



Erasmus+

A gender perspective on human rights education

Assessing learning outcomes in higher education on human rights; men's violence against women and domestic violence; and violence towards children in programmes in medicine and in social welfare



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A gender perspective on human rights education. Assessing learning outcomes in higher education on human rights; men's violence against women and domestic violence; and violence towards children in programmes in medicine and social welfare.

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Authors: Kristina Tegler Jerselius (project manager), Per Helldahl, Robin Moberg (UKÄ) in collaboration with Tanja Tomson and Solvig Ekblad (KI), and Chiara Patricolo (ESU).

Universitetskanslersämbetet • Löjtnantsgatan 21 • Box 7703, 103 95 Stockholm
phn 08-563 085 00 • e-mail registrator@uka.se • www.uka.se

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Summary

Professionals who through their work are likely to get in contact with survivors of abuse must have solid knowledge of human rights in order for these rights to be protected. Higher education has a vital role in providing students with the knowledge and skills necessary to deal with situations they may encounter in their future careers when human rights are violated or threatened. In this report, the Swedish Higher Education Authority (UKÄ), in cooperation with researchers from Karolinska Institutet (KI) and representatives from the European Students' Union (ESU), examine in what ways higher education institutions¹ in Sweden work to ensure that students in medicine and social welfare develop these skills.

The analysis focuses on three areas: *human rights*; *men's violence against women and domestic violence*; and *violence towards children*. Five programmes were selected for analysis: medical programmes (physicians); programmes in nursing; programmes in occupational therapy; programmes in psychology; and programmes in social work. These programmes all have human rights included in their national qualitative targets.² Information was gathered through a national survey, which also served as the basis for the selection of good examples.

One of the main conclusions is that almost all programmes included in the survey include teaching about *human rights*, and that a clear majority (roughly 85%) of programmes include teaching about *violence against women and domestic violence* and *violence towards children*. This is by and large a positive finding, although there is still room for improvement regarding the latter two areas. Another main conclusion is the following: When human rights related content is included in teaching, it is not always formalised in terms of *explicit learning outcomes*. The specification of learning outcomes is essential, not least from a constructive alignment point of view, as it allows programme directors and teachers to effectively design all aspects of teaching (including teaching methods, examination, competence development of staff, etc.) concurrent with the learning outcomes.³ Furthermore, formalisations of learning outcomes is crucial from a student-centred learning perspective, enhancing the transparency of the curriculum and thus making it possible for students to take an active role in the learning process. There is room for improvement in the formalisation of programme content regarding all three areas, especially violence against women and domestic violence and violence towards children.

Another conclusion is that programmes interpret the national qualitative targets about human rights in different ways. Some make the interpretation that these national qualitative targets by implication include violence against women, domestic violence and violence towards children, but others do not.

¹ Universitet och högskolor.

² Examensmål.

³ Biggs 2014.



Furthermore, the results from the survey show that a variety of methods of teaching are used, and that this frequently includes both theoretical and practical aspects of human rights issues. Two thirds of respondents state that the teaching includes practical aspects, i.e., teaching about how students are to relate to, make assessments and take human rights into account in their future professional careers. A positive finding is that a clear majority (70%) of respondents conduct dialogue with representatives from professional life as a way of ensuring that learning objectives are relevant from a working life perspective.

Another finding concerned development work. Of the respondents, 32% singled out men's violence against women and domestic violence as an area in need of development – somewhat more than was the case for the other two areas. This could be an indication that processes to integrate this area in teaching are generally at an earlier stage compared with the other two areas.

Introduction

In what ways are students prepared for future careers during which they might encounter situations in which human rights are violated or threatened? How do higher education institutions work to ensure that students have the necessary knowledge and skills for them to act when encountering survivors of abuse? This report is an attempt to answer these questions through a national survey, and a selection of good examples, of five programmes within medicine and social welfare.

Why human rights matter to higher education

A long-term goal for the Swedish government is to assure that human rights are respected in Sweden. This means that Swedish laws shall be in accordance with international conventions about human rights and that those same conventions shall be followed both on a national and a municipal level. In addition, the current Swedish government, which has proclaimed itself to be feminist, directs special attention towards gender equality and the rights of women and children, groups that are in focus in this report.⁴

Human rights are expressed in the United Nations (UN) Declaration of Human Rights from 1948 and a number of conventions have thereafter been developed by the UN and other international organisations. Human rights are also expressed in Swedish law. These conventions consist of a long list of rights including essential freedoms, the right to protection against violence and abuse, and rights that aim at protecting basic needs. In several conventions the necessity to specifically protect women and children against violence is expressed, for example in the UN Convention on the Rights of the Child, the UN Declaration on the Elimination of Violence against Women and the Council of

⁴ Skr. 2001/02:83; skr. 2005/06:95; ds 2001:10; prop. 2005/06:155; skr. 2007/08:39.

Europe Convention on preventing and combating violence against women and domestic violence (the Istanbul Convention).⁵

In order to assure that human rights and international conventions about the combat against domestic violence and violence towards children are respected in Sweden, it is important that professionals who through their work might get into contact with survivors of abuse have adequate knowledge and skills. It is therefore important that programmes leading to these professions include teaching about human rights and the right to be protected against abuse.

Professions likely to come into contact with survivors of abuse can be found for example within medicine and social welfare, preschool, primary and lower secondary school, psychotherapy, and within the police and the legal system.

AIM, CONTEXT AND OUTLINE OF THIS REPORT

For the purpose of this report five programmes within medicine and social welfare have been chosen for an analysis of how students are prepared for protecting human rights in their future professional careers. Specific attention has been directed towards the need of protection against violence, more specifically men's violence against women and domestic violence; and violence towards children.

The report is produced within an international framework in a project for strategic partnership in higher education, funded by the EU through the Erasmus+ Programme. The project "Modernity, education and human rights" (MEHR) runs for three years and focuses on higher education about human rights within professional programmes. The purpose of the project is to strengthen higher education on human rights within the fields of medicine, social welfare, teacher training, geography and engineering so that professionals working within these fields are better prepared to defend human rights within their everyday practice. Each part of the project focuses on different aspects of human rights and different professional programmes. The first part of the project puts a gender perspective on human rights with its emphasis on men's violence against women, domestic violence and violence towards children.

The report is divided into three parts. The first part creates a context within which the analyses should be understood. A discussion on the analytical categories and delimitations made in the report serves as an introduction. This is followed by a short background text about the Swedish higher education system intended for those not familiar with the Swedish context. This introductory text is followed by a discussion on student-centred learning. Parts of this text have already been published by the umbrella organisation for the European students' unions, the National Unions of Students in Europe (ESU), which has generously allowed us to reprint the text for the purpose of this report. This first part of the report has been written by the Swedish Higher Education Authority (UKÄ) and ESU in collaboration with Karolinska Institutet (KI).

The second part of the report is an overview of how human rights, and more specifically men's violence against women and domestic violence as well as violence

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towards children, is taught in five selected professional programmes. In order to get information about how universities and university colleges, hereafter referred to as higher education institutions, include human rights and domestic violence in their curricula, a questionnaire was sent out to all Swedish higher education institutions that have the right to award degrees in the selected professional fields. The second part of the report has been written by UKÄ, with help and generous comments from the two other partners of the project, ESU and KI.

The third part of the report is an analysis of programmes which constitute good examples of teaching about human rights; men's violence against women and domestic violence; and violence towards children. In the questionnaire, the higher education institutions were given the opportunity to nominate a programme which, in their opinion, was a good example of how either one of the three areas in the report was treated in the curriculum. Interviews were held, and written documentation was collected to support the descriptions of programmes selected as good examples. This third part of the report has been written by KI, with comments from UKÄ.

In a fourth part of the report the findings in the analyses of both the questionnaire and the good examples are summarized and the main results are presented. This chapter has been written by UKÄ in close collaboration with ESU and KI.

WHY “MEN’S VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE; AND VIOLENCE TOWARDS CHILDREN”?

For the purpose of this report three separate analytical categories have been singled out:

- Human rights
- Men's violence against women and domestic violence
- Violence towards children

The first analytical category, “human rights”, comprises teaching about human rights in general. As such, it is a broad category that might include both legal and ethical issues that are taught, in addition to other content within human rights, depending on the programme.

The second category, “men's violence against women and domestic violence”, involves two separate, but sometimes overlapping, categories. However, for the purpose of this report they are treated analytically as one. This second analytical category deserves some extra attention. Although the focal point within this category is domestic violence, other types of gendered violence could also be included. The main reason for explicitly singling out men's violence against women is to highlight the gendered nature of reoccurring domestic violence. As shown in statistics from the Swedish National Council for Crime Prevention (BRÅ), although men and women are both survivors of physical and psychological domestic abuse, women are by far overrepresented when it comes to recurring abuse leading to hospitalisation. However, all domestic abuse does not involve men abusing women. Abuse also occurs in same sex relationships and men are sometimes abused by women. To emphasise this, the



second analytical category includes both “men’s violence against women and domestic violence”.⁶

The third area, “violence towards children”, includes not only children abused by parents, siblings or other relatives, but also children who have survived violence outside the domestic sphere at school or elsewhere. It also includes children witnessing domestic violence who are defined as survivors of abuse.⁷ Hence, for the purpose of this report, “violence towards children” has been treated as a broad and inclusive analytical category. Hereafter all three analytical categories will be referred to as areas to facilitate reading of the report.

PROGRAMMES INCLUDED IN THE SURVEY

Several professional programmes have national qualitative targets about human rights regulated through the Higher Education Ordinance (1993: 100). For example programmes in physiotherapy, law, primary and secondary teacher education all have such targets. However, in order to be able to complete this study within both budgetary and time frame delimitations, concessions had to be made. Therefore five programmes, all with national qualitative targets related to human rights, were selected by the three partners of the project (UKÄ, KI and ESU). To be comparable the five programmes were all selected within the educational fields of medicine and social welfare. The following programmes were chosen:

- Medical programmes (physicians)
- Programmes in nursing
- Programmes in occupational therapy
- Programmes in psychology
- Programmes in social work

Higher education in Sweden

The following section gives a short introduction to the Swedish higher education system, which is necessary for those not familiar with the local context of this report. The text functions as an introduction to the Swedish legislative context, which is important for understanding and analysing the prevalence of human rights education within the five selected programmes.

Higher education is Sweden’s largest public sector. The Riksdag (Swedish Parliament) and the Government carry the responsibility for higher education and research. The state decides on regulations that apply to the higher education area and determines what objectives and guidelines higher education institutions are required to follow. One example of an objective is the government mission to mainstream gender into all higher education institutions.

⁶ SOU 2015:55.

⁷ IVO 2014; SOU 2014:49.

The higher education sector is governed by the Swedish Higher Education Act and the Higher Education Ordinance (more on the latter in a separate chapter). The Higher Education Act is adopted by the Riksdag and contains provisions relating to higher education institutions for which the Government is the accountable authority. Moreover, the Higher Education Act contains basic provisions on the courses and programmes offered by higher education institutions, and defines what should distinguish these courses and programmes. It also provides for freedom of research. Furthermore, the Higher Education Act provides a framework for how the higher education institutions should be organised and also states that every higher education institution must have a board of governors and a vice-chancellor.

As the higher education sector is public, it is funded by public means and all the higher education institutions are bound by state legislation and regulations applicable to the sector such as the Administrative Procedure Act, the Discrimination Act and the Higher Education Act. Every year the Government lays down the directives for operations at the higher education institutions in their annual public service agreements. Higher education constitutes the largest part of tertiary education: around 80% is in the form of higher education. One of the main reasons for this is that in 1977 professional programmes in for example nursing and social work were incorporated into higher education. All the professional programmes analysed in this report are part of the higher education sector.

Higher education institutions are agencies in their own right that report directly to the Government and the Ministry of Education and Research. They enjoy extensive freedom within the framework of the statutes, ordinances and regulations laid down by the Government. The higher education institutions are to offer education based on an academic or artistic footing and proven experience. There are also other obligations that the higher education institutions must undertake, such as development work, including research and artistic development. Additionally, the higher education institutions must interact with the surrounding community, provide information about their operations and also act to ensure that benefits are derived from the findings of their research.

QUALITY ASSURANCE

Higher education institutions and the Swedish Higher Education Authority (Universitetskanslersämbetet, UKÄ) have a shared responsibility for quality assurance in higher education and research. The higher education institutions are responsible for their operations and most quality assurance efforts are conducted by the higher education institutions. On the other hand, UKÄ as a public authority is assigned the task of evaluating the quality of higher education and research. UKÄ is also responsible for analysing developments and for compiling and presenting official statistics about higher education. Furthermore, UKÄ monitors that higher education institutions follow laws and regulations. The evaluation methods used by UKÄ are in line with international principles for quality assurance in higher education. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) are an integral part of all of UKÄ's work. The ESG deals with higher education institutions' internal quality work, the external quality assurance of higher



education institutions' activities as well as requirements that the quality assurance bodies must meet.

THE HIGHER EDUCATION ORDINANCE

The Higher Education Ordinance is laid down by the Government and is linked to the provisions of the Higher Education Act. For example, the Ordinance states that students must be offered the opportunity to influence their courses and programmes. It also dictates the entrance qualifications and selection criteria for courses and programmes as well as the appointment of teachers and doctoral students. In addition, it contains requirements for syllabuses for courses and programmes, grades and qualifications.

The Higher Education Ordinance contains national qualitative targets for all the degrees that higher education institutions are granted to award. The national qualitative targets are divided into three categories: knowledge and understanding, competence and skills, and judgement and approach. Some targets are similar regardless of the degree. For example, all students shall have the ability to demonstrate knowledge and understanding in the main field of education, including knowledge of the scientific base of the field. All courses, programmes and qualifications are ascribed to one of three cycles: first, second or third, in line with the Bologna agreement, and each cycle is based on the former. For professional programmes there are specific national qualitative targets related to the students' future professional careers.

Table 1. Definitions of frequently used terminology.

Term	Definition
National qualitative targets	National learning outcomes specified in the Higher Education Ordinance. ⁸
Intended or explicit learning outcomes	Local learning outcomes, decided by the higher education institution. Intended learning outcomes refer to knowledge, understanding, skills and abilities that the student shall be able to show in order to pass a course or a programme. ⁹

As mentioned above, a common denominator for the programmes included in this report is that the Higher Education Ordinance explicitly addresses human rights in the national qualitative targets. The existence of national qualitative targets means that students have to show knowledge and skills about human rights in order to obtain their degree. The national qualitative targets are worded somewhat differently for the different professional programmes included in the report as shown in the table 2.

⁸ In Swedish "nationella examensmål".

⁹ In Swedish "lärandemål".

Table 2. Examples of national qualitative targets in professional programmes.

Professional programme	National qualitative targets
Medical programme	<p>Category: knowledge and understanding</p> <ul style="list-style-type: none"> - Demonstrate both broad and specialised knowledge in the field of medicine and knowledge and understanding of the social circumstances that affect the health of individuals and groups, children as well as women and men <p>Category: judgement and approach</p> <ul style="list-style-type: none"> - Demonstrate the ability to adopt a holistic view of patients informed by a disciplinary and humanistic approach with special consideration of human rights
Nursing programme	<p>Category: knowledge and understanding</p> <ul style="list-style-type: none"> - Demonstrate knowledge of the disciplinary foundation of the field and awareness of current research and development work as well as the links between research and proven experience and the significance of these links for professional practice - Demonstrate knowledge of social circumstances that affect the health of children, women and men <p>Category: judgement and approach</p> <ul style="list-style-type: none"> - Demonstrate the ability to assess interventions using a holistic approach to individuals informed by the relevant disciplinary, social and ethical aspects and taking particular account of human rights
Occupational therapy programme	<p>Category: knowledge and understanding</p> <ul style="list-style-type: none"> - Demonstrate knowledge of social circumstances that can affect the health of individuals and groups <p>Category: judgement and approach</p> <ul style="list-style-type: none"> - Demonstrate the ability to assess interventions using a holistic approach to individuals informed by the relevant disciplinary, social and ethical aspects and taking particular account of human rights
Psychology programme	<p>Category: knowledge and understanding</p> <ul style="list-style-type: none"> - Demonstrate specialised knowledge and understanding of social and family circumstances that affect different groups and individuals, including children as well as women and men <p>Category: judgement and approach</p> <ul style="list-style-type: none"> - Demonstrate specialised skills in appraising interventions using a holistic approach to individuals informed by the relevant disciplinary, social and ethical aspects and taking particular account of human rights
Social work programme	<p>Category: competence and skills</p> <ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the needs of children and the social and family circumstances that affect the existential conditions of women and men <p>Category: judgement and approach</p> <ul style="list-style-type: none"> - Demonstrate the ability to assess interventions using a holistic approach to individuals informed by the relevant disciplinary, social and ethical aspects and taking particular account of human rights

Methodology

In order to gather a large amount of data a questionnaire was distributed to all Swedish providers of the five educational programmes included in the analysis (medical programmes and programmes in psychology, nursing, social work, and occupational therapy). The purpose of the questionnaire (which is included in Appendix 1 of this report) was to collect extensive information about the way learning outcomes concerning human rights are integrated in the curricula of the respective programme, and what approaches are used by teaching and other staff to ensure that these learning outcomes are met. The questionnaire was also used to gather information about programmes that could function as good examples. To get an in-depth view of the good examples additional information was collected through interviews.

In total, the questionnaire, written in English, was sent to 24 higher education institutions, representing 62 programmes, with the instruction that three separate responses were to be provided: a) by the programme coordinator, b) by teachers at the programme, and c) students at the programme, respectively. In this report answers from coordinators were chosen to give an overall picture of the programmes. In case no coordinator answered the questionnaire, answers from teachers were chosen to represent the programme. For example in the following, one programme is represented by one respondent who is either programme coordinator or teacher, or has both roles simultaneously.

The number of answers was 56, and the overall response rate was thus about 90%. Some respondents, though, did not answer all questions.¹⁰ The response rate for each type of educational programme is summarized in table 3.

The majority of questions in the questionnaire were multiple choice, but some were open-ended. In some multiple choice questions it was possible to select more than one alternative, whereas in others, alternatives were mutually exclusive. In the cases where it was possible to select more than one example, this is specified in the text. Answers are presented primarily on an aggregated level, i.e., all five programmes are included. For some questions, answers are also presented at a disaggregated level (programme for programme).

Table 3. Response rates for the respective educational programmes.

Programme	No. of higher education entrants (nationally) in the autumn term of 2016	No. of programmes	No. of responses	Response rate (per cent)
Medical programme	877	7	6	86
Psychology programme	514	11	9	82

¹⁰ In the process of coding the questionnaire data, a small number of responses were altered to correct obvious mistakes (such as self-contradictions).

Nursing programme	3 022	25	19	76
Social work programme	1 637	16	14	88
Occupational therapy programme	352	8	8	100

Student-centred learning – definition and overview

In the questionnaire, questions about student-centred learning were asked. The concept is important in the revised European Standards and Guidelines for Quality Assurance of Higher Education (ESG) and was recognised in the Bologna Process agreements in 2009 through the Leuven/Louvain-la-Neuve Ministerial Communiqué.

In the research study *Overview On Student-centred Learning in Higher Education* (2015), ESU defines student-centred learning as characterised by new methods of teaching which aim to promote learning in communication with teachers and students. Students are seen as active participants in their own learning which promotes skills such as problem-solving, critical thinking and reflective thinking.

ESU defines the concept from a list of nine principles in an effort to make the definition even clearer (see pages 5-7):

1. Student-centred learning requires an ongoing reflexive process.
2. Student-centred learning does not have a “one size fits all” solution.
3. Students have different learning styles.
4. Students have different needs and interests.
5. Choice is central to effective learning in student-centred learning.
6. Students have different experiences and background knowledge.
7. Students should have control over their learning.
8. Student-centred learning is about enabling, not telling.
9. Learning needs cooperation between students and staff.

The approach of student-centred learning thus focuses on the communication between teachers and students, and encourages a wide range of teaching methods, as different students have different styles of learning. It also emphasises the student as an active and equal part in the academic community. Over the past years, the concept of student-centred learning has made its way into the policy discourse on higher education and commitments to its implementation can be found on the European level as well as in national plans for higher education and institutional strategies.



Results from questionnaire

The following chapter shows the major results from the survey. Answers from the respondents are discussed first at an aggregated level – for the five professional programmes included in the study – then, when relevant, more in detail for each separate programme. The results discussed in the text are also shown in figures inserted into the report. Most question in the questionnaire was asked for all three areas respectively: human rights; men’s violence against women and domestic violence; and violence towards children. The respondents gave a separate answer for each area. The chapter is concluded with a discussion analysing the most important findings of the survey.

Aims and content of the programme

The following section shows the results of the questionnaire regarding the *aims and content* of education about the three areas human rights; men’s violence against women and domestic violence; and violence towards children in the five programmes covered by the survey.

THE INCLUSION OF THE THREE AREAS IN PROGRAMMES COVERED BY THE SURVEY

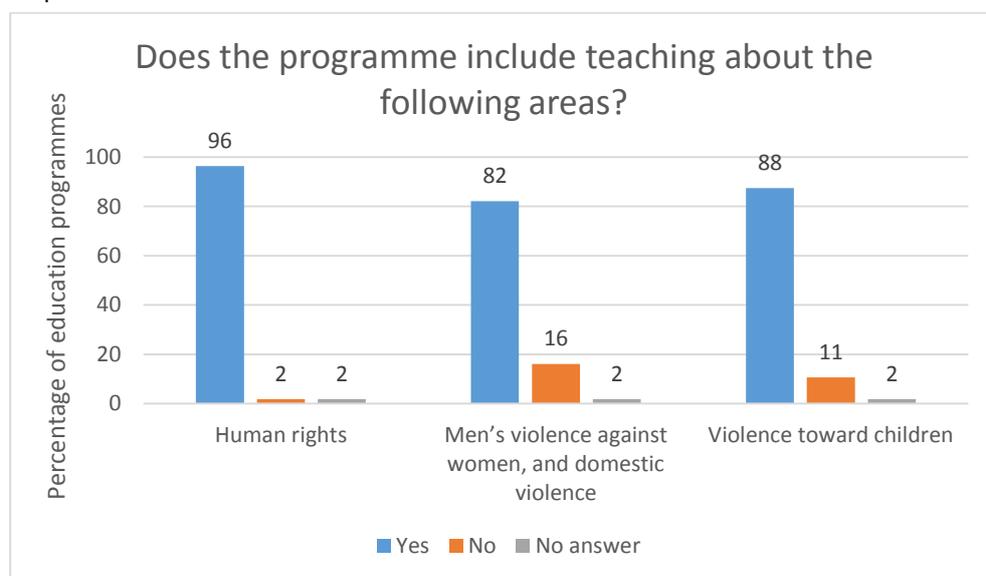
In the questionnaire the following multiple choice question was included: “Does the programme include teaching about the following areas?” indicating the three different areas of human rights; men’s violence against women and domestic violence; and violence towards children, respectively; figure 1.

Results from the questionnaire show that 96% of the respondents answered that they included teaching about human rights in their programmes. Since there are national qualitative targets for the ability to assess/appraise interventions taking particular account of human rights or adopting a holistic view of patients with special consideration of human rights, this should come as no surprise. On the contrary one could argue that all of the programmes in the survey should include teaching about human rights in one form or another. A more detailed analysis shows that there are some differences between the programmes. Whereas medical programmes and programmes in psychology, occupational therapy and social work all state that they include teaching about human rights, only 89% of the programmes in nursing include the area.

Regarding the second area – men’s violence against women and domestic violence – 82% answered that the programme included teaching about the area. All medical programmes and programmes in psychology teach about the area, and almost all of the programmes in nursing and social work (79% and 93% respectively). However, only 38% of the respondents for programmes in occupational therapy have answered that they include teaching about men’s violence against women and domestic violence.



Figure 1. Programmes that include teaching about the three areas (percentages), question 1 in questionnaire.



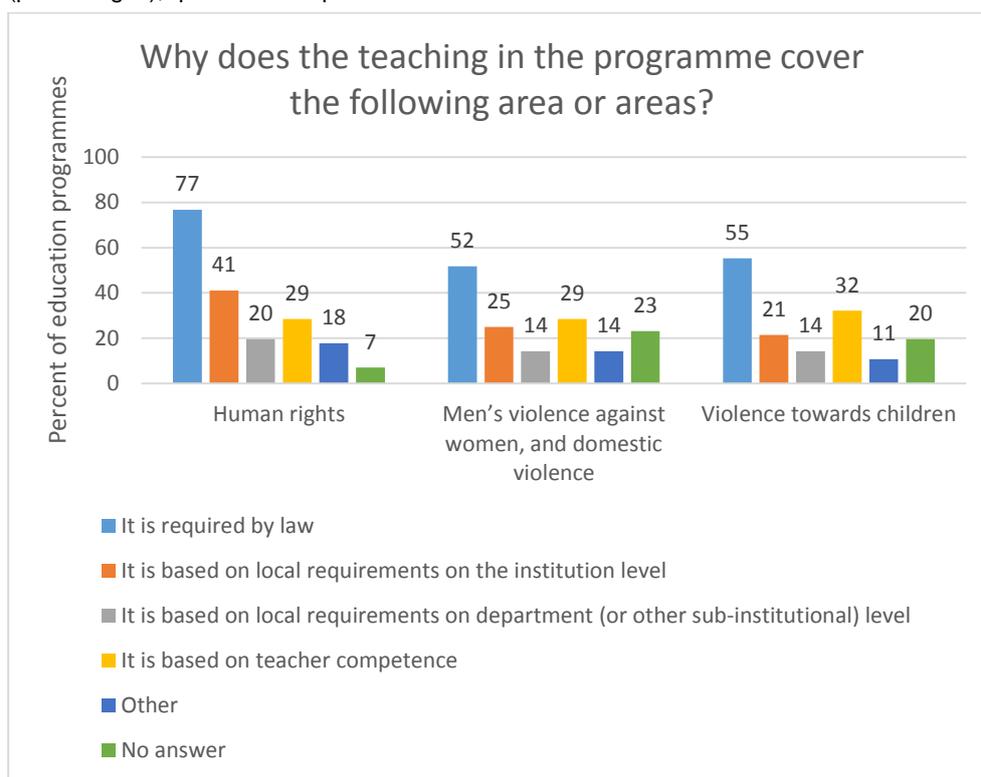
Results for the third area – violence towards children – show that teaching about this area is slightly more widespread. Some 88% of the respondents state that they include teaching about violence towards children in their programmes. Again, medical programmes and programmes in psychology and social work stand out. They all state that they include teaching about the area, and among the nursing programmes 84% claim to include teaching about the area. However, only half of the programmes in occupational therapy teach about violence towards children.

WHY TEACHING ABOUT THE AREA IS INCLUDED

In the questionnaire the following multiple choice question was included: “Why does the teaching in the programme cover the following area or areas?” indicating the three different areas of human rights; men’s violence against women and domestic violence; and violence towards children, respectively; figure 2. It was possible to select more than one alternative.

Regarding human rights, the most important reason for including the area in the programme, according to the respondents, is that it is required by law. Interestingly enough, roughly a third of the respondents seem to be unaware of the legal requirement, or maybe do not consider this to be an important reason for including teaching about the area in the programme. Only half of the respondents representing the programmes in occupational therapy argue that education about human rights is included because of legal requirements. Another important reason for including teaching about the area is local requirements. Roughly 40% argue that teaching about human rights is included because of local regulations, whereas around a third of the respondents refer to teacher competence.

Figure 2. Reasons stated by respondents that the programme covers the three areas (percentages), question 3 in questionnaire.



More than half of the respondents argue that they include teaching about men's violence against women and domestic violence because of legal requirements. Interestingly enough there seem to be different interpretations of the law both within and between different professional programmes where half argue that teaching about the area is a legal requirement whereas the other half argue that it is not. A third of the respondents in programmes in psychology argue that teaching about the area is a legal requirement. To a lesser extent, local requirements are referred to; about a fourth of the respondents refer to such regulations when explaining why the area is included. In addition, teacher competence seems to play a role affecting curricula of the programmes. Almost a third refer to teacher competence in answering why the area is included in the programme.

A little more than half of the respondents refer to legal requirements when explaining why teaching about violence towards children is included in the programme. As discussed above, there seem to be differences of opinion as to whether this is a legal requirement or not. To some extent, local requirements also seem to play a role. Roughly 20% of the respondents answer that local regulations is an important reason for including teaching about the area in the programme. In addition, teacher competence plays a role in defining content of the curriculum. A third of the respondents refer to teacher competence when explaining why they include teaching about the area in the programme, the same as is the case in men's violence towards women and domestic violence discussed above.

The students graduating from all of the programmes included in this report are likely to become professionals at a workplace regulated by the Social Service Act, for example in the social service sector. The Social Service Act states that professionals working in the sector have to report if a child is a victim of violence. Therefore, one could make a case that the all programmes included in the survey should have mandatory teaching on violence towards children.

WHY TEACHING ABOUT THE AREA IS NOT INCLUDED

In the questionnaire the following open ended question was included: “Why does the teaching in the programme *not* cover the following area or areas?” indicating the three different areas of human rights; men’s violence against women and domestic violence; and violence towards children, respectively. The respondent was asked to state the most important reasons for this in bullet points.

As is clear from the discussion above almost all programmes in the survey include teaching about human rights. Regarding the other two areas there are different reasons for not including them in the programme. One programme in social work states that since the programme is under revision there is currently no mandatory inclusion of violence towards children in the curriculum.

There are some interesting differences between the programmes. In occupational therapy one programme states that neither domestic violence nor violence towards children are in focus in the main area of study in occupational therapy. Another programme, also in occupational therapy, states that the areas are implicit in the ethical guidelines from a healthcare perspective and more explicit from a legislative perspective. However, there are no specific courses about these areas. A third programme states that although specific knowledge of men’s violence against women, domestic violence and violence towards children is not required for students in occupational therapy, students are trained in handling ethical dilemmas and prepared for taking action by contacting those with proper professional skills when encountering survivors of abuse. Human rights in general are discussed, but not men’s violence against women and domestic violence or violence against children more specifically, according to a fourth programme in occupational therapy. The two areas might be included depending on the students’ own interests as they might choose one of the two areas for in-depth studies. A conclusion is that there seem to be different opinions within the field of occupational therapy as to whether students should acquire knowledge about the three areas, depending on different interpretations of both the law and different analyses of the requirements of future professions.

Several nursing programmes use the same argument, stating that there are opportunities for students who show an interest to focus on both domestic violence and violence towards children in their essays. One programme in nursing states that the areas are sometimes covered in reflective seminars and during placements. One reason for not including teaching about the areas in the programme is said to be lack of space in the curriculum. Furthermore, it is clear from the comments that the question of whether the programme should include teaching about men’s violence against women and domestic violence has been interpreted in different ways. Some respondents have answered no,



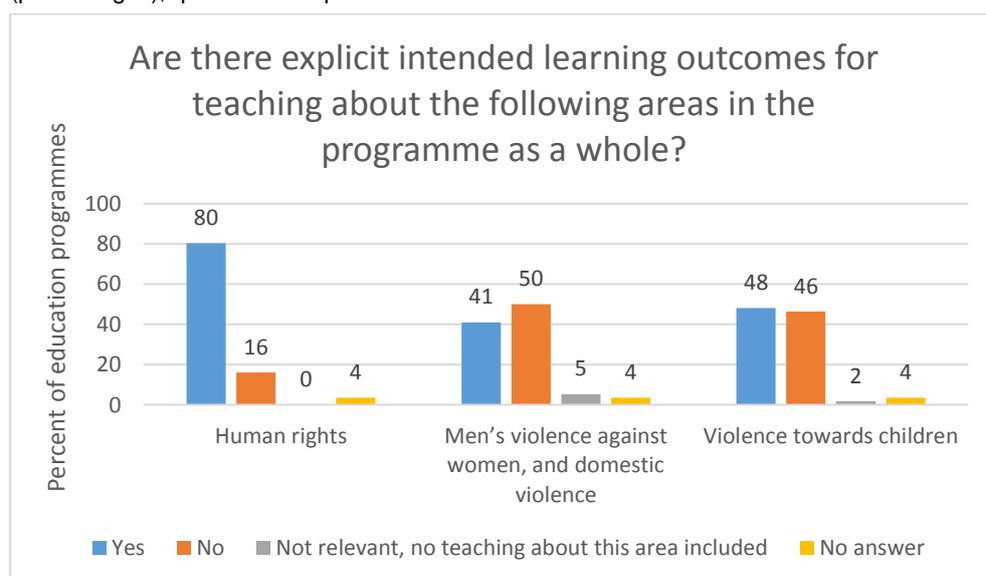
claiming that they teach about violence in close relationships rather than solely focusing on men’s violence towards women.

EXPLICIT LEARNING OUTCOMES

In the questionnaire the following multiple choice question was included: “Are there explicit intended learning outcomes for teaching about the following areas in the programme as a whole?” indicating the three different areas of human rights; men’s violence against women and domestic violence; and violence towards children, respectively; figure 3.

A majority of the respondents, 80%, answer that there are explicit intended learning outcomes for teaching about human rights in the programme as a whole. Thus, to a large extent, teaching about human rights is formalised within these programmes. It is, however, noteworthy that 20% of the programmes do not have explicit learning outcomes on human rights for the programme as a whole. Considering the fact that there are national qualitative targets for the area, the 80% that have explicit learning outcomes might be considered somewhat low. This also raises questions about how teaching about human rights is included in programmes that do not have explicit learning outcomes but state that they, nevertheless, teach about the area.

Figure 3. Programmes that include explicit intended learning outcomes for the three areas (percentages), question 5 in questionnaire.



Learning outcomes are important in several respects. First of all it is a way of formalising the expectations or intentions of the programme (intended learning outcomes). Having explicit learning outcomes about human rights means that there is a formal decision made by the higher education institution regarding what knowledge, competences and skills students are required to have when they graduate. The content of the programme is thus not dependent on individual teachers, their interests and competences. Instead, the learning outcomes determine the content of the programme and what teacher competence should be considered relevant. In addition, explicit

learning outcomes create transparency for both students and faculty. They clarify what requirements have to be met by the students in order to pass a course and graduate from a programme.

Looking more closely into specific programmes covered in the survey it is clear that there are variations between different programmes. Some 83% of the respondents for medical programmes claim to have explicit learning outcomes in human rights for the programme as a whole, whereas less than 70% of the programmes in psychology make the same claim.

For the second area, men's violence against women and domestic violence, a majority of the programmes do not have explicit learning outcomes. Only about 40% of the respondents state that there are explicit learning outcomes about the area for the programme as a whole. Noticeably, only a little more than a third (37%) of the programmes in nursing have explicit learning outcomes regarding men's violence against women and domestic violence. The result is more or less the same for programmes in occupational therapy and social work and only slightly more favourable for programmes in psychology (44%).

This raises the same questions as above as to how teaching about the area is organised in the programmes. Only half of the programmes that state that they teach about men's violence against women and domestic violence have explicit learning outcomes in the area for the programme as a whole. The rest have chosen not to formalise the content in intended learning outcomes which arguably would make it somewhat more difficult to assure that all the students have the same level of knowledge and skills in the area when they graduate.

The last area – violence towards children – seems to be somewhat more formalised in terms of explicit learning outcomes. Almost half of the respondents state that there are explicit learning outcomes in the area for the programme as a whole. Also, in this respect medical programmes stand out. More than 80% have explicit learning outcomes, compared to 36% of the programmes in social work. Also, in this case there are differences in how the programmes are organised. Although 88% claim to teach about violence towards children, less than 50% of the respondents claim to have explicit learning outcomes for the area. Although all programmes in social work teach about the area “violence towards children” it is noteworthy that no more than 36% have explicit learning outcomes for the programme as a whole. As stated above, this makes teaching about the area less formalised and arguably it is more difficult for the higher education institution to ensure that all students graduating from the programme have the same knowledge and competences regarding violence towards children.

CONTENT OF THE PROGRAMME

In the questionnaire the following multiple choice question was included: “Are the following aspects included in teaching about the following areas?” indicating the three different areas of human rights; men's violence against women and domestic violence; and violence towards children, respectively. The aspects in question were “teaching about the area at an overall and/or theoretical level” and “teaching about how one can



relate to, make assessments and take the area into account during future professional careers”.

Respondents were asked to estimate on a scale from 1 – 6 (1 = yes, to a great extent, 6 = no) to what extent teaching about human rights included an overall and/or theoretical level. Roughly a third of the respondents answered that teaching about human rights was held at an overall, theoretical level to a great extent, and about a fourth chose alternative 2, indicating a high level of theoretical content in the teaching.

The respondents were also asked if the programme included teaching about how students’ were to relate to, make assessments and take human rights into account in their future professional careers. Two thirds answered that students were prepared for their future careers in this manner to a great extent (option 1 and 2).

The same questions were asked about the second area (men’s violence against women and domestic violence). Results from the survey show that teaching about the area is less theoretical than teaching about human rights. Approximately half of the respondents state that they teach about the area at an overall or theoretical level to some extent (option 3 and 4) compared to a great extent in human rights. In addition, the responses show that teaching about the area is less oriented towards future professional careers. Regarding human rights 61% of the respondents answer that teaching to a great extent (option 1 and 2) prepare students for future working life compared to 36% regarding men’s violence against women and domestic violence. Results from the survey show the same pattern for the third area: violence towards children. Teaching about the area is theoretical and practical more or less to an equal extent as teaching about men’s violence against women and domestic violence.

READING LISTS

In the questionnaire the following multiple choice question was included: “Are reading lists included for the teaching about the following areas?” indicating the three different areas of human rights; men’s violence against women and domestic violence; and violence towards children, respectively; figure 4.

Of the respondents 75% answer that there are mandatory reading lists for teaching about human rights. Another 14% answer that there are optional reading lists. Interestingly enough almost 10% state that there are no reading lists for the area at all.

Regarding men’s violence against women and domestic violence only half of the respondents claim to have mandatory reading lists covering the area and more than 40% state that there are no mandatory reading lists for the area.

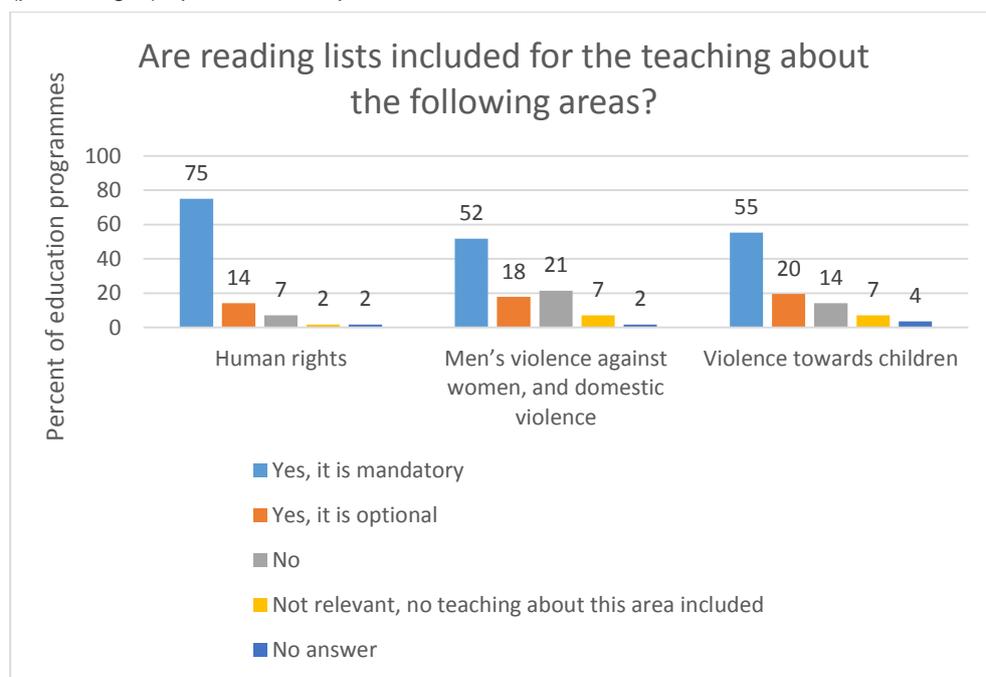
The same pattern can be observed regarding violence towards children. A little more than half of the respondents have mandatory reading lists for the area whereas a little more than 40% state that they do not have any mandatory reading at all in the area. This raises questions about how teaching about the area is conducted. Some programmes state that they use a pedagogic approach in which students seek literature



independently. In these programmes there are no mandatory reading lists at all. However, these programmes seem to be in a minority.

Again there seems to be a pattern where teaching about men’s violence against women and domestic violence is less formalised (in terms of both explicit learning outcomes and reading lists) than teaching about human rights.

Figure 4. Programmes that include reading lists for teaching about the three areas (percentages), question 11 in questionnaire.



CONCLUSIONS: AIMS AND CONTENT OF THE PROGRAMMES

The survey shows that almost all professional programmes covered by the questionnaire include teaching about human rights. Furthermore 80% have explicit learning outcomes about the area for the programme as a whole, and 75% have mandatory reading lists covering the area. Although the figures at first glance might look encouraging, it is noteworthy that 2% of the respondents have answered that they do not teach their students about human rights and that 25% of the programmes lack mandatory literature lists about the area. Given the national qualitative targets about human rights relevant for all five programmes covered by the survey, the result is less encouraging. It seems clear that there is room for improvement so that all programmes include the area in their curricula when relevant.

The impression given by the respondents regarding the second area, men’s violence against women and domestic violence, is somewhat different. No more than 82% include teaching about the area in the programme, and only 41% have explicit learning outcomes for the area for the programme as a whole. Also, in other respects teaching about the area seems to be less formalised. No more than half of the respondents report that they have mandatory reading lists covering the area.



For the third area of study, violence towards children, the responses show that although 88% of the respondents state that the area is included in the programme, no more than 48% have explicit learning outcomes about the area for the programme as a whole. The same pattern as discussed above regarding men's violence against women and domestic violence can be observed. Literature on the subject seems to be used to a low degree. Only 55% of the programmes have mandatory reading lists for the area.

On the whole, a pattern emerges when comparing the five different programmes in the survey. Medical programmes and programmes in psychology and social work have given similar answers to the questions, stating that all three areas are covered by the programmes. Programmes in occupational therapy, however, differ in the sense that especially the last two areas are covered to a lesser extent. There also seem to be greater disparities among the respondents as to whether or not the three areas are important for the students' future professional careers as occupational therapists.

An overall conclusion is that teaching about men's violence against women and domestic violence as well as teaching about violence towards children is less prominent and less formalised within the five programmes than teaching about human rights. This might come as no surprise considering that only the first area is specified in the Higher Education Ordinance. However, from a professional life perspective the two second areas equally important for professional programmes within medicine and social welfare to cover.

Teaching methods and examination

The following section of the report looks more closely at the teaching methods and forms of examination used in the programmes covered by the survey. Again the results will be presented both on an aggregated level for all programmes, and for separate programmes. As in the section above, the respondents have given separate answers for all three areas. For clarity, discussions about the three areas will be held separately although comparisons are sometimes made.

COURSES ON HUMAN RIGHTS

In the questionnaire the respondents were asked the following question: "Is teaching about the following areas integrated into other courses or offered as separate courses or sections of courses?" indicating the three areas covered in the analysis. The response to the question provides basic understanding as to how higher education institutions structure their programmes and teach their students in the three areas covered in the report. The answers are presented in figure 5.

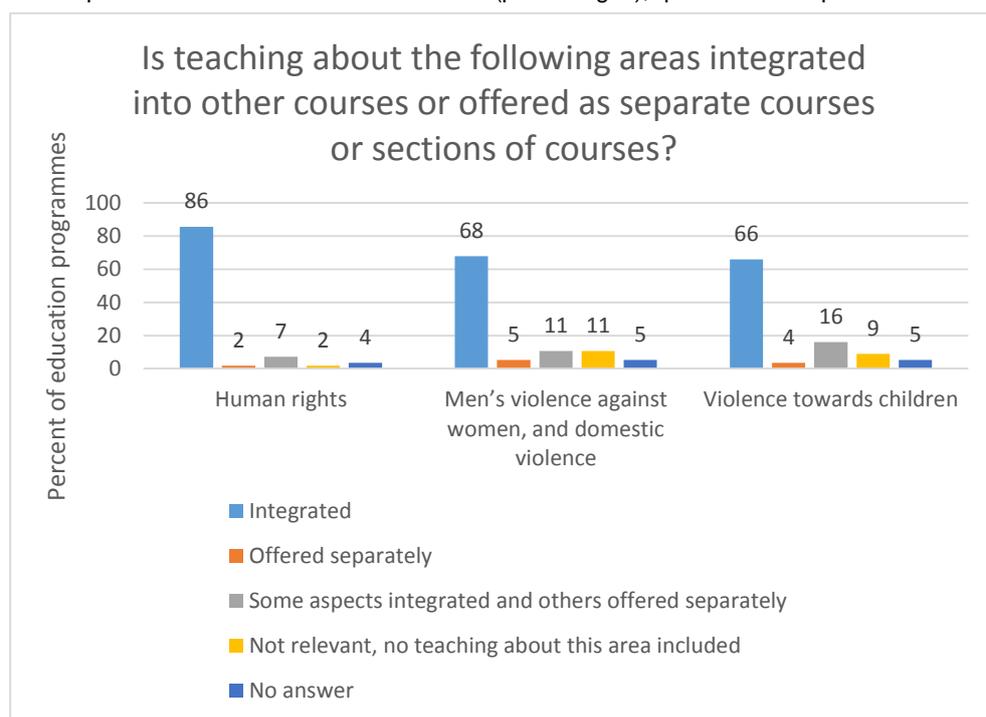
A total of 86% of the respondents answer that human rights are integrated into other courses and therefore not offered to the students as separate courses. When adding the result from the respondents who replied that *some aspects* of human rights are integrated to the ones that replied that human rights as a whole are integrated, as many as 93% integrate teaching on human rights into other courses. Only 2% of the respondents replied that they offer courses on human rights separately, thereby



emphasising the area in the programme. Thus, it is clear that teaching on human rights is mostly done as part of other courses. Another 2% replied that they don't find human rights relevant to the programme, which, although a low percentage, is noteworthy considering the fact that all programmes in the survey have national qualitative targets about human rights. Overall however, the result corresponds well with the national qualitative targets in the Higher Education Ordinance.

Regarding the second and third areas, when answering the question about whether teaching on men's violence against women and domestic violence as well as violence towards children is integrated into courses or offered as separate courses the respondents were more divided than when asked about human rights. Roughly two thirds answered that men's violence against women and domestic violence, as well as violence towards children are integrated in the teaching through other courses. A small number, only 5%, have separate courses on men's violence against women and domestic violence and 4% have separate courses on violence towards children. Of the respondents, 11% answered that the question is irrelevant since there is no teaching about men's violence against women and domestic violence in the programme. Regarding the last area, 9% answered that since there is no teaching about violence towards children in the programme the question is irrelevant.

Figure 5. Programmes that integrate teaching about the three areas into other courses/offer it as separate courses or sections of courses (percentages), question 12 in questionnaire.



There are differences between the programmes. For example, programmes in occupational therapy differ from the other programmes. As many as 63% of the respondents representing a programme in occupational therapy replied that questions about whether men's violence against women and domestic violence are included or

offered separately are irrelevant. This is due to the fact that they do not include the area in their programmes. Another 50% answered that questions about whether the curriculum covers violence against children are irrelevant for the same reason. In contrast, only 5% of respondents from the field of nursing replied that questions regarding curriculum for the areas are irrelevant and none from the field of psychology, reflecting the fact that the areas are in fact included in the programmes.

METHODS OF TEACHING AND EXAMINATION

The respondents were asked the following multiple-choice question: “What form does teaching about the following areas take?” indicating the three areas covered in the analysis. It was possible to select more than one alternative. The answers are presented in figure 6 and provide insight into the actual teaching of the students.

As described, most programmes integrate teaching on human rights, men’s violence against women and domestic violence as well as violence towards children in the curriculum into courses that also cover other subjects. And as previously mentioned the results from the questionnaire show that 96% of the respondents have answered that they include teaching about human rights in their programmes. When asked about what forms the actual teaching takes there is an obvious pattern for all three areas. A clear majority use lectures and seminars when teaching. Given the complex nature of the three areas, which have both legal and ethical implications, debates, seminar discussions and other forms of oral presentations could be important ways to challenge the students and provide them with different perspectives.

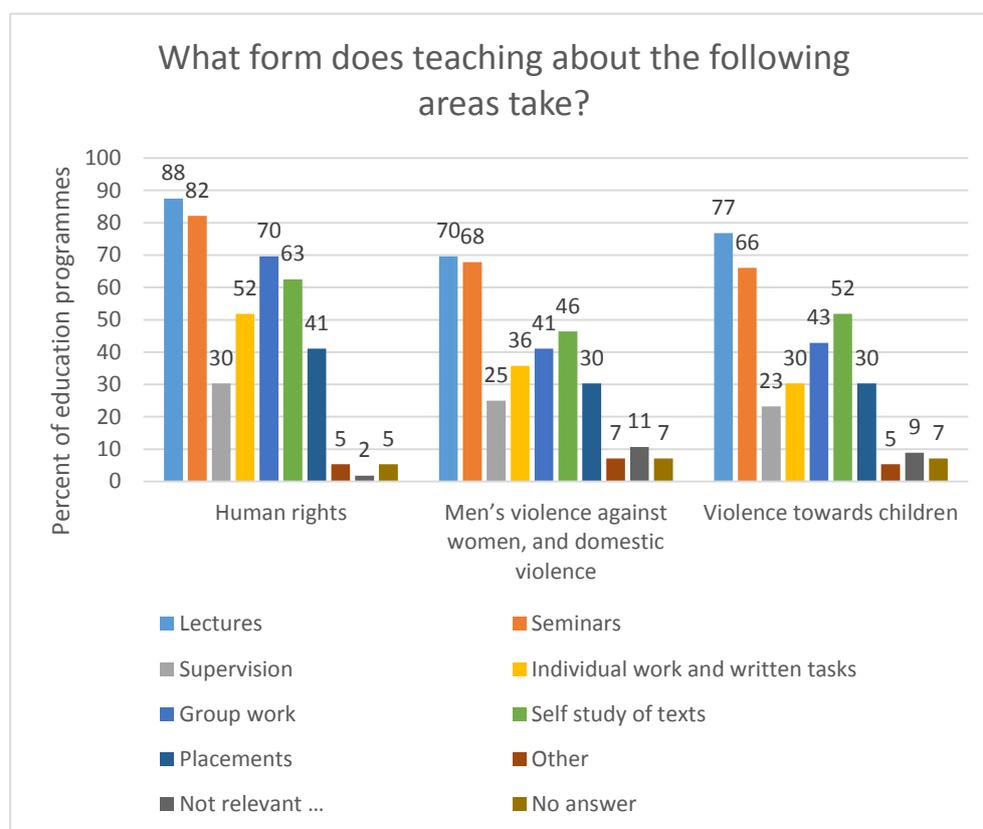
Other forms of teaching used are placements, that is, periods when students gain experience by practicing in the professional field for which they are training. In this respect there are some interesting variations when comparing the different programmes in the study. In total, about a third of the respondents have replied that periods of placement are used as forms of teaching students in all three areas. More specifically, 47% of the respondents in the field of social work have replied that the students are being taught during their placements. In contrast, none of the respondents in the field of psychology have answered that the students are being taught during periods of placement.

There is also a significant difference as to what extent supervision is used as a method of teaching. When again comparing social work and psychology programmes, it is clear that both fields of study use supervision frequently when teaching about violence towards children (40% and 33%, respectively). However, while as many as 47% of the respondents from social work programmes use supervision as a teaching method for human rights, no more than 11% of the respondents from psychology programmes use supervision in the same way.

A majority of the programmes in occupational therapy, on the other hand, replied that knowledge about men’s violence against women and domestic violence and violence towards children is not included in the programme, and that therefore there is no teaching about the areas included in the curriculum.



Figure 6. Forms of teaching used by programmes regarding the three areas (percentages of programmes), question 13 in questionnaire.



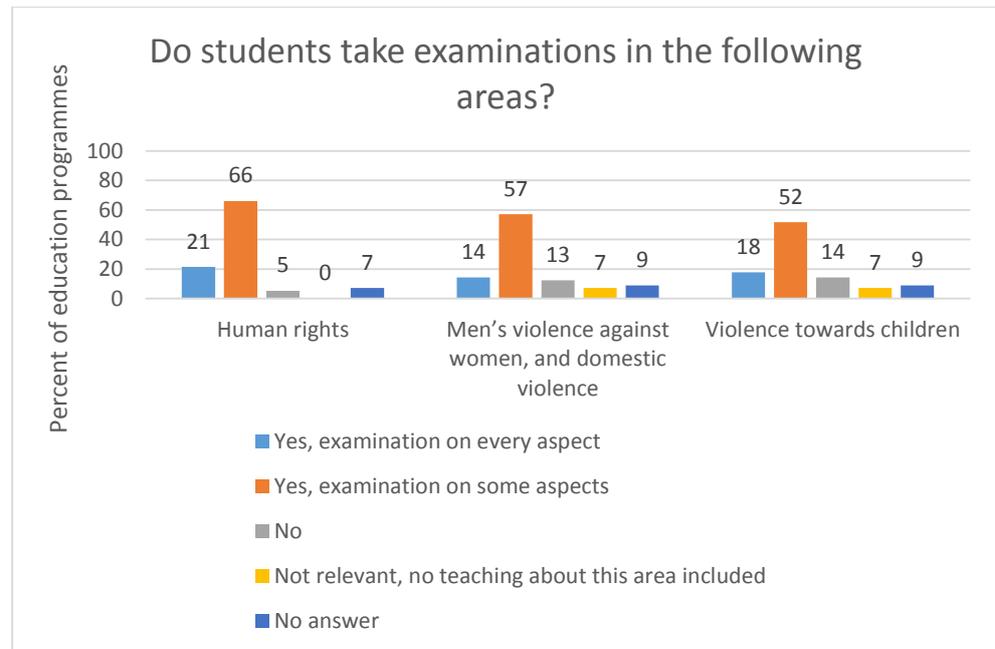
EXAMINATION

The respondents were asked the following question: “Do students take examinations in the following areas?” indicating the three areas covered in the analysis. The answers are presented in figure 7.

The fact that 80% of the respondents replied that they have intended learning outcomes concerning human rights suggests that the students are being examined on the matter. Interestingly, 87% of the respondents answered that students are examined on at least some aspects of human rights which means that there is a mismatch between the intended learning outcomes and the examination. One plausible explanation is that there is a slow formalisation of the area which is seen in the examination but not in the learning outcomes, or that some programmes have implicit learning outcomes for human rights. Nonetheless, both from a student-centred learning and a constructive alignment perspective this is problematic. Students have the right to know, from looking at the intended learning outcomes, what they are being examined on. And on the subject of constructive alignment, without a common thread running through the courses starting with the intended learning outcomes and ending with the examination, without explicit learning outcomes, there can be no clear alignment.

When turning the attention to the other two areas a similar pattern emerges. As many as 71% of the respondents answered that students are being examined on at least some aspects of men’s violence against women and domestic violence even though only 41% answered that there are intended learning outcomes in the area. Regarding violence towards children the response was similar: 70% examine students but only 48% have intended learning outcomes.

Figure 7. Programmes that examine students on the three areas (percentages), question 14 in questionnaire.

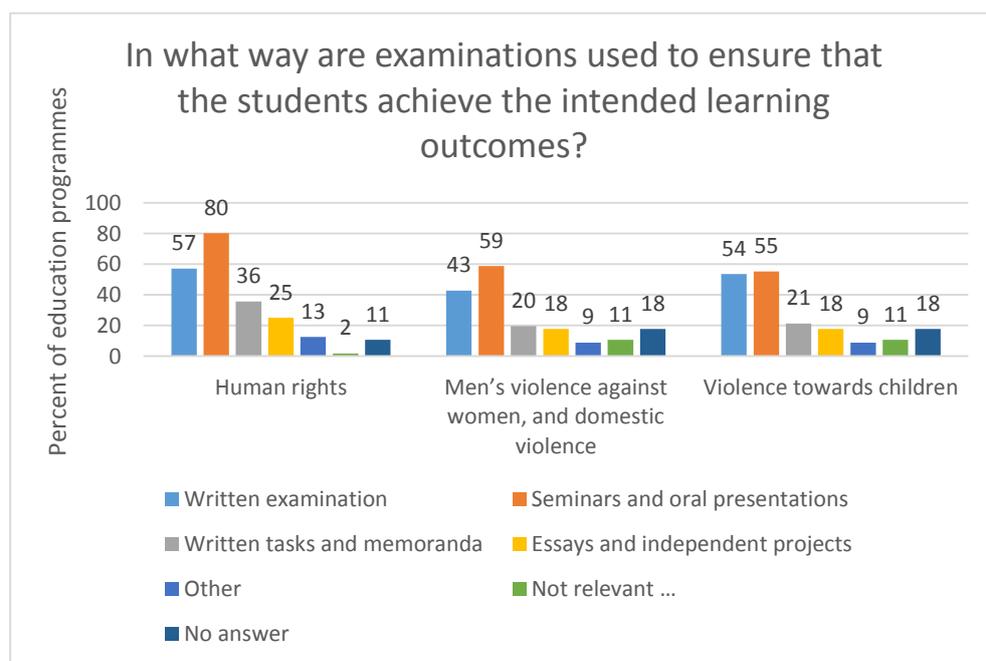


The respondents were also asked the following question in relation to examination: “In what way are examinations used to ensure that the students achieve the intended learning outcomes?” indicating the three areas covered in the analysis. It was possible to select more than one alternative. The answers are presented in figure 8.

Depending on the content of the intended learning outcomes the way students are examined should be adjusted, according to theories about constructive alignment.¹¹ When asked in what ways students are being examined in order to assure that they have achieved the intended learning outcomes, the most common response was that students are examined through seminars, oral presentations and written examinations. This goes for all three areas and there are no major differences between the five programmes included in the survey. The results show that 80% of the respondents have replied that they use seminars and oral presentations when examining students on human rights. Fewer, but still a majority of 59%, use the same methods of examination when examining learning outcomes related to men’s violence against women and domestic violence.

In addition, 55% answered that they use seminars and oral presentations when examining students on violence towards children. Around half of the respondents have replied that written examinations are used for all three areas. An observation of some interest is that less than a third of the respondents use essays and independent projects to examine students within all three areas. As few as 18% use them to examine students in the two areas related to violence.

Figure 8. Forms of examinations used by programmes regarding the three areas (percentages of programmes), question 15 in questionnaire.



STUDENT-CENTRED LEARNING

In the questionnaire the following multiple choice question was asked: “How does the institution ensure that the methods of teaching are student centred?” The alternatives were: preliminary meeting, offer of different types of teaching, students are divided in small groups where they can lead the discussion, and other. It was possible to select more than one alternative.

The most common answers among the five programmes were that the programme offers different types of teaching and that students are divided in small groups where they can lead the discussion. Roughly 90% of the respondents answer that they “offer different types of teaching” as one of their methods of assuring that teaching is student centred. In addition, 85% answer that “students are divided in small groups where they can lead the discussion”.

When comparing the answers from the different programmes, the answers are relatively similar. In the comments, an awareness of student-centred learning is detectable in comments like: “The pedagogical method of the programme is student-



centred, problem-based learning; this means that the students are involved in all levels of learning/.../' (Linköping University). Another respondent states that the programme works "actively with student representatives on course development" (Stockholm University).

Among the respondents, 2% selected the option "other" in the questionnaire. When giving examples of what other methods they used to ensure that student-centred learning was applied, examples like: "portfolio method" (nursing programme University West), "course evaluations" (nursing programme, Halmstad University) and "student councils and classroom hosts" (programme in occupational therapy, KI) were given.

The survey shows that the most common method of ensuring that students are involved in the development of learning outcomes in all programmes is the use of student evaluations followed by the students' participation in decision-making bodies. These methods can also be considered as integrated in the approach of student-centred learning.

Overall, the student-centred learning approach is considered widely applied in all five programmes and the majority of the respondents answered that they offered different types of teaching or practiced the method of small groups with students leading the discussions.

STUDENT INVOLVEMENT IN THE DEVELOPMENT OF LEARNING OUTCOMES

In the questionnaire the following multiple choice question was asked: "In what ways does the institution ensure that the students are involved in the development of learning outcomes?" indicating the three different areas of human rights; men's violence against women and domestic violence; and violence towards children, respectively (figure 9). It was possible to select more than one alternative.

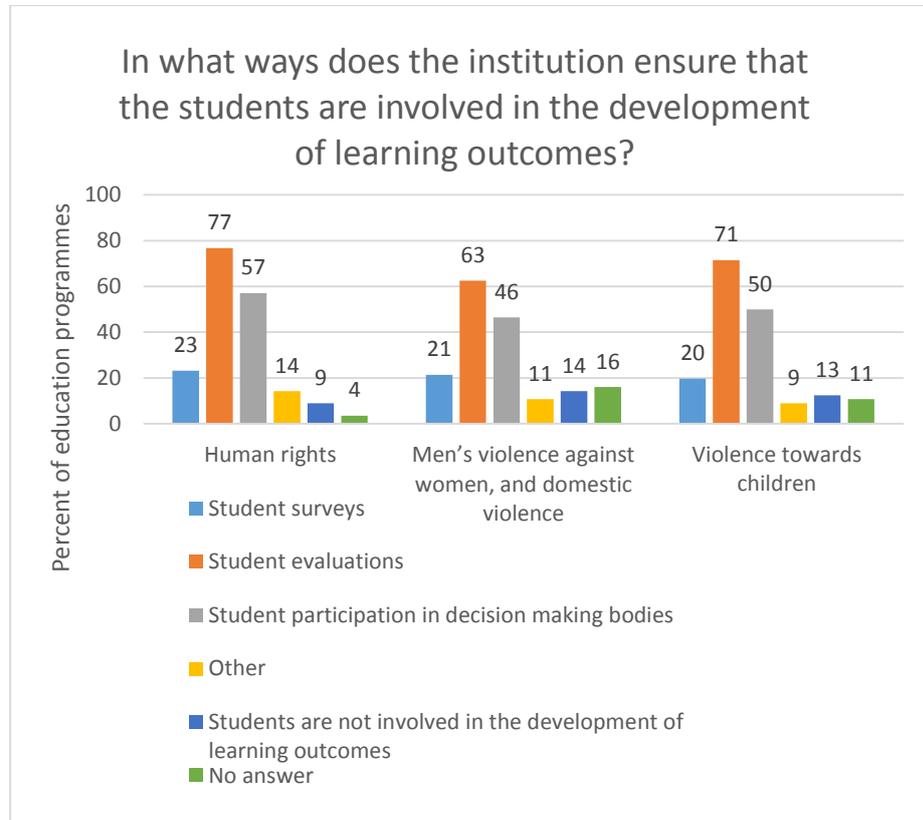
As figure 9 shows, the most common answer in all three areas was the use of student evaluations followed by the use of student participation in decision-making bodies. This pattern is most visible in the first area, human rights, where 77% of the respondents answered that they used student evaluations and 57% had students participating in decision-making bodies. In the third area, "violence towards children", 71% answered that they used student evaluations and 50% selected the alternative "student participation in decision-making bodies". As the figure shows, the percentage is falling slightly when it comes to the area of "men's violence against women and domestic violence". Some 16% have not answered the question whereas 14% state that students are not involved in the development of learning outcomes.

When looking more closely into the specific programmes participating in the survey there are some variations between them. All programmes selected the alternative of student evaluations as the most common method in the first area, human rights. But when it comes to the second area, "men's violence against women and children and domestic violence", as well as the third area, "violence towards children", programmes in occupational therapy stand out with 50% of respondents not answering the questions



and 25% answering that students are not involved in the development of learning outcomes.

Figure 9. Ways of ensuring that students are involved in learning outcomes regarding the three areas (percentages of programmes), question 7 in questionnaire.



One of the respondents who did not answer the question did comment, referring to an earlier answer where “men’s violence against women and domestic violence” as well as “violence towards children” are described as “not a particular focus or topic in main area of study, i.e. occupational therapy” (occupational therapy programme, Jönköping University).

In all programmes, with the exception of occupational therapy described above, there is a high percentage of students involved in the development of learning outcomes in all three areas, and the most common methods are student evaluations and students participating in decision-making bodies. The involvement of students appears most clearly in the area of human rights.

CONCLUSIONS: TEACHING METHODS AND EXAMINATION

The results show that human rights issues are quite rarely taught in separate courses; more frequently, they are integrated into other courses in the programme. That is also true, to a somewhat lesser extent, for the other two areas – men’s violence against women and domestic violence, and violence towards children.

The methods of teaching most often used to teach the areas in focus are lectures and seminars. Individual and group work is also commonly used. Some programmes make use of placements to teach human rights, men's violence against women and domestic violence, and violence towards children. This is most common in social work programmes, while none of the psychology programmes in the study use placements for this purpose.

As many as 87% of programmes respond that the students are examined on at least some aspects of human rights. Interestingly, fewer than that – only 80% – report that they have learning outcomes for human rights in the first place, and there is even more of a discrepancy regarding the other two areas. This is somewhat problematic, both from a constructive alignment and a student-centred learning perspective.

Teacher competence

WHO TEACHES?

The respondents were asked the following multiple-choice question: “Who teaches about the following areas in the programme?” It was possible to select more than one alternative. The answers are presented in figure 10.

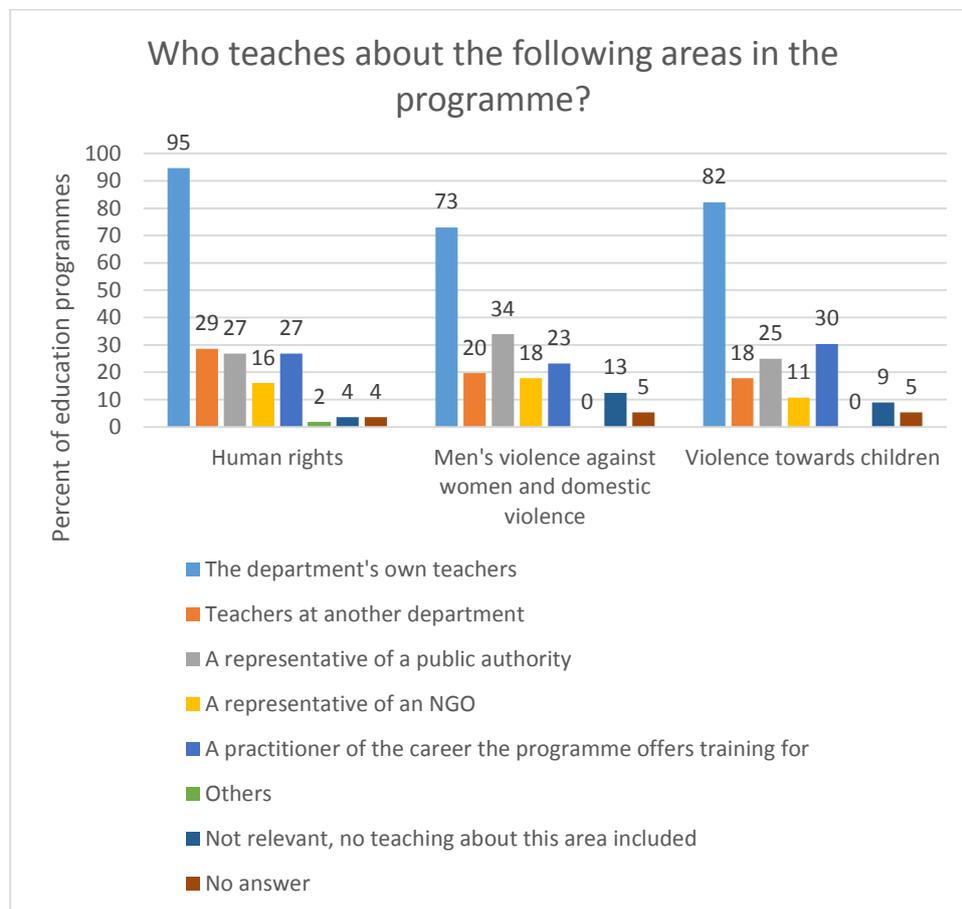
The answers show that regarding human rights, almost all departments (95%) engage their own teachers, although some bring in teachers from outside as well, perhaps in order to complement the expertise available at the department. Some of the external teachers are employed at other departments, but to some extent the departments also invite practitioners, representatives from public authorities, and representatives of NGOs to teach about human rights. Regarding the other two areas – men's violence against women and domestic violence, and violence towards children – the departments rely on their own teachers to a somewhat lower extent (73% and 82%, respectively, engage their own teachers in teaching on these areas). Conversely, it is more common that representatives of public authorities are invited to teach in the area of men's violence against women and domestic violence.

Comparing the answers from the different educational programmes, some interesting patterns emerge. Programmes in occupational therapy rely on their respective departments' own teachers to a lower extent than the other programmes, regarding the latter two areas (men's violence against women and domestic violence, and violence towards children – 38% and 50%, respectively). Programmes in social work engage representatives of NGOs to a much higher degree than the average for the different programmes, especially in the area of men's violence against women and domestic violence (36% invite representatives of NGOs to teach about this area). In the same area, programmes in nursing invite representatives of public authorities to a higher extent than average (42% of programmes). Psychology programmes engage practitioners to a relatively high extent (33% of programmes, in all three areas). These figures may reflect different traditions in the different educational fields as to what types of organisations are sought out for collaboration. They suggest that educators



from different fields may have something to gain from mutual exchange of ideas and best practices – in order to benefit from others’ experience and traditions.

Figure 10. Teachers at the programme regarding the three areas (percentages of programmes), question 17 in questionnaire.

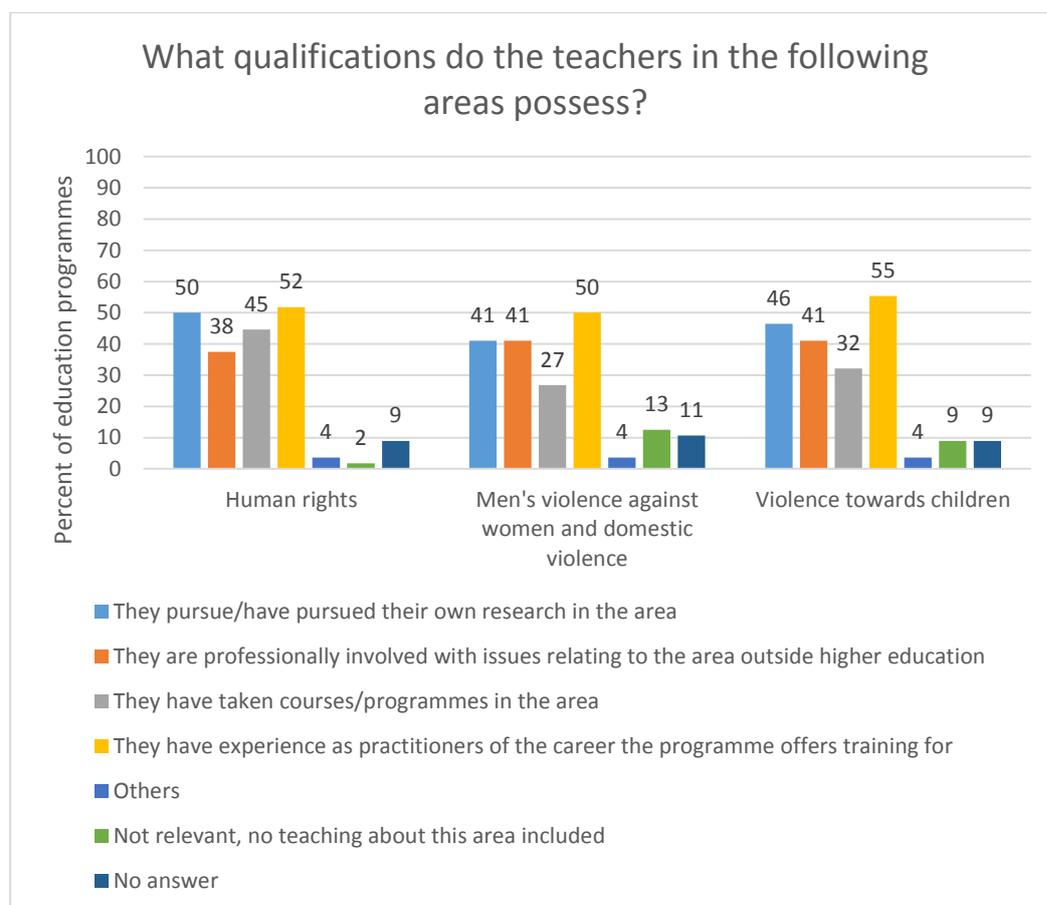


TEACHER QUALIFICATIONS

The respondents were asked the following multiple-choice question: “What qualifications do the teachers in the following areas possess?” It was possible to select more than one alternative. The answers are presented in figure 11.

No clear pattern emerges in the diagram above, although it is evident that teachers in the educational programmes in question have acquired their competence in human rights in a variety of ways. Some have pursued research in the area; others have attended courses on areas related to human rights, while still others have professional experience with human rights issues.

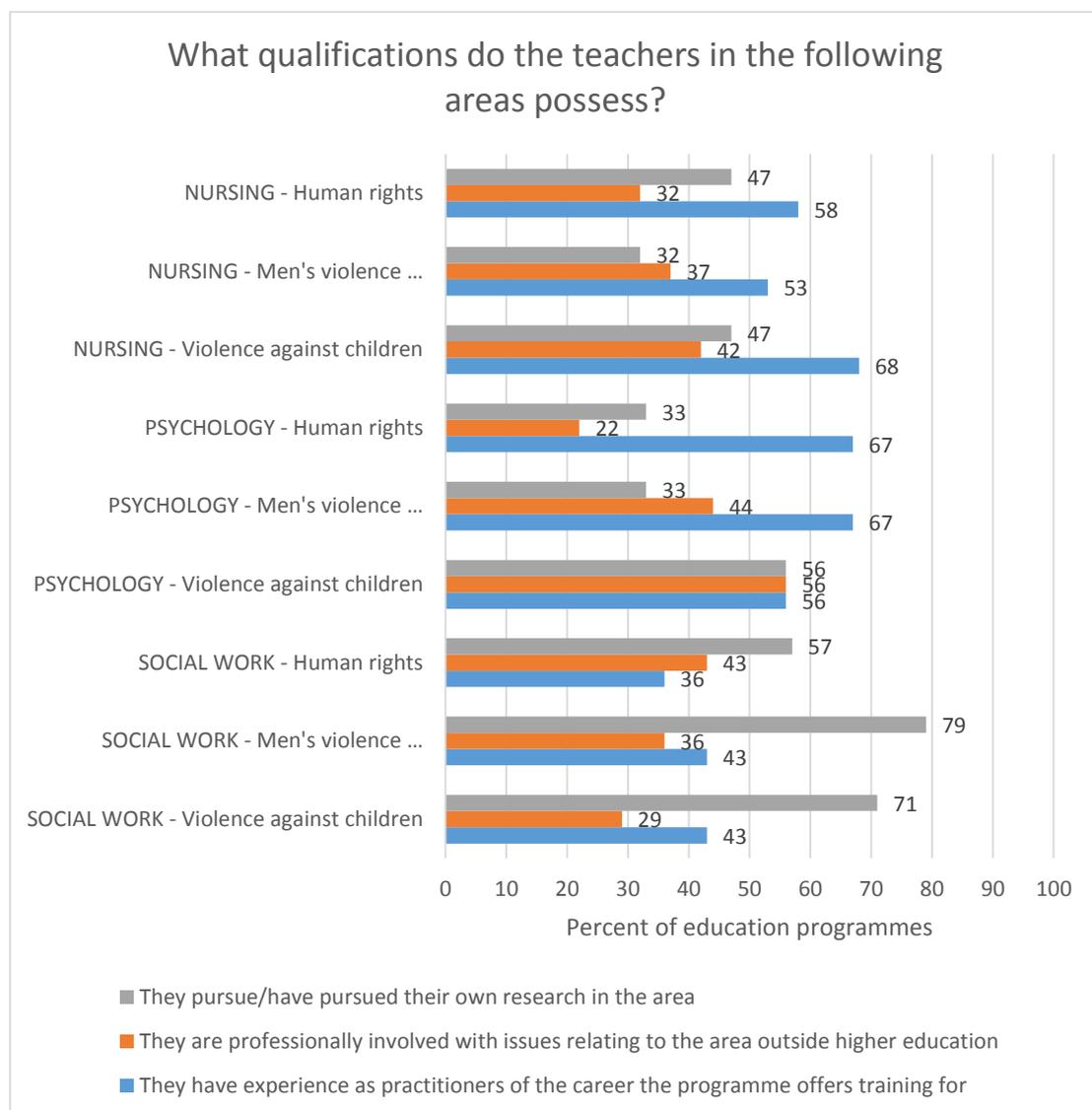
Figure 11. Teacher competence regarding the three areas (percentages of programmes), question 18 in questionnaire.



To gain more information, the data was subdivided along the lines of the respective educational programmes. For reasons of space and clarity, the comparison focuses on three programmes (nursing, psychology, and social work), and three of the possible answers (“own research”, “professionally involved with issues”, and “experience as practitioners”). The results are presented in figure 12.

As is evident in figure 12, nursing programmes rely heavily on experienced nurses regarding teaching competence in human rights issues generally. Psychology programmes similarly value practical experience highly. In social work, on the other hand, a high proportion of teachers have pursued their own research in human rights related areas, especially regarding men’s violence against women and domestic violence, and regarding violence towards children. This, perhaps, mirrors research in social work generally where domestic violence and its causes is a major field of study. In both nursing and psychology, teachers have pursued research about violence towards children to a relatively high extent, while fewer teachers have been involved in research about violence against women, perhaps indicating possible areas of development.

Figure 12. Teacher competence regarding the three areas (percentages of programmes in nursing, psychology, and social work), question 18 in questionnaire



ENSURANCE OF TEACHER COMPETENCE

The following open-ended question was included in the questionnaire: “How does the institution ensure that teacher competence is adequate?” Only a little less than half of respondents (26 out of 56) chose to answer this question, therefore the results must be interpreted with caution; however, they may still to some extent shed some light on the issue of competence assurance.

The most commonly occurring answer is that teacher competence is ensured by the fact that the *teachers conduct research* within the area in question. About a third of respondents who replied to this question gave an answer along these lines. For

example, the social work programme at Linnaeus University answered: “Teachers are active in Gavis – research group ‘Gender and Violence in Social Work’”. The second most frequent category of answers (about one quarter of total answers) was that the department *actively surveys, evaluates and/or follows up the competence* of staff in the field of human rights. The nursing programme at Mälardalen University, to name one example, states that competence of teachers is continuously followed up with reference to learning objectives of specific courses. Other types of answers concern the following: *recruitment procedures* that give weight to human rights; *training days/workshops* on human rights are carried out; reliance on *professional* (non-academic) *experience* of teachers; et cetera.

One possible conclusion is that relatively few of the programmes in the study have formalised procedures for mapping and evaluating teacher competence in the human rights field – only 25% answered along these lines. This could be an area of development for some departments. However, because the question was open-ended and because many respondents opted to skip this question, this conclusion must be tentative.

CONCLUSION: TEACHER COMPETENCE

A large majority of programmes rely (wholly or partly) on the teachers working locally at the departments to teach about human rights, although many also engage teachers from outside the department. This includes practicing professionals, representatives of NGOs, and representatives of public authorities. In the area of men’s violence against women and domestic violence, representatives of public authorities are more frequently brought in to teach than in the other areas. The different programmes vary in their practices – for example, nursing programmes tend to engage representatives from NGOs to a larger extent – suggesting that programmes may have something to learn from each other.

A clear majority of programmes in social work state that teachers in the areas of men’s violence against women and domestic violence as well as violence towards children have themselves pursued research in the area in question. This is not quite as common in the other programmes in the study. Nursing and psychology programmes, on the other hand, more frequently refer to the professional experience of their teachers.

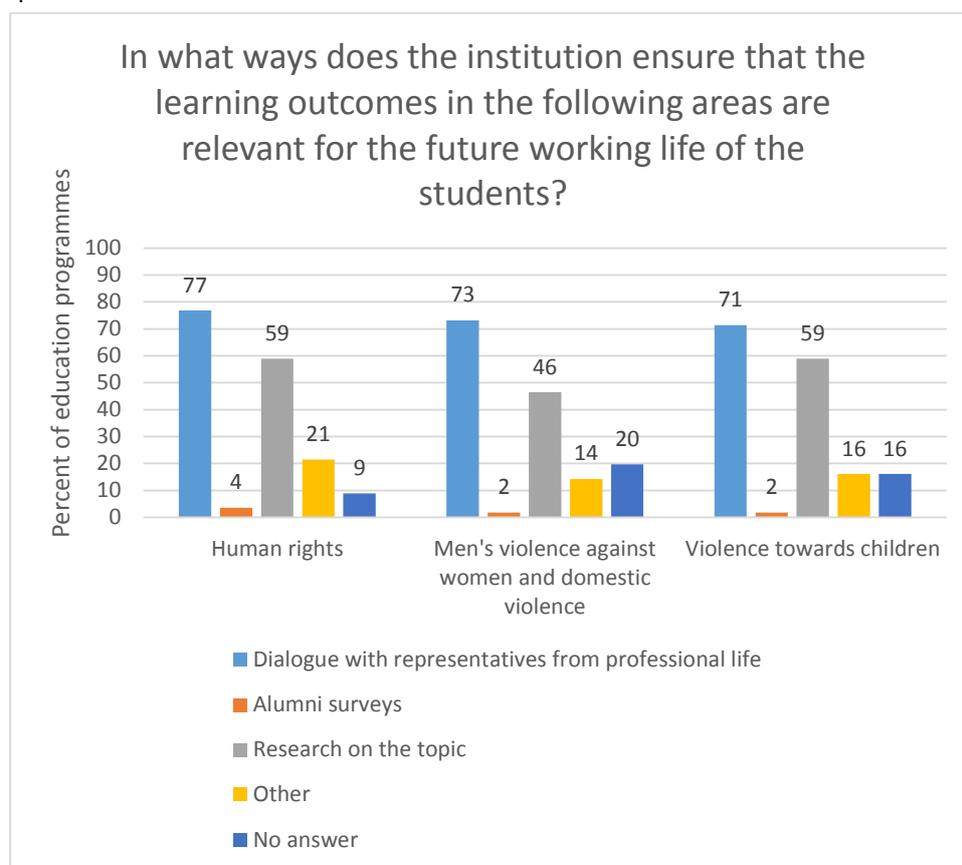
The results from the questionnaire suggest, furthermore, that relatively few of the programmes in the study have formalised procedures for mapping and evaluating teacher competence in the human rights field. This may therefore be construed as an area of development.

Working life perspectives

As previously mentioned, in 2007 national qualitative targets regarding human rights were integrated into 29 professional degrees, many within medicine and social welfare. The reason for this was that professionals working with people, must have solid knowledge of human rights in order for these rights to be protected.

When developing learning outcomes on the basis of these national qualitative targets, it is of vital importance that higher education institutions ensure that the learning outcomes accord with the demands of professional life, in order for students to be able to develop the necessary skills and competences. Therefore, the following question was included in the questionnaire: “In what ways does the institution ensure that the learning outcomes in the following areas are relevant for the future working life of the students?” indicating the areas of human rights, men’s violence against women and domestic violence, and violence towards children, respectively. It was possible to select more than one alternative. The answers are presented in figure 13.

Figure 13. Ways in which programmes ensure that learning outcomes in the three areas are relevant for the future working life of students (percentages of programmes), question 6 in questionnaire



As can be seen in figure 13, a clear majority of programmes respond that professional relevance of the learning outcomes is ensured through dialogue with representatives from professional life. This is true for all three areas (human rights, men’s violence against women and domestic violence, and violence towards children). Looking at the five study programmes, a majority report that dialogue takes place with representatives of the profession regarding human rights learning objectives, with the partial exception of occupational therapy programmes, where the majority is less clear. Shedding some light on the forms of dialogue with the profession, the social work programme at Linköping University reports that they conduct meetings with representatives of the

profession regarding the students' preparedness for their future work, in which issues related to human rights are integrated, although there are no meetings solely focusing on human rights learning outcomes.

Only a small number of programmes report that they use alumni surveys to ensure the professional relevance of human rights learning objectives. Some respondents describe processes of ensuring professional relevance not specified among the pre-set alternatives (the category "other"). Two nursing programmes and one social work programme respond that they have teachers that themselves have relevant experience from the professional field and/or are still working in the field, and that this ensures the professional relevance of human rights learning objectives. Other respondents mention dialogue with students, course evaluations, and dialogue with other higher education institutions in Sweden.

CONCLUSIONS: WORKING LIFE PERSPECTIVES

Working with human rights in education, it is of great importance that higher education institutions take into account the perspectives of employers and professional life in general. Otherwise, it is not possible for them to ensure that students develop the skills necessary to handle situations in their future careers where human rights are violated or at risk. The results from the survey show that institutions have a variety of ways in which to ensure that learning outcomes in human rights are relevant for the future careers of students. More than 70% of respondents answer that they do this by conducting dialogue with representatives from the profession. This includes human rights and the areas of men's violence against women and domestic violence, and violence against children. The fact that a clear majority maintain this dialogue is a positive result. However, only a very small number of respondents answer that they make use of alumni surveys to ensure the relevance of learning objectives in the three areas. Such surveys are, thus, a tool institutions could make use of to a higher extent.

Development work

The following question was included in the questionnaire: "Do you plan any changes concerning teaching about the following areas?" indicating human rights, men's violence against women and domestic violence, and violence towards children, respectively. Furthermore, it was specified that these changes could involve the extent of teaching, outcomes and content of teaching, teaching methods or types of examination, teachers' qualifications, student-centred learning, or something else that affects teaching.

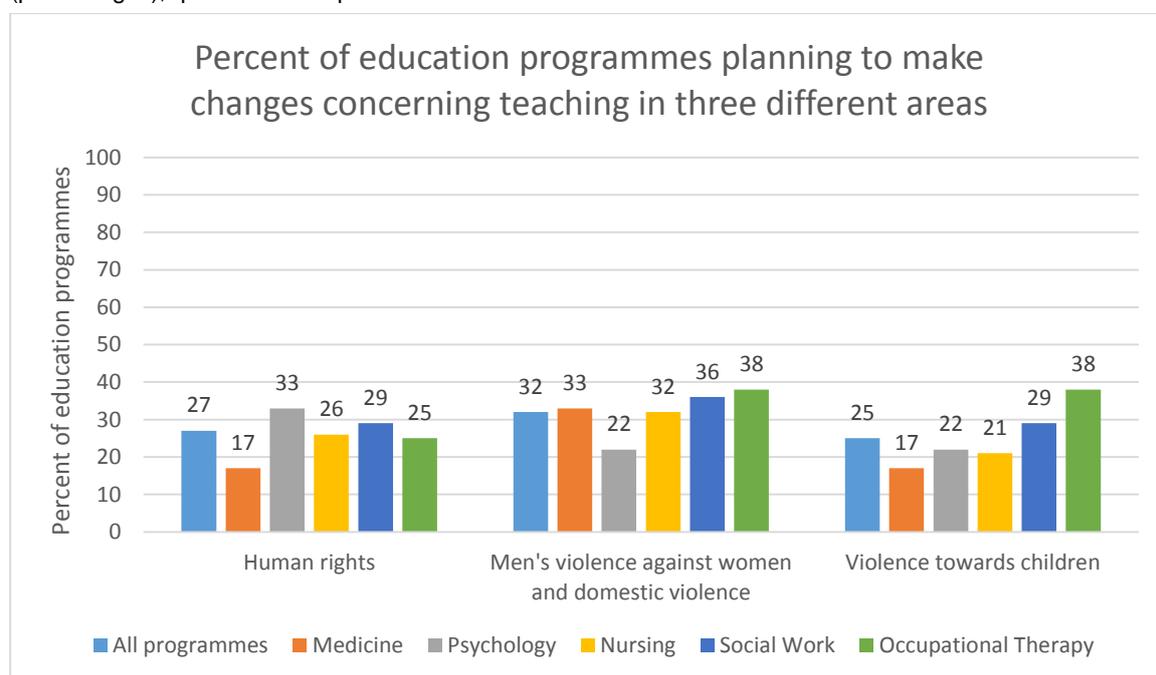
Out of the total number of respondents, 27% answered in the affirmative regarding human rights, 32% regarding men's violence against women and domestic violence, and 25% concerning violence towards children (see figure 14). Others answered in the negative (50%, 43% and 48% respectively) or did not provide an answer. Thus, the area of men's violence against women and domestic violence was singled out by the respondents as in need of change to a slightly higher degree than the two other areas, perhaps indicating that this area of education in human rights is less developed among higher education institutions than the other two areas. Another reason could be a report



published by UKÄ in 2015 highlighting the need of reinforcements within this area at several educational programmes.¹²

Of the different study programmes, occupational therapy programmes were most likely to answer that changes in teaching would be carried out, while medical programmes, on the other hand, were the least likely to answer that such changes were being planned. This could reflect a longer tradition of working with human rights issues, as well as men’s violence against women and domestic violence; and violence towards children, in medical programmes. On the other hand, if an institution is planning to make changes in human rights teaching, this need not necessarily be construed as an awareness of weaknesses in human rights teaching but could also reflect an ambition to continuously improve the programme.

Figure 14. Programmes planning to make changes concerning teaching in the three areas (percentages), question 20 in questionnaire



Most of the programmes that indicated that they were planning to make changes in teaching also provided a brief description of those changes. The specific type of changes most commonly mentioned by respondents concerned *intended learning outcomes and syllabuses*. For example, the social work programme at Linnaeus University indicated that they will “[e]xamine how more coherent education, explicit goals and examinations can be developed”, changes that will be implemented in 2018 and would include all three areas in question (human rights, men’s violence against women and domestic violence, and violence towards children).

¹² UKÄ rapport 2015:25.

A relatively high proportion of respondents who replied that they were making changes *did not give a specific description* of the type of changes that were underway, but simply indicated that the matter in question was to be looked into. These unspecified answers occurred more frequently with regard to the area of men's violence against women and domestic violence than with the other two areas. This is perhaps an indication that this area is (on the whole) less developed than the other two, and that processes to implement content are not as far along.

Other specific aspects singled out for development include *course literature*, *examinations*, and *teacher competence*. In one instance, *increased collaboration with professional life* (specifically, social workers) was mentioned, and one nursing programme described plans of *international collaboration* in the area of men's violence against women and domestic violence.

CONCLUSIONS: DEVELOPMENT WORK

The area of men's violence against women and domestic violence was singled out by 32% of respondents as an area that the institution was planning to develop or reform in some way. The other two areas were identified as areas in need of development to a somewhat lower extent. Occupational therapy programmes, on the whole, more frequently expressed that development is forthcoming, in comparison with other programmes.

Answers concerning men's violence against women and domestic violence were more imprecise than for the area of human rights. In other words, in this area respondents frequently indicated that some kind of changes were going to be made, but did not specify what kind. This is perhaps an indication that the area is less developed than the other two, and that processes to implement content are at an earlier stage.

Discussion

CONSTRUCTIVE ALIGNMENT IN TEACHING ABOUT HUMAN RIGHTS

A positive conclusion from the questionnaire is that almost all professional programmes covered by the study (96%) include teaching about *human rights*. However, no more than 80% have explicit learning outcomes concerning human rights. Thus, there is room for improvement in the formalisation of human rights in terms of learning outcomes. That such formalisation takes place is crucial from a constructive alignment point of view, as it enables programme directors and teachers to effectively design all aspects of teaching (including teaching methods, examination, competence development of staff, etc.) concurrent with the learning outcomes. Formalising learning outcomes is also crucial from a student-centred learning perspective, enhancing the transparency of the curriculum and thus making it possible for students to play an active role in the learning process.



Whereas 82% of programmes include teaching about *men's violence against women and domestic violence*, only 41% have explicit learning outcomes about the area. This means that the area is both less prominent and (especially) less formalised than teaching about human rights. The fact that only human rights in general is specified in the Higher Education Ordinance is a possible reason for this. The same case could be made regarding *violence towards children*, where there is also room for improvement: whereas 88% of programmes include teaching about this area, only 48% have formalised this content in terms of learning objectives.

Another finding concerns the issue of examination. More programmes examine students on the three areas (human rights, men's violence against women and domestic violence, and violence against children) than have explicit learning outcomes about the corresponding areas. The fact that examination has been introduced on subject matter where learning outcomes have not yet been defined suggests a process of gradual formalisation. Again, the model of constructive alignment can be helpful to more effectively introduce human rights content into teaching. That formalisation takes place is also important from a student-centred learning perspective. In order for students to take full responsibility for their learning, transparency is necessary also in the processes assessing learning outcomes.

DIFFERENCES BETWEEN PROGRAMMES

As is clear in the text above there are differences not only between the three areas but also when comparing the five different programmes included in the study. As mentioned above almost all respondents answered that they include teaching about *human rights* in their programmes. The main reason for including the area is legal requirements (77%), followed by local requirements on the institutional level (41%). Responses to the questionnaire show that medical programmes and programmes in psychology, social work and occupational therapy all include teaching about *human rights* within the programme curriculum. However, only 89% of the respondents representing programmes in nursing have answered that they include the area in their programmes. Interestingly, not all respondents seem to be aware of the legal framework created by the Higher Education Ordinance stating that students when graduating from the programmes included in the survey shall be able to make assessments taking particular account of human rights, or they do not state this as being a reason for including the area in the curriculum.

Teacher competence is understood both in terms of research and in terms of professional experience. Whereas programmes in occupational therapy and social work to a high degree (75% and 60%, respectively) engage teachers who have pursued research within the area, medical programmes and programmes in psychology do so to a lesser degree (both 33%). There is also a wide span regarding the use of teachers having professional experience in the career the programme trains for. Medical programmes and programmes in psychology and nursing rely heavily on such practitioners in their teaching (100%, 67% and 58%, respectively), whereas practitioners play a less prominent role as teachers in programmes in social work and occupational therapy (33% and 13%, respectively).

Programmes in psychology and medical programmes all teach about *men's violence against women and domestic violence*. To a slightly lesser degree (93%), programmes in social work also include the area in the curriculum. Roughly 80% of the nursing programmes have given the same response, but only 38% of the programmes in occupational therapy state that they include teaching about the area in the programme. The main reason, given by the respondents, for including teaching about men's violence against women and domestic violence in the programme is that it is required by law. However, it is noteworthy that opinions about this issue differ among the respondents (only half of the respondents give this as a reason). When comparing the different programmes, there is a wide span regarding the interpretation of legal requirements. Whereas 67% of the medical programmes see education about men's violence against women and domestic violence as a legal requirement, no more than roughly 25% of the respondents from programmes in psychology and occupational therapy make the same interpretation. The survey thus shows that there are significant differences in the interpretation of relevant legislation between the different programmes. Taking into consideration the similarly worded national qualitative targets for the five programmes, the differences in responses is noteworthy.

Regarding the content of the programme, about a third of the respondents answer that teaching about the area includes an overall and/or theoretical level to a high (or great) extent. Roughly 36% answered that students were also taught how to relate to, make assessments and take the area into consideration in their future professional careers to a high extent. Compared to teaching about human rights (the equivalent percentage was 61%), teaching about the area is less oriented towards competences necessary for the students' future professions. Teachers involved in the programmes are involved in research relevant for the area to a varying degree. Respondents from programmes in social work state that 73% of the teachers have pursued research about men's violence against women and domestic violence. Also within medical programmes the area seems to be prominent – half of the teachers have pursued research in the area. Roughly a third of the respondents for programmes in psychology and nursing give the same answer and none of the respondents for programmes in occupational therapy.

Regarding the third area of study, responses show that all medical programmes and programmes in psychology and social work teach about *violence towards children*. The corresponding figure for programmes in nursing is 84% and for programmes in occupational therapy, no more than half of the respondents state that they include the area in their programme. When analysing reasons for including the area in the programme the same pattern that could be observed regarding men's violence against women and domestic violence is present, the only difference being that programmes in nursing state that they include the area because of legal requirements to a higher degree (58% compared to 47% regarding the area men's violence against women and domestic violence).

Teaching about the area includes both theoretical aspects and aspects on how to make assessments taking the area into account. Comparing the different programmes, there are some significant differences in teacher competence. Whereas none of the teachers in occupational therapy pursue research within the area, 67% of the teachers in social work are involved in research about violence towards children. To a slightly lesser



degree, teachers in psychology (56%), nursing (47%), and medicine (33%) pursue research about violence towards children. There are also variations regarding the teachers' experiences as practitioners of the career the programme offers training for. The respondents for medical programmes have all stated that they involve practitioners in the courses they offer about the area. Also in nursing programmes, practitioners are involved to a greater degree (68%). The corresponding figures for programmes in psychology (56%) and social work (40%) are somewhat lower and 13% of the programmes in occupational therapy have answered that they engage practitioners in courses about the area.

In conclusion, when comparing the three areas a pattern emerges. Teaching about human rights is formalised to a large extent by means of specific learning objectives, mandatory course literature and examinations. There is also a wide (although not unanimous) understanding among the respondents that teaching about the area is a legal requirement.

When comparing the responses for human rights with responses for the other two areas in the study, it is clear that teaching about men's violence against women and domestic violence, and teaching about violence towards children is less prominent and where it does take place, it is less formalised. There is also a greater disparity among the respondents about whether legal requirements necessitate inclusion of the two areas in the curricula.



A Selection of Good Examples

In the following section of the report, good examples of teaching about human rights; men's violence against women and domestic violence; and violence towards children are described. The good examples show how education about the three areas are taken into account within the curricula of seven different programmes within medicine and social welfare. They have been included in the report with the hope that they might function as inspiration for teaching about the three areas for other providers of programmes in the same field of study. The seven examples were self-selected by the respondents who, in the questionnaire, were given the opportunity to state which programmes, in their opinion, were good examples of teaching about one or more of the three areas. The following programmes are included in the report as good examples:

- Nursing programme at Linköping University (good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children).
- Nursing programme at Luleå University of Technology (good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children).
- Nursing programme at the Red Cross University College in Stockholm (good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children).
- Medical programme at University of Gothenburg (good example of teaching about human rights).
- Medical programme at Linköping University (good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children).
- Psychology programme at Linköping University (good example of teaching about violence towards children).
- Psychology programme at Linnæus University (good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children).

Methodology

A sample of good examples was selected through the questionnaire which was distributed to all Swedish providers of the five educational programmes included in the analysis (medical programmes and programmes in psychology, nursing, social work, and occupational therapy). Respondents who in their answers stated that they

considered themselves good examples of teaching about one or more of the three areas were included in the first sample of good examples. Programmes (included in the survey) that did not mention themselves as good examples regarding the three areas were not included in the sample. A total of nine programmes were selected. All nine programmes were contacted and asked if they wanted to be included in the report as good examples of teaching about one or more of the three areas. Out of the nine self-selected good examples, the nursing programme at Sophiahemmet University and the programme in social work at Lund University stated that they had no possibility to participate. These two programmes were therefore excluded from the sample.

In order to obtain further information about the seven programmes, telephone interviews were conducted. Before the interview an information sheet regarding the purpose of the interview was sent by email. The interviews were conducted in May-June 2017 by Malena Reventlid (student at the psychology programme at KI) under the supervision of researchers from KI.¹³ Each of the seven interviews took between 20 and 45 minutes and were based on a semi-structured interview guide (Appendix 2). Each interview was tape-recorded and transcribed by Reventlid. Data from the interviews has been analysed using qualitative content analysis.¹⁴

It should be emphasized that the descriptions of the good examples are based on information given by the programmes through the questionnaire and during the interviews. In addition, information available at the higher education institutions' websites has been used. However, within the limits of the study it has not been possible for the authors of the report to observe or assess the actual teaching taking place. This means that the data presented are based on the interviewees' statements and as such represent their views with no assessment from the authors of this report.

Description of good examples

In the following section, a detailed presentation of each of the seven selected good examples is given.

NURSING PROGRAMME AT LINKÖPING UNIVERSITY

The nursing programme at Linköping University is a good example of teaching about human rights, men's violence against women and domestic violence, and violence towards children. It is a three-year programme and during each year, teaching about all three areas is included.

During the first year, students are required to read Swedish laws and regulations regarding the three areas and link them to research in the field by reading scientific papers. The material and mandatory literature is based on material from the County Administrative Board and the World Health Organization.

¹³ Solvig Ekblad and Tanja Tomson.

¹⁴ Graneheim and Lundman, 2004.

During a workshop students are introduced to human rights and more specifically to the Convention on the Rights of the Child. A lecture held by the course director focuses on theoretical aspects of child neglect. The workshop uses a Swedish context as a departing point but global perspectives are also integrated. During the workshop, regulations and laws are introduced to the students who are informed about what obligations nurses have with regard to their profession.

During the same workshop students are divided into smaller groups where they get three cases to discuss. The students summarize the interventions they want to establish with a teacher who functions as a supervisor and advisor. The discussions involve how to handle cases of child neglect in a healthcare context from a professional perspective. The workshop is mandatory and the group discussions are used as examination of the intended learning outcomes.

Furthermore, there are specific course components where the three areas are integrated. For example, students at the Faculty of Medicine and Health Sciences, Linköping University participate in a four week inter-professional course (6 ECTS) in the first semester.

Throughout the second year several different cases of discrimination are brought up in order to provide the students with different perspectives based on gender, sexuality, age and ethnic and cultural background. In an advanced written study project the students can either create a case or use an existing case to problematize and discuss grounds of discrimination and risk of discrimination in relation to their future profession and human rights.

Students at the programme are also taught about domestic violence both on a theoretical level and with regard to their future profession. Lectures and seminars are tied to material from the National Centre for Knowledge on Men's Violence against Women (NCK) and guidelines from Region Östergötland. On occasion, the students' own experiences from clinical placements are used during discussions. Domestic violence is understood as a broad category including not only men's violence against women but also other forms of violence in close relationships. The students are taught how to use practical intervention tools for identifying and meeting survivors of domestic violence in their future professional lives. A lecture on gender-related issues is held by a senior lecturer. This lecture is followed by seminars focusing on equality, the right to equal health care and grounds for discrimination.

During the third year of the programme, the students attend a mandatory seminar (in the course on *Nursing Difficult Conditions in Severely Ill People*, 15 ECTS). For this seminar, each student writes a case of a fictive or real (unidentified) patient encounter and how a professional nurse should meet with, and treat, that patient. This task is to be carried out with regard to human rights, and it is presented both in a written assignment and as an oral presentation.

The programme has teachers who themselves conduct research in the three areas. In addition, external teachers are invited when necessary. In order to strengthen education about the three areas, the programme is organised so that the three areas recur several



times during the programme. The areas are integrated through the use of several pedagogical methods. Different aspects of human rights are examined several times, both individually and in groups, using a variety of methods to ensure that the students obtain relevant knowledge and understanding.

NURSING PROGRAMME AT LULEÅ UNIVERSITY OF TECHNOLOGY

The nursing programme at Luleå University of Technology is a good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children. The three areas are integrated into the programme where human rights are a recurring theme that is put in different contexts, such as paediatric and geriatric care.

During the first year, ethical issues, the view of human life and human rights in relation to health care and society are studied. In the courses, "Nursing: Health" (7.5 ECTS) and "Fundamentals of nursing" (7.5 ECTS), the students are introduced to laws and regulations governing health care. In addition, the concepts, theories and models of health and health care and how factors like age, gender and cultural aspects can affect these are discussed in class. There is also a theme focusing on men's violence against women and violence towards children. The content of these two areas includes women experiencing violence and children in vulnerable situations, either experiencing or witnessing physical abuse. Incidence, symptoms of abuse and notification requirements for professionals in health care are among the issues brought up.

Furthermore, at a course about scientific methods and research ethics in the context of health care, human rights are discussed with a special focus on vulnerable groups. The course gives both historical and contemporary perspectives (Scientific methods 7.5 ECTS). Knowledge obtained from this course is put into practice during the students' third year when they write their bachelor thesis (Nursing, Thesis, 15 ECTS).

In addition students have to complete a mandatory web course about domestic violence provided by the National Centre for Knowledge on Men's Violence against Women (NCK). Students participate in seminars and group discussions on how to ask patients questions about violence. There is also a theme about violence towards the elderly, with specific learning outcomes regarding ethics and dignity in the care of elderly and their relatives (Nursing, Nursing in elderly care, 7.5 ECTS). During the second year, the Convention on the Rights of the Child is introduced to the students. Standardized premises for nursing and caring for sick children, grounded in the children's convention, are studied (Psychology with alignment to nursing, 7.5 ECTS). Focal points include the rights of the child and their parents and the rights and obligations of the healthcare professionals. The content of the course is taught through self-study of texts, lectures, group discussions and seminars with mandatory attendance.

Teacher competence is secured through teachers' research and clinical experience within the area human rights. There is also work done to develop the teaching within the three areas. Parts of the programme that can be improved are identified and discussions on how to improve them are held between teachers and student representatives. The teaching is closely tied to the students' future profession in order



to give them the tools necessary for clinical and research practice. The broad focus on human rights allows the students to acquire a wide perspective on all grounds of discrimination and an understanding of how different factors like gender, cultural background and age can affect an individual's opportunities for equal care as stated by law. Knowledge about the roots of discrimination may give the students a chance to actively work against it. It is also intended to give students a critical approach towards health care and their future profession.

NURSING PROGRAMME AT THE SWEDISH RED CROSS UNIVERSITY COLLEGE

The nursing programme at the Swedish Red Cross University Collage constitutes another good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children. The programme is based on the humanitarian principles of the international Red Cross movement, with special focus on humanity, impartiality and neutrality. There are several learning outcomes regarding human rights, the Red Cross movement and their work, and on domestic violence and violence towards children in the programme.

By using various methods, the programme works to ensure that all students reach the intended learning outcomes and have the theoretical and practical knowledge needed as clinical professionals. The three areas are integrated into the curriculum and specified in intended learning outcomes. During the first year the nursing students are introduced to nursing, medicine and public health ("Nursing and Health", 30 ECTS, in semester 1, including the course "Public Health and Society", 6 ECTS). These courses are taught through self-study of texts, lectures, seminars and with written exams plus group seminars. Some examples of lecture themes are:

- Violence and domestic violence as a public health problem
- The roots behind men's violence against women and the normalization process of violence
- The life situation for women and children exposed to violence

Examples of examinations in semester 1 and 2 of human rights and domestic violence are seminars with discussion in groups and written assignments about the complexity of violence in close relations. The students also complete an introduction course in semester 1 about the Red Cross movements and goals. A lecture is given by the general secretary from the Swedish Red Cross and the students make field studies in local Red Cross centres and relate the centres' goals and activities to human rights and the goals of the Red Cross movement. This is examined through a seminar and a scientific poster presentation.

During the second year the students take the course "Global Health" (9 ECTS) in which there are learning outcomes relevant for men's violence against women and domestic violence. The teaching includes a thematic day about violence. Representatives from the National Centre for Knowledge on Men's Violence against Women (NCK) are invited as extra resources. Discussions based on films and scientific material are held about domestic violence in relationship to the students' future



profession. Lectures on human rights, gender-based violence and the special vulnerability of certain groups to violence are also held.

In the course “Women’s and children’s’ health” (7.5 ECTS) policy documents are studied (such as legislation related to abortion, action plans relating to child abuse, treatment programmes as well as the UN Convention on the Rights of the Child) and a special lecture concerning abuse of children is given. Through lectures, seminars and clinical placements students are trained. Furthermore, there is a mandatory web-course about men’s violence against women and domestic violence.

The self-study of texts is an important part of the teaching at the programme. Some of the material about men’s violence against women is from NCK, while some is from the Public Health Agency of Sweden. Most of the learning outcomes are followed up through examinations. The knowledge is examined both through written group assignments and through individual written exams. Furthermore, there is a mandatory web course about men’s violence against women and domestic violence for all students to complete.

During the last year of the programme the students take the course “Health Promotion and Nursing in Primary Care” (7.5 ECTS). One focal area in this course is violence in close relationships. The aim is to give students necessary tools for meeting patients exposed to violence. The learning outcomes regarding this area are not examined, but the students have opportunities to use their knowledge practically through clinical placements.

Most of the teachers at the programme pursue or have pursued their own research in one or more of the three areas. Several teachers have also taken courses offered by NCK in order to obtain deeper knowledge and understanding about the area men’s violence against women and domestic violence. At the programme there is a group working on quality assurance in general, but also in relationship to the three areas and how to enhance them. In all quality procedures, student participation is emphasized. The students are also encouraged to invite lecturers and organize seminars and have among other themes arranged seminars about human rights and domestic violence.

MEDICAL PROGRAMME AT THE UNIVERSITY OF GOTHENBURG

The medical programme at the University of Gothenburg is a good example of teaching about human rights. In 2011, a faculty group working with professional development was formed. One of five focus areas is human rights and gender. The group works to highlight these areas and is commissioned to coordinate the teaching to develop the programme. At the start, few teachers among the staff had sufficient knowledge of human rights, Therefore, several educational activities for teachers and supervisors have been organised.

The programme has specific learning outcomes regarding human rights and gender in several courses, and the subjects are taught and examined throughout the programme. During the first semesters, basic concepts are taught, discussed and problematised, e.g: laws and regulations, “What is a human right?”, “What is the right to health?”. Further



on, the teaching is more integrated with the medical education, where for instance human rights in relation to infectious diseases are taught during the infectious diseases course, human rights and psychiatric illness during the psychiatry course and the rights of the child during the paediatric course.

Various methods are used, like lectures, case seminars, small group discussions, written assignments and value exercises. For example, in the first semester students are instructed to observe how some basic aspects of the right to health are fulfilled at a health centre and then to write down and present their observations. In the fifth semester, they take part in a text based role play by the Swedish Red Cross Youth, and in the ninth semester there is a thematic day on violence in close relationships.

Also, students take part in a mandatory inter-professional theme day for all first-year students at the Sahlgrenska Academy. As a preparation, students are instructed to read two documents on human rights and the right to health and to watch a short film. They also need to pass two short web-based tests. The day starts with lectures by human rights experts. In the afternoon, the students are divided into inter-professional groups to do a value exercise and work with cases. The day is concluded with a student evaluation and a web-based test. Methods of examination are under development. Current methods include short answers questions (written exams), seminars and written home assignments.

The students have a chance to influence the teaching through student evaluations performed at the end of each course and often in connection with specific teaching sessions. In addition, individual interviews and focus group interviews are conducted. This has shown that a majority of students appreciate when there is a clear connection between what is taught and their future profession. Case based discussions are liked by most. On the other hand, some students prefer more traditional teaching methods like lectures over value exercises and vice versa. Therefore, different methods are being used.

MEDICAL PROGRAMME AT LINKÖPING UNIVERSITY

The medical programme at Linköping University constitutes a good example of teaching about human rights; men's violence against women and domestic violence; and violence towards children. All three areas are integrated into the programme. There is a course relevant for human rights and a thematic day which focuses on domestic violence, both with specific learning outcomes relevant for the three areas.

During the first semester, the students are introduced to human rights in connection to their future profession through a six-week course called "Professionalism in Health Care and Social Services" (6 ECTS). This mandatory course is inter-professional and includes all students in health sciences programmes at Linköping University. The six weeks are organised as follows: all students attend the same lectures and seminars the first week. The next four weeks, the time is divided in half between attending inter-professional lectures and seminars and programme-specific (e.g. medicine, nursing, psychology) teaching. The final and concluding week brings all students together a second time. The teaching includes lectures, discussion and case seminars, evaluation



and exercises. Throughout the six weeks the students are introduced to laws, regulations and ethical issues linked to human rights and the right to equal care, important to be aware of for a professional life in health care. There is relevant literature and other media available and recommended for the students.

The learning outcomes are examined through varying methods: mandatory seminars, tutorial group work (focusing on the application of principles rather than facts) and a concluding essay. Questions discussed during the course can be both factual and of a more philosophical nature like, “Can a physician have potentially harmful opinions?” or “Should a physician break the law to do good?” This is meant to give students a chance to be exposed to ethical problems and to critically review their own perceptions.

Furthermore, a thematic day regarding domestic violence and violence towards children is held during semester 11. The day is part of the course “Patient and Prevention” and it consists of lectures given by representatives from the National Centre for Knowledge on Men’s Violence against Women (NCK) in Uppsala, Manscentrum in Stockholm, and the district prosecutor in Linköping and lecturers at Linköping University. The lectures are linked to current research in this field (NCK and Manscentrum). Focus areas include:

- Who experiences and is subjected to violence?
- Health consequences for those experiencing and subjected to violence.
- Who exercises violence and what are the mechanisms behind it?
- How to treat patients experiencing and subjected to violence.

The day is concluded with a panel discussion in which the lecturers participate. This thematic day is mandatory for all students. Those who are not present must write a supplementary assignment based on hand-outs from the lectures, short information video (film), and information from Sweden’s National Women’s Helpline regarding what they are to do in their future profession when they suspect a patient is exposed to violence. The lectures are given by different professionals with expertise within the areas, both from host institutions and external ones. The variation in lecturers gives the students a wider understanding of the theme and an opportunity to understand and reflect on it from different viewpoints.

The programme in its entirety is student centred through the chosen pedagogical method (PBL). This method allows the students to work together in smaller groups and focuses on the students’ ability to construct and affect their own learning processes with help from a supervisor with special PBL pedagogical training. The lectures are based on up-to-date research. Through this method the students are prepared both theoretically and practically with knowledge and tools that are relevant for their future profession.

PSYCHOLOGY PROGRAMME AT LINKÖPING UNIVERSITY

The programme in psychology at Linköping University is a good example of teaching about violence towards children. During the course “The Psychologist’s Role in



Society” (7.5 ECTS) during the seventh semester of the programme, domestic violence and violence towards children are discussed and analysed. The course is closely connected to the students’ future profession and aims at preparing the students for challenges ahead. Students are given a theoretical background through lectures on children witnessing or directly subjected to abuse. In addition the students are trained in how, and when, to ask the questions about violence, and guided in what to do based on the response they are given.

The primary teaching method used is PBL. There is, at the start of this course, a lecture on human rights, the Convention on the Rights of the Child, and legal framework and regulations in Swedish society with regard to these. The teaching also includes case seminars and work in the problem-based learning groups (PBL groups). In a specific group assignment, the students are given a case where a child is lying beneath a table and overhears violence being exercised. The students are then to problematize and discuss how the situation will affect the child and what the psychologist, when in contact with the child, can and must do. The students formulate questions, problematize, analyse and discuss the problem linked to human rights and their future profession based on laws, regulations and current research on the area. Material for the discussions is taken from current research, literature on the area, input from their PBL supervisor and prior knowledge and experience. There is recommended literature, but part of the pedagogical method is that the students themselves are to choose relevant reading material and make their own priorities.

The course coordinator and other teachers are researchers in the field and have clinical experience working with children exposed to violence. This gives them theoretical as well as practical knowledge. There is an interdisciplinary research group at Linköping University called ‘Child studies’ which is closely tied to the teaching of this area. Through course evaluations and student representation on the institutional, faculty and programme levels, students are involved in the development of the programme.

PSYCHOLOGY PROGRAMME AT LINNÆUS UNIVERSITY

The programme in psychology at Linnæus University constitutes a good example of teaching about human rights, men’s violence against women and domestic violence, and violence towards children. The programme aims at conveying a broad view of human rights, health care and psychology and how they are interrelated. All courses include both theoretical and practical elements in order to give the students a solid foundation for their future professional life. Different pedagogic methods and forms of examinations are used. The themes of human rights; men’s violence against women and domestic violence; and violence towards children are recurring elements throughout the programme. The teaching about the three areas is integrated into several courses, within blocks of clinical psychology, developmental and personality psychology, social psychology. Example of relevant courses are “Deviant behaviour and substance abuse in a system perspective” (15 ECTS) in which various forms of criminal and violent behaviours are studied, and in the course “Personality and psychological disorders” (15 ECTS) various forms of violence and lack of impulse control are discussed. In addition, the course “Psychotherapy -



Theoretical Aspects III Child and Family Therapy” (7,5 ECTS) includes teaching about men’s violence against women, domestic violence and violence towards children. Aspects of human rights are also treated in within several courses of social and organizational psychology on grounds for discrimination and the right to psychological treatment and medical care. Through group discussions and seminars, students are given opportunities to reflect upon what a psychologist can do to counteract discrimination.

Human rights, men’s violence against women and domestic violence and violence towards children are not treated or examined separately, but are embedded in different types of content and examinations, both oral and written – individually and in groups. Theoretical knowledge is applied in a practical clinical context in order to train students to develop the abilities necessary for professional life. There is mandatory reading for all courses. The literature list consists of papers, textbooks and sometimes fiction on the subject of the course. There are several practical clinical placements where the students under supervision must show that they are able to incorporate their theoretical knowledge into practical work which is evaluated and examined. The teaching consists of varying pedagogic methods, lectures, self-study of texts and seminars, role-play and web-based content.

Student evaluations are made after every course and the results and suggested changes are discussed between teachers and student representatives. Changes are then made when necessary to improve the quality of the programme. An alumni survey is conducted one to two years after the students graduate from the programme. The survey focuses primarily on what type of employment the students have and what parts of the programme they deem most valuable and useful from a professional life perspective. The results of the survey are used for programme development.

Discussion

A common denominator for the self-selected examples is that they all have specific intended learning outcomes and examinations in the selected area for which they are considered a good example. This is seen as an educational strength. Within the programmes there is a link between teaching and the current pedagogical and clinical research. Primarily the institutions’ own teachers with research in the field are responsible for the teaching. The teaching methods most commonly used are lectures and seminars, but some educational programmes, such as the medical programme in Gothenburg and Linköping, complement these pedagogic methods with other forms of teaching like evaluation exercises and text based role-play. Various examination methods are used, both oral and written, individually as well as in groups.

There is an expressed interest by the selected programmes in teaching in these areas. A strength the good examples have in common is the connection between theory and current and/or future professional practice. This is, for instance, assessed by alumni evaluations one year after the students graduate. Another finding is that a majority of the programmes work continuously to enhance the training within these areas.



Efforts have been made to make comparisons between the seven programmes focusing on aspects of the “how” perspective. Some educational programmes teach these areas integrated throughout the education (the nursing programme at Linköping University, the nursing programme at Luleå University of Technology, the nursing programme at the Swedish Red Cross University College, and the medical programme at Linköping University), while some teach these areas as a standalone course or as a segment of a course (the medical programme at the University of Gothenburg). Both approaches have their own merits. An integrated pedagogic method gives the student more time to reflect and let the knowledge within the area develop and deepen, while a specified segment exposes the selected area more clearly.

Conclusions

This report is an attempt to answer questions about how knowledge about human rights, men’s violence against women and domestic violence, and violence towards children is integrated into five professional programmes within medicine and social welfare. The inclusion of the three areas into professional programmes is essential not least from a working life perspective so that when graduating, students have the necessary knowledge and skills to be able to protect human rights and, more specifically, survivors of violence. The programmes that were selected (medical programmes, programmes in nursing, psychology, occupational therapy and social work) all have human rights included in the national qualitative targets laid down by the Higher Education Ordinance.

The report is produced with support from the Erasmus+ programme for strategic partnership within higher education and is co-written by a quality assurance agency (UKÄ), a higher education institution (KI) and a student organisation (ESU) in order to give different perspectives on how teaching about the three areas is carried out and monitored to enhance quality. The major findings of the report are the following:

- Inclusion of the three areas: Almost all programmes included in the survey include teaching about *human rights*. Regarding the other two areas, *men’s violence against women and domestic violence* and *violence towards children*, roughly 85% of the respondents state that they include teaching about the respective areas in their programmes, although there are significant differences between different programmes. A conclusion is that although human rights are fairly well covered in the programmes included in the survey, there is room for improvement regarding the other two areas.
- Explicit learning outcomes: From a constructive alignment point of view, it is important not only that the three areas are taught. It is also important that there are explicit learning outcomes, and that teaching methods and examinations are aligned to the learning objectives. This is furthermore essential from a student-centred learning perspective. In order for students to be active learners, they have to know what is expected from them in terms of intended learning outcomes. In *human rights* only 80% of the programmes have explicit learning

outcomes and for *men's violence against women and domestic violence and violence towards children*, no more than roughly 45% have explicit learning outcomes. The same pattern is present when looking at mandatory literature lists and examination of the three areas. A conclusion therefore is that teaching about human rights is more developed and more formalised than teaching about the other two areas. For all three areas, however, there is room for improvement in the formalisation of programme content.

- When turning the attention to the other two areas a similar pattern emerges. As many as 71% of the respondents answered that students are being examined on at least some aspects of men's violence against women and domestic violence, even though only 41% answered that there are intended learning outcomes in the area. Regarding violence towards children, the response was similar: 70% examine students, but only 48% have intended learning outcomes.
- Legal requirements: Another finding worth mentioning is that there seems to be a disparity regarding how legal requirements are interpreted. As mentioned above, all five programmes in the study have national qualitative targets about human rights. However, results from the survey show that both between and within the five selected programmes, there are different interpretations of legal requirements. Almost 80% of the respondents have stated that teaching about human rights is required by law; the equivalent response for the other two areas is around 55%, showing a disparity in the interpretations of the law. It is worth mentioning that since the questionnaire was sent out in December 2016, changes have been made in the Higher Education Ordinance. The changes that will come into effect in July 2018 involve programmes in physiotherapy, nursing, social work, law, medical programmes, psychology and dentistry. For these programmes, a new qualitative target for knowledge and understanding has been added that the student shall "show knowledge about men's violence against women and violence in close relationships".
- Teaching methods: Results from the survey show that a variety of methods are used by the higher education institutions in teaching about the three areas, the most prominent being lectures and seminars. There are no significant differences between the three areas. Teaching about the areas includes both theoretical perspectives and teaching about how one can relate to and make assessments taking human rights/men's violence against women and domestic violence/violence towards children into account in future professional careers. Both researchers and practitioners are involved in the teaching.
- Working life perspectives: More than 70% of respondents answer that they conduct dialogue with representatives from professional life as a way of ensuring that learning objectives are relevant from a working life perspective. The fact that a clear majority maintain this dialogue is a positive result. However, only a very small number of respondents answer that they make use of alumni surveys to ensure the relevance of learning objectives in the three areas. Such surveys are, thus, a tool institutions could make use of to a higher extent.
- Quality assurance and development work: The area of men's violence against women and domestic violence was singled out by 32% of respondents as an area that the institution was planning to develop or reform in some way. The other two areas were identified as areas in need of development to a somewhat

lower extent. Answers concerning men's violence against women and domestic violence were more imprecise than for the area of human rights. In other words, in this area respondents frequently indicated that some kind of changes were going to be made, but did not specify what kind. This is perhaps an indication that the area is less developed than the other two, and that processes to implement content are at an earlier stage.



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Appendix 1

Questionnaire on how human rights, men's violence against women and domestic violence, and violence towards children are taken into account

HIGHER EDUCATION INSTITUTION

State which institution of higher education the responses apply to:

.....

PROGRAMME

Give the name of the programme the responses apply to:

.....

State which qualification the programme will lead to:

1. Degree of Master of Science in Medicine (MD)
2. Degree of Master of Science in Psychology
3. Degree of Bachelor of Science in Nursing
4. Degree of Bachelor of Science in Social Work
5. Degree of Bachelor in Occupational Therapy

RESPONDENT

Name:

Post/function:

Email address:

Telephone number:

Programme Coordinator : Y/N:

Teacher/ Professor of a unit/ course: Y/N;.....

Name of the unit/ course

Student representative: Y/N:.....

Students' organisation:

Introductory questions

- 1) Does the **programme** include teaching about the following areas? If you answer *No* to any of the subsections a, b or c go to question 2 to answer why the areas are not included. If your response to all three of these questions is *Yes*, go straight on to question 3.
 - a) Human rights:



- 1. Yes
- 2. No
- b) Men's violence against women, and domestic violence:
 - 1. Yes
 - 2. No
- c) Violence towards children:
 - 1. Yes
 - 2. No

Comments:

.....

2) Why does the teaching in the programme not cover the following area or areas? State the most important reasons in bullets. If you answered No to all three subsections a), b) or c) in question 1 go directly to question xx after answering this question.

- a) Human rights:
- b) Men's violence against women, and domestic violence:
 -
- c) Violence towards children:

3) Why does the teaching in the programme cover the following area or areas? State the most important reasons. You may select more than one alternative.

- a) Human rights
 - 1. It is required by law.....
 - 2. It is based on local requirements on the institution level....
 - 3. It is based on local requirements on department (or other sub-institutional) level.....
 - 4. It is based on teacher competence.....
 - 5. Other:
- b) Men's violence against women, and domestic violence
 - 1. It is required by law.....
 - 2. It is based on local requirements on the institution level...
 - 3. It is based on local requirements on department (or other sub-institutional) level.....
 - 4. It is based on teacher competence.....
 - 5. Other:
- c) Violence towards children
 - 1. It is required by law.....



- 2. It is based on local requirements on the institution level...
- 3. It is based on local requirements on department (or other sub-institutional) level.....
- 4. It is based on teacher competence.....
- 5. Other:

Comments:

.....

- 4) How is the programme financed?
 - a) It is financed by the state.....
 - b) It is financed by tuition fees.....
 - c) It is financed both by the state and by tuition fees.....
 - d) Other:.....

Comments:

.....

Aims and content of the programme
--

- 5) Are there explicit intended learning outcomes for teaching about the following areas in the **programme as a whole**?
 - a) Human rights:
 - 1. Yes
 - 2. No
 - 3. Not relevant, no teaching about this area included
 If yes, state the outcomes in bullet form:

 - b) Men’s violence against women, and domestic violence:
 - 1. Yes
 - 2. No
 - 3. Not relevant, no teaching about this area included
 If yes, state the outcomes in bullet form:

 - c) Violence towards children:
 - 1. Yes
 - 2. No
 - 3. Not relevant, no teaching about this area included



If yes, state the outcomes in bullet form:

.....

Comments:

.....

6) In what ways does the institution ensure that the learning outcomes in the following areas are relevant for the future working life of the students?

a) Human rights

- 1) Dialogue with representatives from professional life.....
- 2) Alumni surveys.....
- 3) Research on the topic.....
- 4) Other:.....

b) Men's violence against women, and domestic violence

- 1) Dialogue with representatives from professional life.....
- 2) Alumni surveys.....
- 3) Research on the topic.....
- 4) Other:.....

c) Violence towards children

- 1) Dialogue with representatives from professional life.....
- 2) Alumni surveys.....
- 3) Research on the topic.....
- Other:.....

Comments:.....

7) In what ways does the institution ensure that the students are involved in the development of learning outcomes?

a) Human rights:

- 1) Student surveys.....
- 2) Student evaluations.....
- 3) Student participation in decision making bodies.....
- 4) Other:
- 5) Students are not involved in the development of learning outcomes.....

b) Men's violence against women, and domestic violence



- 1) Student surveys.....
- 2) Student evaluations.....
- 3) Student participation in decision making bodies.....
- 4) Other:
- 5) Students are not involved in the development of learning outcomes.....

c) Violence towards children

- 1) Student surveys.....
- 2) Student evaluations.....
- 3) Student participation in decision making bodies.....
- 4) Other:
- 5) Students are not involved in the development of learning outcomes.....

Comments:

.....

8) What are the main contents in teaching about the following areas? List them in bullet form. This question concerns **only teaching that include all students taking the programme and not elective or optional courses** given within the framework of the programme.

a) Human rights:

Not relevant, no teaching about this area included

b) Men’s violence against women, and domestic violence:

.....

Not relevant, no teaching about this area included

c) Violence towards children:

.....

Not relevant, no teaching about this area included

Comments:

.....

9) What are the main contents in teaching about the following areas within **optional courses** given within the framework of the programme? List them in bullet form.

d) Human rights:



Not relevant, no teaching about this area included

e) Men’s violence against women, and domestic violence:

.....

Not relevant, no teaching about this area included

f) Violence towards children:

.....

Not relevant, no teaching about this area included

Comments:

.....

10) Are the following aspects included in teaching about the following areas?

a) Human rights:

1. Teaching about **human rights** at an overall and/or theoretical level:

Yes, to a great extent (1)

No (6)

Not relevant

1

2

3

4

5

6

2. Teaching about how one can relate to, make assessments and take **human rights** into account during future professional careers:

Yes, to a great extent (1)

No (6)

Not relevant

1

2

3

4

5

6

b) Men’s violence against women, and domestic violence:

1. Teaching about **men’s violence against women, and domestic violence** at an overall and/or theoretical level:

Yes, to a great extent (1)

No (6)

Not relevant

1

2

3

4

5

6

2. Teaching about how one can relate to, make assessments and take **men’s violence against women, and domestic violence** into account during future professional careers:

Yes, to a great extent (1)

No (6)

Not relevant



Teaching methods and examination

12) Is teaching about the following areas integrated into other courses or offered as separate courses or sections of courses?

- a) Human rights:
 - 1. Integrated
 - 2. Offered separately
 - 3. Some aspects integrated and others offered separately
 - 4. Not relevant, no teaching about this area included
- b) Men’s violence against women, and domestic violence:
 - 1. Integrated
 - 2. Offered separately
 - 3. Some aspects integrated and others offered separately
 - 4. Not relevant, no teaching about this area included
- c) Violence towards children:
 - 1. Integrated
 - 2. Offered separately
 - 3. Some aspects integrated and others offered separately
 - 4. Not relevant, no teaching about this area included

Comments:

.....

13) What form does teaching about the following areas take? You may select more than one alternative.

- a) Human rights:
 - 1. Lectures
 - 2. Seminars
 - 3. Supervision
 - 4. Individual work and written tasks
 - 5. Group work
 - 6. Self study of texts
 - 7. Placements
 - 8. Other:
 - 9. Not relevant, no teaching about this area included
- b) Men’s violence against women, and domestic violence:
 - 1. Lectures
 - 2. Seminars
 - 3. Supervision
 - 4. Individual work and written tasks

5. Group work
6. Self study of texts
7. Placements
8. Other:
9. Not relevant, no teaching about this area included

c) Violence towards children:

1. Lectures
2. Seminars
3. Supervision
4. Individual work and written tasks
5. Group work
6. Self study of texts
7. Placements
8. Other:
9. Not relevant, no teaching about this area included

Comments:

.....

14) Do students take examinations in the following areas? If your response to all the sub-sections (a, b and c) go directly to question xx. Otherwise answer questions xx and xx, but only for the areas in which you state students take examinations.

a) Human rights:

1. Yes, examination on every aspect
2. Yes, examination on some aspects
3. No
4. Not relevant, no teaching about this area included

b) Men's violence against women, and domestic violence:

1. Yes, examination on every aspect
2. Yes, examination on some aspects
3. No
4. Not relevant, no teaching about this area included

c) Violence towards children:

1. Yes, examination on every aspect
2. Yes, examination on some aspects
3. No
4. Not relevant, no teaching about this area included

Comments:

.....

15) In what way are examinations used to ensure that the students achieve the intended learning outcomes? What forms of examination are used for the learning outcomes relating to the following areas, and why? You may select more than one alternative.

a) Human rights:

1. Written examination
2. Seminars and oral presentations
3. Written tasks and memoranda
4. Essays and independent projects
5. Other:
6. Not relevant, no teaching about this area included

b) Men's violence against women, and domestic violence:

1. Written examination
2. Seminars and oral presentations
3. Written tasks and memoranda
4. Essays and independent projects
5. Other
6. Not relevant, no teaching about this area included

c) Violence towards children:

1. Written examination
2. Seminars and oral presentations
3. Written tasks and memoranda
4. Essays and independent projects
5. Other
6. Not relevant, no teaching about this area included

Comments:

.....

16) How does the institution ensure that the methods of teaching are student centered? You may select more than one alternative.

a) preliminary

meeting.....

b) offer of different types of teaching.....

c) students are divided in small groups where they can lead the discussion.....

d) other:.....

Comment:.....



Teachers and their qualifications

17) Who teaches about the following areas in the programme? You may select more than one alternative.

- 1) Human rights
 - 1. The department's own teachers
 - 2. Teachers at another department
 - 3. A representative of a public authority
 - 4. A representative of a NGO
 - 5. A practitioner of the career the programme offers training for
 - 6. Others, state which:
 - 7. Not relevant, no teaching about this area included
- 2) Men's violence against women, and domestic violence
 - 1. The department's own teachers
 - 2. Teachers at another department
 - 3. A representative of a public authority
 - 4. A representative of a NGO
 - 5. A practitioner of the career the programme offers training for
 - 6. Others, state which:
 - 7. Not relevant, no teaching about this area included
- 3) Violence towards children
 - 1. The department's own teachers
 - 2. Teachers at another department
 - 3. A representative of a public authority
 - 4. A representative of a NGO
 - 5. A practitioner of the career the programme offers training for
 - 6. Others, state which:
 - 7. Not relevant, no teaching about this area included

Comments:

.....

18) What qualifications do the teachers in the following areas possess? You may select more than one alternative.

- 1) Human rights
 - 1. They pursue/have pursued their own research in the area

2. They are professionally involved with issues relating to human rights outside higher education
 3. They have taken courses/programmes in the area
 4. They have experience as practitioners of the career the programme offers training for
 5. Others, state which:
 6. Not relevant, no teaching about this area included
- 2) Men's violence against women, and domestic violence
1. They pursue/have pursued their own research in the area
 2. They are professionally involved with issues relating to men's violence against women, and domestic violence outside higher education
 3. They have taken courses/programmes in the area
 4. They have experience as practitioners of the career the programme offers training for
 5. Others, state which:
 6. Not relevant, no teaching about this area included
- 3) Violence towards children
1. They pursue/have pursued their own research in the area
 2. They are professionally involved with issues relating to violence towards children outside higher education
 3. They have taken courses/programmes in the area
 4. They have experience as practitioners of the career the programme offers training for
 5. Others, state which:
 6. Not relevant, no teaching about this area included

Comments:

.....

19) How does the institution ensure that teacher competence is adequate?

.....

Concluding questions (if you are a students' representative, please answer the question with recommendations or suggestions to the teachers and programmes' coordinators)

20) Do you plan any changes concerning teaching about the following areas? These can involve the extent of the teaching, the outcomes and content of the teaching, teaching methods or types of examination, teachers' qualifications, student centered learning or something else that



affects the teaching. They may also involve introducing teaching about a field that is not already included in the programme. Be specific!

- 1) Human rights:
 - 1. Yes
 - 2. No

If yes, what kind of change(s) and when?.....

- 2) Men's violence against women, and domestic violence:
 - 1. Yes
 - 2. No

If yes, what kind of change(s) and when?
.....

- 3) Violence towards children:
 - 1. Yes
 - 2. No

If yes, what kind of change(s) and when?
.....

Comments:

.....

21) Within the MEHR-project we are also interested in finding examples of good practice when it comes to taking human rights, men's violence against women, and domestic violence as well as violence towards children into account in different professional programmes. Here you have an opportunity to suggest one or several programmes that could serve as examples of good practice when it comes to taking these areas into account.

- a) Human rights:
 - 1. Our own programme
 - 2. Another programme/other programmes:
.....
- b) Men's violence against women, and domestic violence:
 - 1. Our own programme
 - 2. Another programme/other programmes:
.....
- c) Violence towards children:
 - 1. Our own programme
 - 2. Another programme/other programmes:
.....

Comments:

.....

22) If you have any other observations about the teaching of human rights, men's violence against women, and domestic violence and violence towards children, please do not hesitate to make them here. You may also comment on the questionnaire.

.....



Appendix 2

Interview questions from interviews conducted by KI

1. How is the teaching about the three areas organised? Is it done separately or integrated into other courses? (Hur sker undervisningen kring dessa ämnen, är det integrerat eller erbjuds det som separata delar av kurser?)
2. What teaching methods are used? (Vilka former av undervisning används?)
3. Are there intended learning outcomes for the three areas and how are the areas examined? (Finns det lärandemål kring dessa ämnen och hur examineras detta?)
4. Give examples of examination questions! (Ge exempel på examinationsfrågor!)
5. How does the programme ensure that teaching about the three areas is student-centred? (Hur kvalitetssäkrar institutionen att undervisningen är studentcentrerad?)
6. How does the programme ensure that teachers have adequate qualifications? (Hur kvalitetssäkrar institutionen att lärarna har rätt kompetens?)
7. Is there inter professional learning within the area? (Finns interprofessionellt lärande inom området?)





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