The requirement profile is the most important tool for recruitment and is used to specify what is being sought, the basis for the advertisement, planning the interview and reference questions. The requirement profile sets out work duties, requirements, education, qualifications and experience, as well as the job title and any subject.

When the requirement profile is done, it is important that the requirements for the position are relevant in relation to the work to be performed. An advertisement with too high or low requirements is likely to sift out people who might be appropriate for the position.

## 3. Information for personnel organisations

The HR department is responsible for placing the requirement profile in a petition in the negotiating forum in order to inform the personnel organisations about vacancy clearance.

The document from the negotiation forum is signed by the head of department.

## 4. Proposed advertisement

The recruiting manager e-mails the requirement profile to the HR department. Based on the requirement profile, the HR department prepares a proposed advertisement, which is approved by the recruiting manager. It is important that the advertisement reflects the requirement profile and that the position is described correctly so that the right applicants are attracted.

## 5. Decision on announcement

At a decision-making meeting, the dean/university director/vice-chancellor decides on the announcement, i.e. a decision to advertise the position. In the case of a professor, the decision is taken by the vice-chancellor. The decision shall then be provided to the HR department.

## 6. Advertising

Unless special reasons exist to the contrary, all vacant positions must be announced so that anyone interested in the position can apply to the University. Special reasons may be, for example, if an employee is redeployed to a vacant position pursuant to the second paragraph of Section 7 of the Employment Protection Act, or the University appoints someone with a preferential right to re-employment pursuant to Section 25 or the Employment Protection Act.

The Human Resources Office is responsible for placing announcements. Vacant positions must always be announced for at least two weeks on the University's website and noticeboard and the Swedish Public Employment Service shall also be notified. The recruiting manager decides on any other additional announcement, which are paid for by the department/equivalent.

In order to be able to grant authorisation to everyone who shall have access to the applications, the HR department needs to know who the members of the recruitment group are, which may well be stated in the requirement profile.

Representatives in a recruitment group are allowed to see information that shall not be disseminated to others. This applies to, for example, which candidates have applied, the content of the applications and everything that is said in the recruitment group in connection with the selection for interviews, after reference checks etc. An application is a public document. If anyone requests applications or names of applicants, refer them to the registrar.

## **7. Selection**

When selecting candidates, the entire recruitment team should meet to discuss who shall be called for interview. It is desirable that the entire recruitment team agree on the decision. If opinions differ, the head of department decides which ones to call.

In the selection it is the requirement profile that the recruitment team shall start from, i.e. the requirements, qualifications and experience specified. This is so as to concentrate of length of service and proficiency and reduce the risk of discrimination.

If no eligible candidates are available to call, the appointment is cancelled. The recruiting head informs the HR department, which informs the personnel organisations that the appointment has been cancelled.

### ***Assessment criteria for employment: length of service and proficiency***

When the selection is made, it is important to be objective and based on objective grounds (chapter 12, section 5, RF), such as length of service and proficiency. Length of service refers to the length of time that the applicant has been employed in the advertised work area, while proficiency relates to suitability for the position in question. As well as academic and pedagogical proficiency, proficiency includes education, knowledge and experience acquired in other employments, as well as personal characteristics such as performance, professional skills, leadership skills and collaborative skills. It is the most proficient applicant on balance for the advertised position who shall be employed. According to the Public Employment Act (LOA), proficiency shall be put first.

Furthermore, according to the Employment Regulations (AF), in addition to length of service and proficiency, objective grounds shall be taken into account that concur with labour market, equality, social and employment policy goals.

### ***Disqualification situations***

What is meant by disqualification in everyday terms is a circumstance that disrupts confidence in the impartiality of an official in the handling of a case. For more information, see *Disqualification* serial number 2018-114-655. If anyone in the recruitment group is disqualified, this must be taken into account in the group's continuing work.

### ***Internal applicants***

Internal applicants shall be treated in the same way as external applicants. In the recruitment of personnel without a doctorate, internal applicants who meet the eligibility requirements for the position are invited to an interview. If the eligibility requirements are not met, the head of the recruiting department shall contact them and inform them.

## **8. Interviews**

The purpose of an employment interview is to give the recruitment group a clearer picture of the extent to which the applicant's competences conform to the requirements and desirable qualifications that have been established.

An interview usually lasts about an hour and if the recruitment group has several interviews booked, it may be useful to add a pause between the interviews in the schedule. If the candidates are to present a task during the interview, it is important that the candidates are given the same information and time to prepare.

### ***Interview questions***

The HR department and the head of department are together responsible for producing interview questions. It is then a good idea to discuss the questions with the rest of the recruitment group and see if others have any suggestions for questions. The interview questions shall be formulated based on the

content of the requirement profile to ensure that relevant questions for the employment are asked by the recruitment group and that the interview is conducted with good quality. It is important that all applicants receive the same basic questions so that the answers are comparable and that applicants can be assessed equally. As well as the basic questions, specific questions can be formulated to clarify individual applicants' specific knowledge and experience of importance for the employment. Ask open questions and go through the list of qualifications/CV.

#### ***Before the interview***

The candidates who are to be interviewed are contacted by telephone. It is recommended that a message is sent to the candidates to confirm the time and place and who the candidates will meet during the interview. Be sure to choose a room that is adapted for accessibility because people with functional disabilities are otherwise disadvantaged.

#### ***After the interview***

Between/after the interviews, the recruitment group needs to discuss how well the answers to the questions match the content of the requirement profile and what the candidate stated in the application.

### **9. Taking references**

Reference checks are usually done by the head of department. If necessary, someone at the HR department can help with the reference taking, provided that the same person participated during the interviews.

References are preferably only taken for the final candidate. The purpose is to reconcile, confirm or reject the perception that was obtained from the application and interview. Ask about previous duties and performance. Reference information is collected from previous, and if possible also current, workplaces, and preferably from both managers and employees. Take at least two references. A reference check shall be carried out as a structured interview based on the requirement profile and what has emerged during the interview. Just like during the interview, it is important to note the response of the referee while taking references. Ask open questions, listen carefully, read between the lines and ask follow-up questions. Ethics are important, both for us as employer and out of respect for the applicant. With all reference taking, the applicant must be aware that references are being taken.

### **10. Selection of the final candidate**

The recruitment group is a support in the work of choosing the right person. It is desirable that the entire recruitment group agree on the decision. If opinions differ, it is the head of department who makes the final decision.

It is the head of department who contacts the final candidate and offers employment. In this conversation, it is mainly salary and starting date that are discussed. Employment that is for an indefinite period normally begins with a probationary period of six months unless the person is considered to have been tested previously by having had an appointment here with similar work duties. Salary proposals shall be agreed with the HR department, which can also assist with salary statistics.

#### **Assessment criteria for employment: length of service and proficiency**

When the selection is made, it is important to be objective and based on objective grounds (chapter 12, section 5, RF), such as length of service and proficiency. Length of service refers to the length of time that the applicant has been employed in the advertised work area, while proficiency relates to suitability for the position in question. As well as academic and pedagogical proficiency, proficiency includes theoretical and practical education, knowledge and experience acquired in other employments, as well as personal characteristics such as performance, professional skills, leadership skills and collaborative skills. It is the most proficient applicant on balance for the advertised position who shall be employed. According to the Public Employment Act (LOA), proficiency shall be put first.

Furthermore, according to the Employment Regulations (AF), in addition to length of service and proficiency, objective grounds shall be taken into account that concur with labour market, equality, social and employment policy goals.

### **11. Negotiation**

When the HR department has received information about who has been offered the position and when the person is to begin, the case is submitted for negotiation with the personnel organisations by the HR department.

The details of the negotiation are printed out by the HR department and signed by the head of department. In the event of disagreement, the HR department is responsible for the matter being raised for verbal negotiation.

### **12. Contract of employment**

The HR Department is responsible for establishing a contract of employment and sending It to the final candidate. Before It is sent, it is signed by the dean/university director.

### **13. Announcement**

Prior to the written notification of the final candidate, the recruiting manager shall verbally contact the candidates who have been for interview to advise that the position was offered to another applicant.

Thereafter, the HR department is responsible for communicating a written announcement both to applicants and to the university's bulletin board. Because of the appeal period, the notice shall be on the bulletin board for three weeks.

The notice shall contain details of the day on which it is posted on the bulletin board, details of how to appeal and those dissenting opinions that have been noted in the protocol or in some other document

### **14. Appeals**

The university's decision on employment (except for appointment as a PhD student or as a senior lecturer in case of promotions) and decisions in accordance with chapter 4 section 13 to reject an application for promotion may be appealed by the person affected by the decision (HF chapter 12 section 2). The appeal shall contain grounds for the appeal, the requested change to the decision and the decisions reference number. An appeal must be received by the university within three weeks from the day when the information about the appointment decision was posted on the authority's bulletin board.

The registrar contacts the HR department, which in turn notifies the relevant dean who gives an opinion to the board of appeal. The HR department and the dean are together responsible for sending the opinion to the board of appeal of the university.

### **15. Introduction**

The Introduction of a new employee begins with the recruitment process. It is important to give a fair view of the future work in order to create the right conditions and expectations for a new employee.

All new employees shall undergo an individual introduction programme. The head of department is responsible for individual introductions. To help, there is a checklist to follow, which is on the intranet under "New employee".

In order to give the employee an overall picture of the university's activities, areas of responsibility, goals and policy documents, the HR department also organises an introduction day a few times per year.

## 2.3 Instructions for applications for the recruitment and promotion of post-doctoral teachers

### The application shall include:

1. A personal letter  
The personal letter shall contain an explanation of intent indicating the objectives and visions you intend to fulfil through the employment.
2. A summary of qualifications (CV) including names of reference persons  
Describe your qualifications. You can work from the instructions for expert opinion set out in *instructions to experts* (see chapter 4). State three to five reference persons (name, contact details, title and place of employment). Authenticate your description with attested statements and certificates.
3. Complete publication list  
Specify what is peer reviewed and any rankings of the journals.
4. Describe your qualifications with regard to:
  - a) the general requirements set for teaching staff at Kristianstad University  
Describe your qualifications. Base this on what is stated in the requirements profile and priority areas for the position as shown in the text of the advertisement and the general requirements and assessment grounds set out in Kristianstad University's employment regulations. You can work from the instructions for expert opinion set out in *instructions to experts* (see chapter 4). Authenticate your description with attested statements and certificates.
  - b) academic/artistic proficiency  
Describe publications and other qualifications. Describe your proficiency based on the requirements profile and priority areas for the position as shown in the text of the advertisement, the general requirements of Kristianstad University's employment regulations and what should be given special attention in the assessment of academic proficiency (see chapter 4, *instructions to experts*). Authenticate your description with attested statements and certificates.
  - c) pedagogical proficiency  
Describe publications with higher education pedagogical relevance and other qualifications. Describe your proficiency based on the requirements profile and priority areas for the position as shown in the text of the advertisement, the general requirements of Kristianstad University's employment regulations and what should be given special attention in the assessment of pedagogical proficiency (see chapter 4, *instructions to experts*). Authenticate your description with attested statements and certificates.
5. referenced publications in full text  
Attach publications with the greatest relevance to the position sought (but not more than ten publications). Where books need to be sent, this is done by post to the registrar stating the name and serial number of the case.

Documents shall be submitted via the relevant advertisement link in the university's recruitment tool. The application must be submitted before the deadline for submission of applications. If the application is not complete, it is possible to supplement the application up to two weeks after the deadline for submission of applications. Supplementation is done via the link sent to applicants at the expiry of the application period.

When applying for a promotion, a notification of interest is first sent to the relevant faculty board. A link for the notification of interest can be found on the website under the heading "Work with us".

## 2.4 Instructions to experts

Applicants shall be assessed on the basis of the general requirements for teachers at Kristianstad University and otherwise as indicated in the established employment regulations. The grounds for assessment are academic and pedagogical proficiency. In all employment and promotion on an artistic basis, requirements for academic proficiency are replaced by requirements for artistic proficiency. Requirements for good academic and pedagogical proficiency must be fulfilled in order for the applicant to be considered as competent. Insufficient proficiency in one of the assessment grounds can not be outweighed by excellent proficiency in the other, unless there are exceptional reasons.

What should be given particular consideration in both grounds for assessment is shown in the assessment templates below. With recruitment, the summary assessment shall be based on the employment profile in question.

The accompanying letter indicates the deadline for the submission of an opinion and the amount of the fee payable. The expert opinion must be formulated according to Kristianstad University's instructions. An expert may be asked to supplement his or her opinion if it does not follow the instructions. If an expert does not submit a statement or if any supplement is not submitted within the specified time, the assignment may be withdrawn and no compensation will be paid. Similarly, the assignment can be cancelled if the assignment is not completed according to the specified framework or if an obvious conflict of interests is revealed.

If necessary, experts can be consulted in connection with the interview and test lecture, but they must not participate in the interview session.

### **An expert opinion on employment shall include the following:**

- a) Summarised presentation of the applicants  
Experts may choose to present the applicants together or individually. The summarised presentation shall be based on points 1-7 of the relevant assessment template below. If an applicant is not considered competent, this **must be clearly stated**.
- b) Evaluation of candidates' qualifications and proficiency  
Experts shall separately evaluate the applicants' academic/artistic and pedagogical proficiency based on points 8-12 of the relevant assessment template below. Within the two grounds for assessment, a balanced assessment is carried out, which means that some weaknesses in one respect can be offset by strength in another. The qualifications of those who do not qualify need not be evaluated.
- c) Summarised assessment  
Experts shall each conclude their statement with a brief summary of their position and then name all applicants and group them according to whether they are deemed to be unqualified, qualified or qualified with a good match with the employment profile. No ranking shall be made within the groups.

When the expert statement is completed, it is signed and uploaded in the university's recruitment tool.

### **An expert opinion on promotion shall include the following:**

- a) Summarised presentation of the applicant  
If an applicant is not considered competent, this must be clearly stated. The summarised presentation shall be based on points 1-7 of the relevant assessment template below.
- b) Evaluation of the candidate's qualifications and proficiency  
Experts shall separately evaluate the applicant's academic/artistic and pedagogical proficiency based on points 8-12 of the relevant assessment template below. Within the two grounds for assessment, a balanced assessment is carried out, which means that some weaknesses in one respect can be offset by strength in another.
- c) Summarised assessment  
Experts shall each conclude their statement with a brief overall assessment of the applicant's proficiency.

When the expert statement is completed, it is signed and uploaded in the university's recruitment tool.

**1. Assessment template for expert opinion in employment as senior lecturer and artistic associate professor, researcher and post-doc**

<b>Content in statement</b>	<b>Instructions/ documentation</b>	<b>Comments</b>
1. Personal details	Name, personal ID number	
2. Degrees	All in higher education are indicated by year and name of degree	Comment on degree qualifications in relation to employment regulations and announcement
3. Other education	Indicated by year, scope and content  Pedagogical higher education of at least 15 credits or equivalent	Comment on completed education in relation to employment regulations and announcement 15 credits in pedagogic higher education is an entry requirement for appointment. If the applicant does not obviously fulfil this requirement, they can still be considered qualified, but the lack of the qualifying pedagogic higher education shall then be specifically noted in the expert statement. The new employee then has two years from taking up the position to fulfil the requirement. The requirement for training in teaching and learning in higher education for 15 credits must be fulfilled before a teacher who has been employed until further notice for over two years can apply for promotion. If the teacher has been employed for less than two years, their application must state that they have begun training in teaching and learning in higher education, or that the teacher has applied for and been granted validation of equivalent knowledge.
4. Employment	Assessment of professional experience and its relevance in relation to the announcement or the promotion applied for	Comment on professional experience in relation to employment regulations and announcement
5. Language skills	Swedish English Other relevant language	Comment on language skills in relation to employment regulations and announcement
6. Assessment of whether the candidate qualifies	Qualified according to the basic requirements of the position in question	Answered Yes or No
7. Assessment of competence performed previously	Professor, docent, doctoral degree (state educational institution and year)	Comment on previous assessment of competence in relation to employment regulations and announcement



**8. The applicant's academic proficiency (not applicable to assessment on artistic grounds)**

For assessment of academic proficiency, weight shall be attached to points a-f below:

a. The extent and quality of research production	<ul style="list-style-type: none"> <li>- Research production that corresponds well to the subject area's practice and the conditions for senior lecturer</li> <li>- Distinctions and prizes</li> <li>- Academic originality</li> </ul>	<p>Assessment according to 8 a-f shall lead to an overall assessment of the applicant's academic ability in relation to the practice and conditions of the subject area</p>
b. Ability to plan, develop and conduct research	<ul style="list-style-type: none"> <li>- The applicant's role in studies and projects</li> <li>- Academic value of projects</li> <li>- Degree of independence</li> <li>- Networks and research collaborations</li> <li>- Research funding</li> </ul>	
c. Ability to publish, present and discuss research in different contexts	<ul style="list-style-type: none"> <li>- Publications in reputable journals</li> <li>- Other publications including any manuscripts not yet accepted</li> </ul> <p>The scope of production is considered in terms of academic value, methodological and subject depth and breadth, number of authors, the applicant's role and publishing tradition.</p> <ul style="list-style-type: none"> <li>- Citation level</li> <li>- Presentations at recognised academic conferences</li> <li>- Patents</li> <li>- Education and outreach publications and presentations</li> </ul>	<p>Comment on the assessment.</p>
d. Participation in quality work of significance for research	<ul style="list-style-type: none"> <li>- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation</li> </ul>	
e. Experience of responsibility and/or management assignments with relevance to research	<ul style="list-style-type: none"> <li>- Course responsibility</li> <li>- Responsibility and management assignments in research environments, research networks, research boards, committees, working groups etc.</li> <li>- Responsibility assignments in the planning and implementation of academic conferences</li> <li>- Assignments as referee, reviewer, expert etc.</li> </ul>	
f. Experience of working with others in society and/or other higher education institutions with regard to research	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Projects in collaboration with municipalities, companies, organisations etc.</li> <li>- Projects in collaboration with other universities</li> <li>- Role and own contribution in projects</li> <li>- Visiting research fellow, post-doc</li> <li>- Utilising and commercialising research results</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance in the research community</li> </ul>	

<b>9. The applicant's artistic proficiency (not applicable to assessment on academic grounds)</b>		
For assessment of artistic proficiency, weight shall be attached to points a-f below:		
a. The extent and quality of artistic work	<ul style="list-style-type: none"> <li>- Artistic production that corresponds well to the subject area's practice and the conditions for senior lecturer</li> <li>- Distinctions and prizes</li> <li>- High degree of specialisation or breadth. For specialisations, the requirements are set higher than for each of the areas for breadth. Breadth means the ability to consciously work on different aspects of the subject, such as different genres, methods or tools</li> </ul>	<p>Assessment according to 9 a-f shall lead to an overall assessment of the applicant's artistic ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
b. Ability to plan, develop and conduct artistic activities	<ul style="list-style-type: none"> <li>- Role and own contribution in projects</li> <li>- Artistic value of projects</li> <li>- Degree of independence</li> <li>- Degree of collaboration with colleagues within and outside higher education</li> </ul>	
c. Ability to publish and present artistic work in different contexts	<ul style="list-style-type: none"> <li>- Attention and recognition in the artistic community</li> <li>- Invitations and participation in relevant contexts</li> </ul>	
d. Participation in quality work of importance for artistic activities	<ul style="list-style-type: none"> <li>- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation</li> </ul>	
e. Experience of responsibility and/or management assignments with relevance to artistic activities	<ul style="list-style-type: none"> <li>- Course responsibility</li> <li>- Responsibility and management assignments in the planning and execution of artistic activities</li> <li>- Assignments as referee, reviewer, expert etc.</li> <li>- Assignments on boards, councils, committees etc.</li> </ul>	
f. Experience of working with others in society and/or other higher education institutions with regard to artistic activities	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Teaching activities in collaboration with municipalities, companies, organisations etc.</li> <li>- Teaching activities in collaboration with other universities</li> <li>- Role and own contribution in teaching activities</li> <li>- Artistic activities abroad</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance in the artistic community</li> </ul>	
<b>10 The applicant's pedagogical proficiency</b>		
For assessment of pedagogical proficiency, weight shall be attached to points a-f below:		
a. The scope and quality of the teaching (network, remote and campus teaching, including supervision)	<ul style="list-style-type: none"> <li>- Breadth, depth, scope and quality of the teaching performed</li> <li>- Distinctions and prizes</li> <li>- Course evaluations</li> </ul>	Assessment according to 10 a-f shall lead to an overall assessment of the applicant's pedagogical ability in relation

<p>b. Participation in higher education pedagogical development work</p>	<ul style="list-style-type: none"> <li>- Role and own contribution as well as results and importance for the development of teaching quality</li> <li>- Role and own contribution in course development, subject development</li> <li>- Contributions to higher education pedagogical conferences, international teacher exchanges and collaboration, visiting lecturer etc.</li> <li>- Contributions to higher education pedagogical seminars, journals</li> <li>- Promotion within the framework of the pedagogical career ladder</li> </ul>	<p>to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
<p>c. Ability to contribute to the research links of education</p>	<ul style="list-style-type: none"> <li>- Authored textbooks</li> <li>- Development of teaching materials, digital lectures etc. used internally and/or at other universities</li> <li>- Teaching input at different levels in relevant degree programmes</li> </ul>	
<p>d. Ability to reflect on own teaching from a subject and an educational theory perspective</p>	<ul style="list-style-type: none"> <li>- Endorsement of the applicant's own teaching practice in perspectives of subject and educational theory</li> </ul>	
<p>e. Experience of responsibility and/or management assignments with relevance to higher education</p>	<ul style="list-style-type: none"> <li>- Course responsibility, programme responsibility etc.</li> <li>- Management assignments within the university, e.g. head of department or equivalent</li> <li>- Assignments on boards, councils, committees etc. with responsibility for educational issues</li> <li>- Assignments as reviewer, expert etc.</li> <li>- Leadership training</li> </ul>	
<p>f. Experience of working with others in society and/or other higher education institutions with regard to education</p>	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Projects in collaboration with municipalities, companies, organisations etc.</li> <li>- Projects in collaboration with other universities</li> <li>- Role and own contribution in projects</li> <li>- Visiting lecturer, post-doc, international exchanges and collaboration</li> <li>- Contract education</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance in education</li> </ul>	
<p><b>11 Any other proficiency required in this announcement</b></p>		<p>A combined assessment of any other qualifications stated in the announcement.</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>

<b>12 Other relevant qualifications</b>	Specify which

**2. Assessment template for expert opinion in competence testing for docentship and employment as associate professor or artistic associate professor**

<b>Content in statement</b>	<b>Instructions/documentation</b>	<b>Comments</b>
1. Personal details	Name, personal ID number	
2. Degrees	All in higher education are indicated by year and name of degree	Comment on degree qualifications in relation to employment regulations and announcement
3. Other education	<p>Indicated by year, scope and content</p> <p>Pedagogical higher education of at least 15 credits or equivalent</p> <p>Training in supervision of PhD students</p>	<p>Comment on completed education in relation to employment regulations and announcement</p> <p>15 credits in pedagogic higher education is an entry requirement for appointment. If the applicant does not obviously fulfil this requirement, they can still be considered qualified, but the lack of the qualifying pedagogic higher education shall then be specifically noted in the expert statement. The new employee then has two years from taking up the position to fulfil the requirement. The requirement for training in teaching and learning in higher education for 15 credits must be fulfilled before a teacher who has been employed until further notice for over two years can apply for promotion. If the teacher has been employed for less than two years, their application must state that they have begun training in teaching and learning in higher education, or that the teacher has applied for and been granted</p>

		validation of equivalent knowledge.
4. Employment	Assessment of professional experience and its relevance in relation to the announcement or the promotion applied for	Comment on professional experience in relation to employment regulations and announcement
5. Language skills	Swedish English Other relevant language	Comment on language skills in relation to employment regulations and announcement
6. Assessment of whether the candidate qualifies	Qualified according to the basic requirements of the position in question	Answered Yes or No
7. Assessment of competence performed previously	Professor, docent, doctoral degree (state educational institution and year)	Comment on previous assessment of competence in relation to employment regulations and announcement
<b>8. The applicant's academic proficiency (not applicable to assessment on artistic grounds)</b>		
For assessment of academic proficiency, weight shall be attached to points a-f below:		
a. The breadth, depth, scope and quality of research production	<ul style="list-style-type: none"> <li>- Academic production that corresponds well to the subject area's practice and conditions for docent level</li> <li>- Distinctions and prizes</li> <li>- Academic originality</li> </ul>	<p>Assessment according to 8 a-f shall lead to an overall assessment of the applicant's academic ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
b. Ability to plan, develop and conduct research independently and in collaboration with others	<ul style="list-style-type: none"> <li>- The applicant's role and own contribution in studies and projects</li> <li>- Academic value of projects</li> <li>- Degree of independence</li> <li>- Networks and research collaborations</li> <li>- Research funding/external research grants</li> </ul>	
c. Ability to publish, present and discuss research in an academic and popular context nationally and internationally	<ul style="list-style-type: none"> <li>- Publications in reputable journals</li> <li>- Other publications including any manuscripts not yet accepted</li> </ul> <p>The scope of production is considered in terms of academic value, methodological and subject depth and breadth, number of authors, the applicant's role and publishing tradition.</p> <ul style="list-style-type: none"> <li>- Citation level</li> <li>- Presentations at recognised academic conferences</li> <li>- Patents</li> <li>- Education and outreach publications and presentations</li> </ul>	
d. Participation in quality work with relevance to research	<ul style="list-style-type: none"> <li>- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation</li> </ul>	
e. Experience of responsibility and/or management assignments with relevance to research	<ul style="list-style-type: none"> <li>- Assignments in research environments, research networks etc.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Assignments in the planning and implementation of academic conferences, keynote</li> <li>- Assignments as referee, editorial board, editor etc.</li> <li>- External reviewer and examining committee assignments</li> <li>- Assignments as reviewer, expert etc.</li> <li>- Assignments in major investigations, national councils and committees etc.</li> <li>- Academic management assignments with responsibility for research questions for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, for example</li> <li>- Assignments on boards, councils, committees etc. with responsibility for research issues</li> </ul>	
f. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to research	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Teaching activities in collaboration with municipalities, companies, organisations etc.</li> <li>- Teaching activities in collaboration with other universities</li> <li>- Role and own contribution in teaching activities</li> <li>- Research abroad, post-doc</li> <li>- Utilising and commercialising research results</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance in the research community</li> </ul>	
<p><b>9. The applicant's artistic proficiency (not applicable to assessment on academic grounds)</b></p> <p>For assessment of artistic proficiency, weight shall be attached to points a-f below:</p>		
a. The breadth, depth, scope, quality and recognition of artistic work	<ul style="list-style-type: none"> <li>- Artistic production that well corresponds to the subject area's practice for docent level</li> <li>- Distinctions and prizes</li> <li>- High degree of specialisation or breadth. For specialisations, the requirements are set higher than for each of the areas for breadth. Breadth means the ability to consciously work on different aspects of the subject, such as different genres, methods or tools</li> </ul>	Assessment according to 9 a-f shall lead to an overall assessment of the applicant's artistic ability in relation to the practice and conditions of the subject area
b. Ability to plan, develop and conduct artistic activities independently and in cooperation with others	<ul style="list-style-type: none"> <li>- Role and own contribution in projects</li> <li>- Artistic value of projects</li> <li>- Degree of independence</li> <li>- Degree of collaboration with colleagues within and outside higher education</li> <li>- External funding of artistic work</li> </ul>	The assessment is graded on a scale of 0-5 where 0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency
c. Ability to publish, present and discuss artistic work in different contexts nationally and internationally	<ul style="list-style-type: none"> <li>- Attention and recognition in the artistic community</li> <li>- Invitations and participation in relevant contexts</li> </ul>	Comment on the assessment.
d. Participation in quality work with relevance to artistic activities	<ul style="list-style-type: none"> <li>- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation</li> </ul>	

e. Experience of responsibility and/or management assignments with relevance to artistic activities	<ul style="list-style-type: none"> <li>- Course responsibility</li> <li>- Responsibility and management assignments in the planning and execution of artistic activities</li> <li>- External reviewer and examining committee assignments</li> <li>- Assignments on boards, councils, committees etc.</li> <li>- Assignments as reviewer, expert etc. in artistic matters</li> </ul>	
f. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to artistic activities	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Teaching activities in collaboration with municipalities, companies, organisations etc.</li> <li>- Teaching activities in collaboration with other universities</li> <li>- Role and own contribution in teaching activities</li> <li>- Artistic activities abroad</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance in the artistic community</li> </ul>	
<p><b>10. The applicant's pedagogical proficiency</b></p> <p>For assessment of pedagogical proficiency, weight shall be attached to points a-f below:</p>		
a. The scope, depth, extent, quality and level of the teaching (network, remote and campus teaching, including supervision)	<ul style="list-style-type: none"> <li>- Breadth, depth, scope and quality of the teaching performed</li> <li>- Experience of supervision at first, second and third cycle levels</li> <li>- Distinctions and prizes</li> <li>- Course evaluations</li> </ul>	Assessment according to 10 a-f shall lead to an overall assessment of the applicant's pedagogical ability in relation to the practice and conditions of the subject area
b. Ability to run higher education pedagogical development work	<ul style="list-style-type: none"> <li>- Role and own contribution as well as results and importance for the development of teaching quality</li> <li>- Role and own contribution in course development, subject development</li> <li>- Contributions to higher education pedagogical conferences, international teacher exchanges and collaboration, visiting lecturer etc.</li> <li>- Contributions to higher education pedagogical seminars, journals</li> <li>- Participation in public debate and mass media</li> <li>- Promotion within the framework of the pedagogical career ladder</li> </ul>	<p>The assessment is graded on a scale of 0-5 where</p> <p>0 = insufficient proficiency</p> <p>3 = good proficiency</p> <p>5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
c. Ability to contribute to the research links of education	<ul style="list-style-type: none"> <li>- Authored textbooks</li> <li>- Development of teaching materials, digital lectures etc. used internally and/or at other universities</li> <li>- Teaching input at different levels in relevant degree programmes</li> </ul>	
d. Ability to reflect on own teaching from a subject and an educational theory perspective	<ul style="list-style-type: none"> <li>- Endorsement of the applicant's own teaching practice in perspectives of subject and educational theory</li> </ul>	



<p>e. Ability to take on responsibility and/or management assignments with relevance to higher education</p>	<ul style="list-style-type: none"> <li>- Course responsibility, programme responsibility etc.</li> <li>- Academic management assignments with responsibility for education issues such as for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, head of department, programme responsibility or equivalent</li> <li>- Assignments on boards, councils, committees etc. with responsibility for educational issues</li> <li>- Assignments as reviewer, expert etc. in educational matters</li> <li>- Leadership training</li> </ul>	
<p>f. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to education</p>	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Projects in collaboration with municipalities, companies, organisations etc.</li> <li>- Projects in collaboration with other universities</li> <li>- Role and own contribution in projects</li> <li>- Visiting lecturer, post-doc, international exchanges and collaboration</li> <li>- Contract education</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance for education</li> </ul>	
<p><b>11. Any other proficiency required in this announcement</b></p>		<p>A combined assessment of any other qualifications stated in the announcement.</p> <p>The assessment is graded on a scale of 0-5 where  0 = insufficient proficiency  3 = good proficiency  5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
<p><b>12. Other relevant qualifications</b></p>		<p>Specify which</p>

**3. Assessment template for expert opinion in employment as professor and artistic professor**

Content in statement	Instructions/ documentation	Comments
<p>1. Personal details</p>	<p>Name, personal ID number</p>	
<p>2. Degrees</p>	<p>All in higher education are indicated by year and name of degree</p>	<p>Comment on degree qualifications in</p>

		relation to employment regulations and announcement
3. Other education	Indicated by year, scope and content  Pedagogical higher education of at least 15 credits or equivalent  Training in supervision of PhD students	Comment on other education in relation to employment regulations and announcement 15 credits in pedagogic higher education is an entry requirement for appointment. If the applicant does not obviously fulfil this requirement, they can still be considered qualified, but the lack of the qualifying pedagogic higher education shall then be specifically noted in the expert statement. The new employee then has two years from taking up the position to fulfil the requirement.
4. Employment	Assessment of professional experience and its relevance in relation to the announcement or the promotion applied for	Comment on professional experience in relation to employment regulations and announcement
5. Language skills	Swedish English Other relevant language	Comment on language skills in relation to employment regulations and announcement
6. Assessment of whether the candidate qualifies	Qualified according to the basic requirements of the position in question	Answered Yes or No
7. Assessment of competence performed previously	Professor, docent, doctoral degree (state educational institution and year)	Comment on previous assessment of competence in relation to employment regulations and announcement
<b>8. The applicant's academic proficiency (not applicable to assessment on artistic grounds)</b>		
For assessment of academic proficiency, weight shall be attached to points a-g below:		
a. The breadth, depth, scope and quality of research production	<ul style="list-style-type: none"> <li>- Research production that corresponds well to the subject area's practice and the conditions for professor level</li> <li>- Good national and international level as a researcher</li> <li>- Distinctions and prizes</li> <li>- Academic originality</li> </ul>	Assessment according to 8 a-g shall lead to an overall assessment of the applicant's academic ability in relation to the practice

b. Ability to plan, develop and conduct research independently and in collaboration with others	<ul style="list-style-type: none"> <li>- The applicant's role and own contribution in studies and projects</li> <li>- Academic value of projects</li> <li>- Degree of independence</li> <li>- Networks and research collaborations</li> </ul>	<p>and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where  0 = insufficient proficiency  3 = good proficiency  5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
c. Ability to publish, present and discuss research in an academic and popular context nationally and internationally	<ul style="list-style-type: none"> <li>- Publications in reputable journals</li> <li>- Other publications including any manuscripts not yet accepted</li> </ul> <p>The scope of production is considered in terms of academic value, methodological and subject depth and breadth, number of authors, the applicant's role and publishing tradition.</p> <ul style="list-style-type: none"> <li>- Citation level</li> <li>- Presentations at recognised academic conferences</li> <li>- Patents</li> <li>- Education and outreach publications and presentations</li> </ul>	
d. Ability to obtain external research grants in competition	<ul style="list-style-type: none"> <li>- Main or co-applicant</li> <li>- Provider of funding</li> <li>- Amount of funding</li> </ul>	
e. Ability to lead quality work with relevance to research	<ul style="list-style-type: none"> <li>- Purpose and role in implemented quality work as well as its results and importance for developing quality, conditions and implementation</li> </ul>	
f. Ability to lead employees and/or activities relevant to research	<ul style="list-style-type: none"> <li>- Assignments in research environments, research networks etc.</li> <li>- Assignments in the planning and implementation of academic conferences, keynote</li> <li>- Assignments as referee, editorial board, editor etc.</li> <li>- External reviewer and examining committee assignments</li> <li>- Assignments as referee, reviewer, expert etc.</li> <li>- Assignments in major investigations, national councils and committees etc.</li> <li>- Academic management assignments with responsibility for research questions for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, for example</li> <li>- Assignments on boards, councils, committees etc. with responsibility for research issues</li> </ul>	
g. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to research	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Projects in collaboration with municipalities, companies, organisations etc.</li> <li>- Projects in collaboration with other universities</li> <li>- Role and own contribution in projects</li> <li>- Research abroad, post-doc</li> <li>- Utilising and commercialising research results</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance for research</li> </ul>	

### 9. The applicant's artistic proficiency (not applicable to assessment on academic grounds)

For assessment of artistic proficiency, weight shall be attached to points a-g below:

<p>a. The breadth, depth, scope, quality and recognition of artistic work</p>	<ul style="list-style-type: none"> <li>- Artistic production that well corresponds to the subject area's practice for professor level</li> <li>- Distinctions and prizes</li> <li>- High degree of specialisation or breadth. For specialisations, the requirements are set higher than for each of the areas for breadth. Breadth means the ability to consciously work on different aspects of the subject, such as different genres, methods or tools</li> </ul>	<p>Assessment according to 9 a-g shall lead to an overall assessment of the applicant's artistic ability in relation to the practice and conditions of the subject area</p>
<p>b. Ability to plan, develop and conduct artistic activities independently and in cooperation with others</p>	<ul style="list-style-type: none"> <li>- Role and own contribution in projects</li> <li>- Artistic value of projects</li> <li>- Degree of independence</li> <li>- Degree of collaboration with colleagues within and outside higher education</li> </ul>	<p>The assessment is graded on a scale of 0-5 where</p>
<p>c. Ability to publish, present and discuss artistic work in different contexts nationally and internationally</p>	<ul style="list-style-type: none"> <li>- Attention and recognition in the artistic community</li> <li>- Invitations and participation in relevant contexts</li> </ul>	<p>0 = insufficient proficiency 3 = good proficiency 5 = outstanding proficiency</p>
<p>d. Ability to obtain external funding for artistic activities in competition</p>	<ul style="list-style-type: none"> <li>- Main or co-applicant</li> <li>- Provider of funding</li> <li>- Amount of funding</li> </ul>	<p>Comment on the assessment.</p>
<p>e. Ability to lead quality work of significance for artistic activities</p>	<ul style="list-style-type: none"> <li>- Role and own contribution in quality work as well as its results and importance for developing the quality, conditions and execution of the artistic activity</li> </ul>	
<p>f. Ability to lead employees and/or activities relevant to artistic activities</p>	<ul style="list-style-type: none"> <li>- Responsibility assignments in the planning and execution of artistic activities</li> <li>- Review and expert assignments etc.</li> <li>- External reviewer and examining committee assignments</li> <li>- Academic management assignments with responsibility for artistic activities for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, for example</li> <li>- Assignments on boards, councils, committees etc.</li> <li>- with responsibility for artistic activities</li> <li>- Leadership training</li> </ul>	
<p>g. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to artistic activities</p>	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Teaching activities in collaboration with municipalities, companies, organisations etc.</li> <li>- Teaching activities in collaboration with other universities</li> <li>- Role and own contribution in teaching activities</li> <li>- Artistic activities abroad</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance in the artistic community</li> </ul>	

### 10. The applicant's pedagogical proficiency

For assessment of pedagogical proficiency, weight shall be attached to points a-g below:

a. The scope, depth, extent, quality and level of the teaching (network, remote and campus teaching and supervision)	<ul style="list-style-type: none"> <li>- Breadth, depth, scope and quality of the teaching performed</li> <li>- Distinctions and prizes</li> <li>- Course evaluations</li> </ul>	<p>Assessment according to 10 a-g shall lead to an overall assessment of the applicant's pedagogical ability in relation to the practice and conditions of the subject area</p> <p>The assessment is graded on a scale of 0-5 where  0 = insufficient proficiency  3 = good proficiency  5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
b. Ability to pursue pedagogical development in a collegial context	<ul style="list-style-type: none"> <li>- Role and own contribution as well as results and importance for the development of teaching quality</li> <li>- Role and own contribution in course development, subject development</li> <li>- Contributions to higher education pedagogical conferences, international teacher exchanges and collaboration, visiting lecturer etc.</li> <li>- Contributions to higher education pedagogical seminars, journals</li> <li>- Participation in public debate and mass media</li> <li>- Promotion within the framework of the pedagogical career ladder</li> </ul>	
c. Good ability to supervise PhD students	<ul style="list-style-type: none"> <li>- Ongoing PhD student supervision</li> <li>- Concluded PhD student supervision</li> <li>- Other contributions to the work of PhD students</li> </ul>	
d. Ability to contribute to the research links of education	<ul style="list-style-type: none"> <li>- Authored textbooks</li> <li>- Development of teaching materials, digital lectures etc. used internally and/or at other universities</li> <li>- Teaching input at different levels in relevant degree programmes</li> </ul>	
e. Ability to reflect on own teaching from a subject and an educational theory perspective	<ul style="list-style-type: none"> <li>- Endorsement of the applicant's own teaching practice in perspectives of subject and educational theory</li> </ul>	
f. Ability to lead employees and/or activities relevant to higher education and its conditions and implementation	<ul style="list-style-type: none"> <li>- Course responsibility, programme responsibility etc.</li> <li>- Academic management assignments with responsibility for education issues such as for vice-chancellor, pro-vice-chancellor, deputy vice-chancellor, dean, head of department, programme responsibility or equivalent</li> <li>- Assignments on boards, councils, committees etc. with responsibility for educational issues</li> <li>- Assignments as reviewer, expert etc. in educational matters</li> <li>- Leadership training</li> </ul>	

<p>g. Ability to run and/or participate in projects in cooperation with others in society and/or other higher education institutions with regard to education</p>	<p>Collaborative skills demonstrated by:</p> <ul style="list-style-type: none"> <li>- Projects in collaboration with municipalities, companies, organisations etc.</li> <li>- Projects in collaboration with other universities</li> <li>- Role and own contribution in projects</li> <li>- Visiting lecturer, post-doc, international exchanges and collaboration</li> <li>- Contract education</li> <li>- Participation in public debate and mass media</li> <li>- Experience of being part of national and international networks of importance for education</li> </ul>	
<p><b>12 Any other proficiency required in this announcement</b></p>		<p>A combined assessment of any other qualifications stated in the announcement.</p> <p>The assessment is graded on a scale of 0-5 where  0 = insufficient proficiency  3 = good proficiency  5 = outstanding proficiency</p> <p>Comment on the assessment.</p>
<p><b>11. Other relevant qualifications</b></p>		<p>Specify which</p>

## 2.5 Guidelines for docentship

Docentship is not a form of employment but an appointment where employees are admitted as docent and remain in their employment and receive a docent certificate. Persons who do not have employment at Kristianstad University and are admitted as docent receive a docent certificate.

Docent competence is an academic level within a subject area comprising both academic and pedagogical qualities. By demonstrating the academic level, Kristianstad University has clarified the quality assurance of research, teaching and supervision in a national and international perspective within the relevant topic, which benefits the activities of the university and the university's contact and information activities. Being admitted as docent demonstrates the employee's examination and main supervisor competence in second and third cycle education within the relevant subject.

### Qualification and assessment grounds

A person who, in the subject of the application, has obtained a doctorate or otherwise has equivalent competence and meets the assessment grounds that apply for an associate professor at Kristianstad University (see chapter 4 of the procedural regulation) is qualified to be admitted as docent. To be eligible, the applicant's proficiency must considerably exceed senior lecturer level according to the practice of the subject area.

### Application

The application is formulated according to the instructions in chapter 3 of the procedural regulation. The application shall include a proposal to be admitted as docent at Kristianstad University, stating the research subject. The research subject must be generally accepted in Swedish higher education and for internal applicants it will normally be that within which the applicant is already employed.

The application is formulated according to the *Instructions for applications for the recruitment and promotion of post-doctoral teachers* (see chapter 3 of the procedural regulation).

Application is made to the relevant faculty and submitted via the university's recruitment tool. When a non-employee of Kristianstad University applies for docentship, the dean's approval is required, based on how the person in question benefits the university's activities. The benefit aspect is crucial to the processing of external applications. When an employee researcher or senior lecturer applies to be tested for docentship, the dean must confirm that the research subject is relevant to the university's approach and activities.

### Assessment grounds

The assessment grounds that are applied are set out in the assessment grounds for associate professor as stated in the university's employment regulations (Serial no. 2018-114-695) and (*Instructions to experts*, procedural regulation chapter 4).

### Preparation

The application is prepared by the faculty board according to chapter 2 of the procedural regulation, where applicable. The application shall be subject to peer review by two experts.

Expert opinion does not need to be obtained if:

- The applicant has or has held an equal position at another institution in the subject area to which the application relates.
- In connection with an application, the applicant has, during the last three years, been assessed to be qualified for an equivalent position in the subject area to which the application relates. This refers to assessments where the eligibility requirements have been at least the same as or equivalent to those of Kristianstad University.

### Decision

Decisions are taken by the dean. Decisions on refusals shall be justified in writing to the applicant.

### Docent certificate

Applicants who have been approved for docentship receive a docent certificate issued by the vice-chancellor and are included in the list of docents at Kristianstad University.

## 2.6 Guidelines for PhD students

At Kristianstad University (HKR) there are employed PhD students who have been admitted to third cycle education at Kristianstad University or other universities. These PhD students are financed by external and/or internal funding. There are also employees (adjuncts) who are on leave for PhD positions at HKR or other universities. Points 1, 2 and 3 of these guidelines govern essential aspects linked to the above-mentioned PhD students. The conditions for other categories of PhD students (e.g. "externally employed PhD students" and those within the "government CPD initiative for teachers/preschool teachers") are governed by specific agreements.

### 1. PhD employment and admission to Kristianstad University

#### **Vacancy statement for PhD student employment**

PhD student positions are announced in free competition regardless of whether they are financed by external or internal funds. The announcement is done on HKR's website and bulletin board, on Platsbanken and if needed in other suitable media. Other details regarding the vacancy statement are shown in 2.2. of the Procedural regulation for employment and promotion matters.

#### **Admission**

A PhD student applies for admission via the admission form from the doctoral course office. The PhD student's application is processed and admission is decided on by the Doctoral Course Committee.

#### **Contract of employment**

The Higher Education Ordinance stipulates that only those who are admitted or have already been admitted to a third-cycle course in an institution may be employed as a PhD student.

#### **Special conditions for HKR's permanent employees**

A permanently employed employee at HKR who has received a PhD position at his or her own university shall apply for leave of absence from his or her basic employment in order to become a PhD student.

#### **Conditions during employment**

The basic presumption is that the same employment conditions shall apply to PhD students as to other employees at HKR. The PhD student's main occupation shall be to devote him or herself to his or her own third-cycle course.

#### **Duration of appointment**

A PhD position consisting 100 percent of a third-cycle course shall be for four years. Service in the form of teaching and administration can be included up to a maximum of 20 percent of full-time (HF chapter 5). The total duration of the PhD student appointment will therefore normally be a maximum of five years.

PhD students are employed full-time unless otherwise agreed. Leave of absence pursuant to law, such as the Parental Leave Act, is always granted in accordance with the applicable regulations (see HF chapter 5).

Doctoral students are initially employed for one year, after which employment may be extended by up to two years at a time on condition that their third-cycle programme is progressing according to plan and financing is in place. The PhD student position may never be extended for more than one year after the doctoral degree (HF chapter 5).

#### **Salary**

For salary stages and salary increases see *Local collective agreement regarding salary and salary development for PhD students*.



### **Placing in HKR's organisation**

The PhD student is placed in one of HKR's departments for organisational purposes. The subject of the doctoral thesis and the supervisor determine the department placement. Questions regarding planning of duties are decided by the head of department after consulting the PhD student and supervisor. The head of department concerned is responsible for dealing with issues related to the PhD student's work environment.

The PhD student is part of a research environment or equivalent and is expected to actively participate in activities that are arranged within the environment. PhD students are also expected to participate in university-wide activities, seminars and workshops etc.

### **Supervision**

It is essential that the PhD student receives good and continuous supervision. Supervision at third-cycle level is regulated in the Higher Education Ordinance. For PhD students admitted for training at third-cycle level at HKR, the scope of and access to guidance is regulated in the Guidelines for supervision of PhD students admitted for training at third-cycle level at Kristianstad University, serial number 2020-112-404. It is also stated in the guidelines that the PhD student may address a request for a change of supervisor to the director of studies if the supervision is not considered to be satisfactory.

### **Teaching and administration**

It is the doctoral student's head of department who deals with matters related to departmental duties during the third-cycle programme. Any such time should ideally be spent on activities related to their third-cycle studies. When planning departmental duties, the head of department should give due consideration to the doctoral student's acquisition of teaching qualifications. All departmental duties shall be planned in advance and documented in the doctoral student's individual study plan, which constitutes an agreement between the doctoral student, their supervisors and the University on the activities that will be implemented within the framework of the third-cycle programme.

### **Meeting time and competence development**

Meeting and competence development time is based, where applicable, on the part of the employment that refers to teaching and administration.

### **Defence of doctoral thesis**

HKR's specific decision on the procedure for defence of doctoral thesis applies.

### **Any remaining research time**

If a PhD student completes the course earlier than the allotted four years of full-time studies, the remaining time can be allocated up to one year after the doctoral degree, provided that the PhD student is still employed as a PhD student and that there is funding left to finance this with. In the event of a change to other employment at the university, any remaining time from the PhD student position can be translated to a shorter period of time with higher salary.

### **Documentation**

A financial overview and calculation linked to each PhD student position is established by the university's finance function. PhD students, supervisors and others can always obtain information from the financial overview.

The HR Department is responsible for establishing a personnel file for each PhD student. This shall contain (the person or department responsible for ensuring the document is in the personnel file is shown in brackets):

- The PhD student's personal information (HR department)
- Research subject with code (HR department)
- Contract of employment (HR department)
- Funding plan (deputy vice-chancellor for research)
- Notification of admission (supervisor at Kristianstad University)
- Annually updated individual study plan (supervisor at Kristianstad University)

## 2. PhD employment at Kristianstad University

This is the case where HKR does not have degree rights for third-cycle education in the subject area in question and the PhD student is admitted as a doctoral student at another university and is employed at HKR.

### **Vacancy statement for PhD student employment**

An approved funding plan equivalent to four years of full-time studies for a doctorate and two years of full-time studies for a licentiate degree is required before a PhD student position can be announced. The funding plan shall state clearly how costs linked to the third cycle education shall be financed, for example courses, travel to the accepting university, materials, publishing costs, possible costs of printing of thesis and at the dissertation.

The funding plan is prepared by the researcher and economist responsible for the project. The funding plan shall be approved and signed by the dean and deputy vice-chancellor for research before the announcement.

PhD student positions are announced in free competition regardless of whether they are financed by external or internal funds. The announcement is done on HKR's website and bulletin board, on Platsbanken and if needed in other suitable media. Other details regarding the vacancy statement are shown in 2.2 *Recruitment procedure* in Procedural Regulation for Employment and Promotion Matters.

### **Agreement with accepting university**

After consulting the PhD student, the researcher responsible for the project is responsible for contacting a university with third-cycle education within a relevant area and subject. The researcher responsible for the project ensures that an agreement is signed with the accepting university. HKR's agreement template shall normally be used. The agreement shall be approved and signed by the vice-chancellor for HKR. The agreement is diarised at HKR.

It is always the accepting university that makes decisions about supervision. Nevertheless, it is our endeavour that both institutions shall work together on matters relating to supervision. If nothing else is stated, the researcher responsible for the project is the university's contact person in matters relating to supervision and is normally also the supervisor of the PhD student.

The appointed supervisor at HKR shall ensure, together with the main supervisor, that an annual reconciliation with the established individual study plan is performed. All departmental duties shall be planned in advance and documented in the doctoral student's individual study plan, which constitutes an agreement between the doctoral student, their supervisors and the University on the activities that will be implemented within the framework of the third-cycle programme.

### **Contract of employment**

The Higher Education Ordinance stipulates that only those who are admitted or have already been admitted to a third-cycle course in an institution may be employed as a PhD student. Instructions that the contract is valid provided that the PhD student is admitted to third cycle education are therefore always written into the contract of employment.

### **Special conditions for HKR's permanent employees**

A permanently employed employee at HKR who has received a PhD position at his or her own university shall apply for leave of absence from his or her basic employment in order to become a PhD student.

### **Conditions during employment**

The basic presumption is that the same employment conditions shall apply to PhD students as to other employees at HKR. The PhD student's main occupation shall be to devote him or herself to his or her own third-cycle course.

### **Duration of appointment**

A PhD position consisting 100 percent of a third-cycle course shall be for four years. Service in the form of teaching and administration can be included up to a maximum of 20 percent of full-time (HF

chapter 5). The total duration of the PhD student appointment will therefore normally be a maximum of five years.

PhD students are employed full-time unless otherwise agreed. Leave of absence pursuant to law, such as the Parental Leave Act, is always granted in accordance with the applicable regulations (see HF chapter 5). Questions regarding leave from studies are handled by the accepting university.

Doctoral students are initially employed for one year, after which employment may be extended by up to two years at a time on condition that their third-cycle programme is progressing according to plan and financing is in place. The PhD student position may never be extended for more than one year after the doctoral degree (HF chapter 5).

### **Salary**

For salary stages and salary increases see *Local collective agreement regarding salary and salary development for PhD students*, serial no. 1044/212-08.

### **Placing in HKR's organisation**

The PhD student is placed in one of HKR's departments for organisational purposes. The subject of the doctoral thesis and the supervisor determine the department placement. Questions regarding planning of duties are decided by the head of department after consulting the PhD student and supervisor. The head of department concerned is responsible for dealing with issues related to the PhD student's work environment.

The PhD student is part of a research environment or equivalent and is expected to actively participate in activities that are arranged within the environment. PhD students are also expected to participate in university-wide activities, seminars and workshops etc.

### **Supervision**

It is essential that the PhD student receives good and continuous supervision. It is the accepting university that determines the scope of supervision and it is the responsibility of the supervisor to follow this. In cases where the supervision is not perceived as fully satisfactory, the PhD student may apply to the accepting university with a request for a change of supervisor. It is the accepting university's procedures that govern how questions regarding a change of supervisor are handled.

### **Teaching and administration**

It is PhD student's head of department who handles issues related to the planning of tasks other than the third cycle course. The head of department shall endeavour to take into account the PhD student's need for pedagogical qualifications when such tasks are planned.

### **Meeting time and competence development**

Meeting and competence development time is based, where applicable, on the part of the employment that refers to teaching and administration.

### **Defence of doctoral thesis**

HKR welcomes the defence of doctoral thesis being held in Kristianstad, but it is always the accepting university that decides on the matter. In cases where the defence of doctoral thesis is held at HKR, a specific decision on the procedure for defence of doctoral thesis applies. If HKR cannot meet the requirements and expectations of the accepting university, the defence of doctoral thesis shall be held at the accepting university. The supervisor is responsible for communicating the defence of doctoral thesis procedures that HKR offers to the accepting university before a decision is made on where the defence of doctoral thesis will take place.

### **Any remaining research time**

If a PhD student completes the course earlier than the allotted four years of full-time studies, the remaining time can be allocated up to one year after the doctoral degree, provided that the PhD student is still employed as a PhD student and that there is funding left to finance this with. In the event of a change to other employment at the university, any remaining time from the PhD student position can be translated to a shorter period of time with higher salary.

## **Documentation**

A financial overview and calculation linked to each PhD student position is established by the university's finance function. PhD students, supervisors and others can always obtain information from the financial overview.

The HR Department is responsible for establishing a personnel file for each PhD student. This shall contain (the person or department responsible for ensuring the document is in the personnel file is shown in brackets):

- The PhD student's personal information (HR department)
- Research subject with code (HR department)
- Contract of employment (HR department)
- Funding plan (deputy vice-chancellor for research)
- Notification of admission (supervisor at Kristianstad University)
- Annually updated individual study plan (supervisor at Kristianstad University)

## **3. Permanent employees with PhD student positions at another university**

A permanently employed employee at HKR who has received a PhD student position at another university shall apply for leave of absence corresponding to the extent of basic employment in order to become a PhD student. The time for teaching and/or administration carried out during the course of doctoral studies is carried out within the framework of the PhD student position.

### **Conditions during PhD student studies**

Employees who are employed as PhD students at another university shall be offered continued access to the workplace and the university's IT network, login information and access to library and pedagogic further education services. The employee shall also be invited to research seminars and other activities that may be of interest in order to facilitate and encourage continued good contact with activities and colleagues at HKR. The PhD student is encouraged to contribute and actively participate in research seminars and other relevant activities.

The head of department is responsible for keeping regular contact with the PhD student and in good time before the expected defence of doctoral thesis starting discussions about tasks and opportunities in connection with return to work at the university.

### **Defence of doctoral thesis**

HKR welcomes the defence of doctoral thesis being held in Kristianstad, but it is always the accepting university that decides on the matter. In cases where the defence of doctoral thesis is held at HKR, a specific decision on the procedure for defence of doctoral thesis applies. If HKR cannot meet the requirements and expectations of the accepting university, the defence of doctoral thesis shall be held at the accepting university. The supervisor is responsible for communicating the defence of doctoral thesis procedures that HKR offers to the accepting university before a decision is made on where the defence of doctoral thesis will take place.

## 2.7 Requirement profile and needs analysis

Before a recruitment begins, the needs must be considered. There is a *needs analysis template* to help check what needs there are. If the needs show that a recruitment is needed, the next stage is to create a requirement profile, using the *requirement profile template*. The requirement profile is the most important tool for recruitment and is used to specify what is being sought, the basis for the advertisement, planning the interview and reference questions. Templates for the needs analysis and requirement profile may be found on the following pages. For positions where expert opinion is requested, the *priority areas for the appointment* part of the requirement profile must also be completed.



Serial number:

Högskolan Kristianstad  
291 88 Kristianstad  
044 250 30 00  
[www.hkr.se](http://www.hkr.se)

HR  
Administrator: Kajsa Sjögren

## Requirement profile – Proposal in personnel cases

To achieve successful, quality recruitment, we recruit in a competence-based manner with a specific requirement profile. The requirement profile is the most important tool for recruitment and is used to specify what is being sought, the basis for the advertisement, planning the interview and reference questions, as well as for selection. Carefully distinguish between requirements and providing a useful qualification. State whether some qualifications are considered especially desirable.

*The completed requirement profile is e-mailed to the HR department, which produces a suggested advertisement.*

*This document is also used in negotiation with unions as a proposal in personnel cases.*

Vacancy announcement of fixed term employment

Extension of fixed term employment

Is there anyone with a right to re-employment?

Are there any part-time employees who could be offered more hours of employment?

### Information about the position

<b>Position/title:</b>	<i>For employment of teaching staff, also state subject</i>	
<b>Number of positions:</b>		
Newly created position <input type="checkbox"/>	Replacement recruitment <input type="checkbox"/>	
<b>Form of employment</b>		
Permanent employment LAS section 6 <input type="checkbox"/>	Trial period LAS section 6 <input type="checkbox"/>	
Temporary substitute LAS section 5 <input type="checkbox"/>	Substitute for:	
General temporary contract (SÄVA) LAS section 5 <input type="checkbox"/>		
Central agreement on fixed-term employment post doctor <input type="checkbox"/>		
Central agreement on fixed-term employment of adjunct teaching staff (not professor) <input type="checkbox"/>		
Doctoral student – Higher Education Ordinance chapter 5 section 2-7 <input type="checkbox"/>		
Central agreement on government fixed-term employment (STAVA) <a href="#">LÄGG TILL RUTA HÄR</a>		
<b>Percentage of full time:</b>		
<b>Date of employment start or according to agreement:</b>		
<b>Employment period</b> (fixed term employment):		
<b>Recruiting/employing manager:</b>		
<b>Other:</b>		

## Information about the organisation

**Recruiting faculty/department:** *Important to fill in all stages for the right authorisation in the recruiting system.*

**Brief description of the faculty/department with interest-arousing text with a future vision. Include what working here gives in added value; think attractive employer:**

**Number of employees in the department:**

**Other:**

## Work description

**Duties:** *Include what makes the job fun, interesting, challenging or exciting.*

**Responsibilities:**

*With management recruitment, state how many persons the new manager will have personnel, financial and operational responsibility for.*

**Any development opportunities for the person being recruited:**

**Other:**

## Qualifications

*For teaching positions: The university's appointments procedure states basic entry requirements.*

**Education**

“must” requirements:

desirable requirements:

**Working experience, knowledge and skills**

“must” requirements:

desirable requirements:

**IT and computer programme knowledge**

“must” requirements:

desirable requirements:

**Languages**

“must” requirements:

desirable requirements:

**Requirement for class B driving licence:**

**Personal qualities/competences:** *Select the most important below. Check a maximum of five competences: You can find more about what the various competences mean on the [intranet](#) and in Varbi. You will then get tips in Varbi for interview and reference questions based on the chosen competences.*

## Personal qualities

Personal maturity	<input type="checkbox"/>	Initiative-taking	<input type="checkbox"/>	Stable	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	Self starter	<input type="checkbox"/>	Goal and results oriented	<input type="checkbox"/>
Independence	<input type="checkbox"/>	Flexible	<input type="checkbox"/>	Performance oriented	<input type="checkbox"/>
Energetic	<input type="checkbox"/>	Staying power	<input type="checkbox"/>		

**Social skills and leadership qualities**

Collaboration skills	<input type="checkbox"/>	Relationship building	<input type="checkbox"/>	Empathy	<input type="checkbox"/>
Oral communication	<input type="checkbox"/>	Pedagogical insight	<input type="checkbox"/>	Loyal	<input type="checkbox"/>
Service minded	<input type="checkbox"/>	Persuasive	<input type="checkbox"/>	Cultural awareness	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	Clear	<input type="checkbox"/>	Financial awareness	<input type="checkbox"/>
Strategic	<input type="checkbox"/>	Reputation	<input type="checkbox"/>	Holistic view	<input type="checkbox"/>
Decisive	<input type="checkbox"/>				

**Intellectual skills**

Problem-solving analytical ability	<input type="checkbox"/>	Structured	<input type="checkbox"/>	Quality awareness	<input type="checkbox"/>
Numerical analytical ability	<input type="checkbox"/>	Creative	<input type="checkbox"/>	Specialist knowledge	<input type="checkbox"/>
Linguistic analytical ability	<input type="checkbox"/>				

**Selection questions to the applicant:** In the recruitment system, we can add in questions to the applicant. The Human Resources Office suggests questions based on the qualifications you stated when the announcement was submitted. Certain questions immediately generate a green tick or red cross next to the applicant's name and their status is automatically updated. Feel free to discuss the questions with the person you receive the draft announcement from, so the selection questions suit you and your recruitment.

**If you want any questions with test responses, state here:**

**Other:**

**Advertising**

All advertisements are published for at least two weeks on [www.hkr.se](http://www.hkr.se) and with the Public Employment Service.

**Length of advertising/last day for applications:**

**Contact person in the advertisement with name, title and telephone number:**

**Will anyone other than the recruiting manager have access to read applications in Varbi and if so who?**

**Other media**

If you need any further advertising, this is booked by the HR department and paid for by the recruiting manager. Contact HR for advice and information about costs.

**Facebook sponsored**  *Involves a cost. Instagram is included if you book on Facebook.*

**Facebook Job of Kristianstad University**  *No cost*

**LinkedIn sponsored**  *Involves a cost*

**LinkedIn University's own**  *No cost*

**Universitetsläraren publication**  *web*  *Involves a cost*

[www.arbetsgivarverket.se/jobba-statligt/](http://www.arbetsgivarverket.se/jobba-statligt/)  *No cost*

**Other external media such as periodicals and websites, which:**



## Priority areas for the appointment

Priority areas are only filled in for recruitments where expert assessment is asked for.  
This part of the information and requirement profile is sent to the experts.

Make an assessment of which areas are of great importance for the appointment and assess all grounds for assessment separately. It is possible to describe priority areas in each of the grounds for assessment.

**Academic skills**                      **Good**       **Exceptional**

Describe priority areas within academic skills:

**Pedagogical skills**                      **Good**       **Exceptional**

Describe priority areas within pedagogical skills:

**Anything else to give weighting to:**

\_\_\_\_\_  
Signature of head of department/dean/equivalent

Name printed

**Negotiation**

Date

## Needs analysis, recruitment

Before a recruitment begins, a needs analysis is drawn up and the employer then looks at the needs and how they can be met. To meet present and future expectations, we must first identify needs on the basis of present employees and competences, linked to goals and visions. Perhaps the needs can be met without a new appointment. Perhaps a different type of competence is needed than that which is disappearing.

By means of an evaluating exit interview with the person who is leaving, the employer can gain important knowledge about the working tasks and the competence that is leaving. It is also important to consider the wishes for development or change among the existing employees when you decide on the apportionment of working tasks.

Be clear in the needs analysis why and to what we need to recruit. This makes the next stage of the recruitment process, producing a requirement profile, easier.

Think about the following before recruitment starts:

1. What are the needs?
2. What competence is needed in the future?  
Consider the changing requirements of society and the market. Are there any planned changes that will affect the competence needed?
3. Is any competence lacking to achieve the organisation's goals, now and in the future?
4. Do we need to employ or could the needs be met in another way?
  - Make an inventory of the group's competence and consider if we are using it correctly
  - Could working tasks be redistributed
  - Competence development of existing personnel
  - Increase the number of hours worked (percentage of full time)
5. What expectations are there that a new employee should bring something new or administer existing structures?

## 2.8. Equivalence assessment of Qualifying Education in Higher Education Teaching and Learning (Behörighetsgivande Högskolepedagogisk Utbildning, BHU)

### Background

In accordance with Kristianstad University's Employment Regulations (Ref. No. 2018-114-695), the general requirement is that the applicant for a teaching position is expected to have completed a qualifying education programme in higher education teaching and learning (Behörighetsgivande Högskolepedagogisk Utbildning, BHU) of 15 credits (at least 10 weeks of full-time studies) or to be able to demonstrate corresponding knowledge (see the assessment model in Annex 1). If all or parts of the BHU are lacking, such education must be completed during the first two years of employment.

### When is the equivalence assessment of BHU applied?

The requirement for BHU applies to both new employment and internal promotion. An equivalence assessment of BHU is thus carried out on the basis of the following conditions:

1. In the case of new employment, when the application documents indicate that BHU corresponding to 15 higher education credits is lacking.
2. In the case of internal promotion, when the application documents indicate that BHU corresponding to 15 higher education credits is lacking.

### Purpose and implementation of the equivalence assessment

The equivalence assessment of BHU is the employer's examination in relation to the general requirements for teaching positions and is carried out in connection with new employment or promotion. The purpose is to assess which parts of the BHU the employee has or lacks, and the assessment forms the basis for the establishment of the employee's competence development plan regarding BHU1 (see Annex 2). This assessment shall thus not be equated with the summative assessment of certification education in the field of higher education teaching and learning.

Each equivalence assessment of BHU or corresponding knowledge is conducted on an individual basis and in relation to the whole of supporting documents. When assessing "corresponding knowledge", BHU is considered in relation to other documentation or experience demonstrated in, e.g., a pedagogical merit portfolio (See special instructions for the preparation of a pedagogical merit portfolio).

### Nationally agreed principles for BHU

In the equivalence assessment of BHU, Kristianstad University follows some nationally agreed basic principles, which are specified in the SUHF guidelines established in 2016:

- Qualifying education in higher education teaching and learning must comprise 10 weeks of full-time studies (15 credits)
- The education must be at the second-cycle level.
- The university colleges' education programmes in this area must be mutually recognised. Anyone who has documented BHU from another higher education institution amounting to 10 weeks or 15 credits meets the BHU requirement for employment at Kristianstad University. Only completed courses are recognised. Unfinished education in this area must be completed at the higher education institution where it was begun.

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<sup>1</sup> The Procedural Regulation for Employment and Promotion Matters (Ref. No. 2018-114-696) contains special instructions for the presentation and (expert) assessment of **pedagogical expertise** for various teaching positions.

The premise of this document is that these instructions are observed.

- The education must have a number of common overall objectives. These objectives are stated in the introductory part of the Employment Regulations. Since SUHF's guidelines were established in 2016, the overall objectives for BHU can be found in Kristianstad University's course offerings in the field of higher education teaching and learning.

**The procedure for equivalence assessments**

The Head of Department implements the equivalence assessment process through the following steps:

1. In dialogue with the employee, the supporting documents that are to be assessed as documentation of BHU or corresponding knowledge (given the general requirements for employment as a teacher) are identified.
2. The employee then provides the documentation that is to be subjected to the equivalence assessment and that proves the fulfilment of the objectives for BHU in accordance with SUHF's guidelines. Documentation may take the form of a course syllabus or course certificate, and/or can be presented within the framework of a pedagogical merit portfolio.
3. The evaluation group for pedagogical merit provides a written statement.
4. The Head of Department forwards the written statement to the Faculty Board for a decision.

## Annex 1

### Model for the equivalence assessment of BHU

Below, three reasonings are presented with examples of courses/education programmes/degrees with pedagogical content have intended learning outcomes that relate, to varying extents, the objectives of BHU. The basis for the equivalence assessment provided in the three examples is thus a comparison between the objectives for BHU and the intended learning outcomes of the course/education programme/degree. No complete lists can be made, but the examples are intended to clarify the fact that several types of pedagogical education that many may assume to provide approximately the same competence as BHU will not be able to be counted as equivalent when compared against the objectives for BHU.

#### 1. Related courses/education programmes = counted as equivalent

This type of course has previously been arranged at HKR or another higher education institution before the general requirements for BHU were adopted. Specification of both the intended learning outcomes and the scope (in study time or credits) is sometimes lacking. On the other hand, they have been directly focused on building competence as a teacher at the university college level.

When documentation of participation and the scope of the education (calculated in time) is available and when the focus of the education is clear, it should be possible to assess these types of education as equivalent to BHU.

Example:

- Continuing education courses for teachers in higher education teaching and learning, organised by university colleges/universities
- Supervisor training with the goal of being able to supervise students and doctoral students
- Subject-didactic courses for teaching at university colleges/universities
- Various courses/initiatives aimed directly at teachers or doctoral students, to increase their ability to participate in pedagogical work

#### 2. Education with a certain proximity to BHU = can be counted in some cases

The intended learning outcomes for certain teaching degrees, both at the first-cycle and second-cycle level, correspond to some degree with the objectives for BHU and should thus be assessed to have provided a certain basis for the development of corresponding knowledge in the area of higher education teaching and learning, when combined with documented teaching experience at the university college level.

Example:

- Postgraduate Diploma in Special Educational Needs
- Postgraduate Diploma in Folk High School Education
- Degree from a Nursing Education programme

#### 3. Other education programmes with pedagogical content = do not count

The intended learning outcomes of the education programmes/degrees below have little to do with the objectives for BHU. They are at the first-cycle level and include knowledge about learning in a broad sense and in other contexts/for other target groups than those of a university college. They lack a focus on students'/doctoral students' learning at the university college level and taken on their own they should not be considered to provide a basis for the development of competence in the field of higher education teaching and learning.

Example:

- Older teacher education for school or preschool
- Bachelor/Master of Arts in Education

- Qualifications from personnel and working life programmes
- Freestanding courses in pedagogy and adult pedagogy

## Annex 2

### Support for the preparation of a competence development plan regarding BHU

SUHF's overall objectives	HKR's course offerings in the field of higher education teaching and learning (number of weeks) <sup>2</sup>	
	Basic courses	Theme courses (example)
1. Be able to discuss and problematise students' learning within one's own subject area, based on educational scientific and/or subject-didactic research relevant to teaching at the university college level.	Basic course in higher education teaching and learning (3 weeks)	Documenting your higher education pedagogical development work (1-3 weeks) <sup>3</sup>
2. Be able to plan, conduct and evaluate, independently and in collaboration with others, teaching and summative assessment on a scientific or artistic basis adjacent to one's own area of knowledge.	Basic course in higher education teaching and learning (3 weeks)	
3. Be able to use and contribute to the development of physical and digital learning environments in order to promote the learning of groups and individuals.	Web-based teaching in theory and in practice (3 weeks)	
4. Be able to interact with students in an inclusive way, as well have knowledge of regulations and support for students with disabilities. Broadened participation through UDL (1 week)		

<sup>2</sup> <https://www.hkr.se/om-hkr/organisation/bibliotekochhogskolepedagogik/hogskolepedagogik/kursutbud/>

<sup>3</sup> The course [Documenting your higher education pedagogical development work](#) (1-3 weeks) is not tied to any specific period of time and can be completed to meet any of the objectives 1-8 that are missing from the applicant's BHU.

- |  |   |   |
|--|---|---|
| 5. Be able to use relevant national and local regulations as well discuss society's goals for higher education and academic teaching in relation to one's own practice and students' participation in their education.                               | Basic course in higher education teaching and learning (3 weeks)  |   |
| 6. Demonstrate a reflective approach to one's own academic teaching, one's relationship with the students, and with regard to the values of higher education, such as democracy, internationalisation, equality, equal treatment and sustainability. |   | Norm-critical perspectives in teaching (1 week)<br><br>Teaching for sustainable development (2 weeks) |
| Broadened participation through UDL (1 week)   |   |   |
| 7. Be able to utilise, analyse and communicate one's own experiences and that of others, as well as relevant research results, as a basis for the development of education and of one's own profession.  | Basic course in higher education teaching and learning (3 weeks)  |   |
| 8. a. Have started a pedagogical merit portfolio<br><br>b. and have reported a independent work that deals with education and teaching within one's own subject area, related to relevant educational scientific and/or subject didactic research.   | a. Writing a pedagogical portfolio (1 week)<br><br>b. The objective constitutes a summative assessment assignment within a basic course in higher education teaching and learning (3 weeks) |   |



### **Chapter 3. Referral bodies**

The reason for this revision is primarily the changes that need to be made following the Swedish Higher Education Authority's supervisory report regarding the application of rules. As regards other changes, this document has been the subject of an internal referral to the HR Department regarding the Recruitment Procedure and to the Postgraduate Education Office regarding Guidelines for Doctoral Students.

### **Chapter 4. Any supporting documents**

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### **Chapter 5. Follow-up**

Follow-up is conducted on an ongoing basis by the HR Department.

### **Chapter 6. Period of validity**

This document is valid from 15 September 2023 and replaces the document "The Procedural Regulation for Employment and Promotion Matters", revised on 15 March 2021 (Ref. No. 2018-114-696).