GAP Analysis (Charter and Code Checklist)

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
ETHICAL AND PROFESSIONAL ASPECTS		
1. Research freedom *Researchers should focus on research that benefits mankind and expands the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to use any methods they find useful, within the boundaries of established ethical principles and practices. Researchers should, however, recognise limitations to this freedom that may arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. limitations arising for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices to which researchers have to adhere.*		
++	**National legislation** BTH is bound by the following National legislation relating to the aspect: The Swedish Higher Education Act (SFS 1992:1434, chap. 1 § 6): The following general principles are applicable to research freedom: • research issues may be freely selected, • research methodologies may be freely developed, and • research results may be freely published. The Fundamental Law on Freedom of Expression (SFS 1991:1469): Regulates that the purpose of freedom of expression under this Fundamental Law is to secure the free exchange of opinion, free and comprehensive information, and freedom of artistic creation. The Freedom of the Press Act (SFS 1949:105): Secures the free exchange of opinion, free and comprehensive information, and freedom of artistic creation, and freedom for everyone to express thoughts, opinions and feelings in print, as well as to publish public documents and otherwise provide information on any subject. Employment (Co-Determination in the Workplace) Act (SFS 1976:580): Describes employees' rights to co-determination and information about the workplace. **Organisational regulation** BTH is committed to adhering to National legislation and any modifications thereof and provide guidance to researchers regarding this legislation and inform them about their rights and responsibilities. Researchers at BTH are free to publish their findings and retain ownership of their research outcomes, which they can individually benefit from.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	As part of the introductory course for doctoral students and the research supervisor course, specific emphasis is placed on imparting knowledge about researchers' rights and responsibilities. The funding allocation model employed by BTH distributes state funding for research to academic departments without imposing any regulations on the content or methods of research.	
2. **Ethical principles** *Researchers should adhere to established ethical practices and fundamental ethical principles appropriate to their discipline(s), as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.*		
+/-	**National legislation** BTH is bound by the following National legislation relating to the aspect: The Swedish Higher Education Act (SFS 1992:1434, chap. 1 § 3a): Regulates that in the activities of the universities, the credibility of science and good research ethics must be protected. The Swedish Act (SFS 2003:460) concerning the ethical review of research involving humans: Contains provisions on ethical review of research involving humans and biological material from humans. It also contains provisions on consent to such research. The purpose of the law is to protect the individual person and respect for human dignity in research. The Swedish Ethical Review Authority conducts the mandatory ethical vetting, under this law, for research on humans, biological material, andsensitive personal data. **Organisational regulation** BTH is committed to follow the National legislation and any changes made thereto and will advise incoming international researchers of the legislation and researchers' rights and obligations. Researchers at BTH have access to information on good research practice and procedures concerning ethical review. Doctoral students at BTH have the possibility to get an advisory ethical review of their research project by the local Ethical Advisory Board. A specific part of the introductory course to doctoral students as well as the research supervisor course is dedicated to information about ethics and the legal and moral responsibilities concerning this. BTH also offers the course on research ethics at the Doctoral Student Portal. The national degree goals of doctoral education (The Swedish Higher Education Act; SFS 1992:1434, Annex 2) state: "*the student shall demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics*". The national goals are	**See action 5.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	included as a part of the General Study Plan of each research subject at BTH and goal-fulfilment is checked annually in the review of each doctoral student's individual study plan. One of the annual initiatives determined for BTH's Annual Plan of Operations, for 2023 is to enhance good research practices. This involves discussing suitable actions and best practices with Research Subject Representatives and Deans, as well as formulating proposals to emphasise research ethics in the local objectives for doctoral degrees. There is a collaboration between BTH and Linnaeus University within the Ethical Advisory Board in Southeast Sweden. The mission of the Board is to: - Conduct an advisory ethical evaluation of student work. - Conduct an advisory ethical evaluation of research projects. - Monitor and represent knowledge resource in matters relating to research ethics. - Maintain contact with The Swedish Ethical Review Authority (EPM). - Contribute to increased awareness and increased collaboration on matters relating to research ethics. **Gap** Research ethics support at BTH needs to be better disseminated in the organisation.	
3. **Professional responsibility**		
Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind, and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor/supervisors and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. If any aspect of their work is delegated, researchers should ensure that the delegatee has the relevant competence.		
++	**National legislation** BTH is bound by the following National legislation relating to the aspect: The Swedish Higher Education Act (SFS 1992:1434, chap. 1 § 3a): Regulates that in the activities of the universities, the credibility of science and good research ethics must be protected. Act on responsibility for good research practice and the examination of research misconduct (SFS 2019:504): Contains provisions on the responsibility of researchers and research principals to ensure that research is carried out in accordance with good research practice.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	[Swedish National Board for Assessment of Research Misconduct (NPOF)](): Established through National legislation (SFS 2019:504) the board investigate suspicions of research misconduct to protect confidence in research. [The Swedish Research Council – Good Research Practice (VR):]() The publication "Good Research Practice" from the Swedish Research Council has been a guide and collection of information that highlights ethical issues and problems that researchers should consider when designing a research project and applying for ethical clearance. It is also intended to provoke thought and contribute to discussion about responsibility and challenges in the field of ethics. **Organisational regulation** BTH is committed to follow the National legislation and any changes made thereto and will advise incoming international researchers of the legislation and researchers' rights and obligations. **Rules for cases concerning suspected misconduct in research and other serious deviations from good research practice** (BTH-3.2.16-0047-2023): BTH has established local rules for handling misconduct in research in accordance with the provisions in National legislation. A specific part of the introductory course to doctoral students as well as the research supervisor course is dedicated to information about professional responsibility focusing on regulation on plagiarism and publication ethics and legal and moral responsibilities concerning this. The national degree goals of doctoral education state that the doctoral student should: "demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used". The national goals are included as a part of the General Study Plan of each research subject at BTH and goal-fulfilment is checked annually in the review of each doctoral student's individual study plan. **Roles and division of responsibilities in doctoral education at BTH** (BTH-5.1.2-0127-2019): Describes the responsibilities of doctoral students and supervisors.	
4.	**Professional attitude** *Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor(s) when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended, for whatever reason.*	
++	**National legislation** BTH is bound by the following National legislation relating to the aspect. [The Swedish Higher Education Act (SFS 1992:1434, chap. 1 § 4):]() Regulates that in the activities of the universities must be adapted so that a high quality is achieved in education and research.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The available resources must be used effectively to maintain a high quality in the business. The quality work is a common concern for the university staff and the students. The Swedish Agency for Public Management: A common foundation for a good administrative culture has been established in Sweden as a number of principles that unite all central government employees irrespective of what they work on and their professional role. The values include the common principles for good governance: democracy, legality, objectivity, free opinion formation, respect and efficiency and service. The text also gives examples and discusses behaviours and attitudes. **Organisational regulation:** **Process for applications for external funding at BTH** (BTH-2.1.7.4-0086-2021): An internal process aiming at ensuring that applications are relevant to BTH's research profile and the overall strategic goals governing the research environment. Grants Office at BTH supports the researchers during the pre-award process of applying for external funding, helping to ensure that researchers are familiar with funding mechanisms and necessary approvals. The Financial Office at BTH supports researchers during the start and implementation of externally funded projects, with regards to management of financial matters and terms of funding from the funders.	

5.   Contractual and legal obligations
Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. theses, publications, patents, reports, new products development, etc.) as set out in the terms and conditions of the contract or an equivalent document.

| +/- | **National legislation**
BTH is bound by the following National legislation relating to the aspect.

The Swedish Higher Education Act (SFS 1992:1434, chap. 3 § 1): Contains provisions for professors and other teachers regulating among other things that the duties also include following developments within their own subject area and social developments in general that are significant for the teacher's work at the university.

The Higher Education Ordinance (SFS 1993:100): Contains specific provisions on employees in HEI's including specific assessment grounds for employment of researchers.

Employment (Co-Determination in the Workplace) Act (SFS 1976:580): Describes employees' rights to co-determination and information about the workplace. | **See action 4.** |

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals

	The Public Employment Act (SFS 1994:260): Contains provisions on government employees such as grounds for employment, side-line occupations, provisions for termination and disciplinary responsibility and sanctions.
	
	Regulation of Intellectual property rights:
	   • Act on Copyright in Literary and Artistic Works (SFS 1960:729)
	   • The Patents Act (SFS 1967:837)
	   • Act on the Right to Employee's Inventions (SFS 1949:345)
	   • Design Protection Act (SFS 1970:485)
	   • The Trademark Act (SFS 2010:1877)
	   • The Trade Names Act (SFS 1974:156)
	   • The Names Act (SFS 1982:670)
	
	Organisational regulation
	The HR department, the Vice-Chancellors Office, the Financial Office and Grants Office at BTH support researchers in being informed and keeping up to date on requirements from funding bodies, National legislation and the necessary terms in agreements and research contracts.
	
	The Data Access Unit (DAU) at BTH supports researchers in ensuring the accessibility, preservation, and reuse of research data and related materials. The goal is to make research data adhere to the FAIR-principles and as "open as possible, as closed as necessary".
	
	Guidelines for handling of research data (BTH-1.1.3-0256-2020): The guidelines provide support for the researcher in the management of research data and show.
	
	Gap
	Questions about Intellectual Property Rights in the contractual management as well as in collaboration in research need to be clearly addressed and clarified in information to the researchers.	

6.	**Accountability**	
	Researchers need to be aware that they are accountable to their employers, funders or other related public or private bodies, as well as – on more ethical grounds – to society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management, and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees. *Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.*	

| ++ | **National legislation**
BTH is bound by the following National legislation relating to the aspect. | No gaps were identified. |

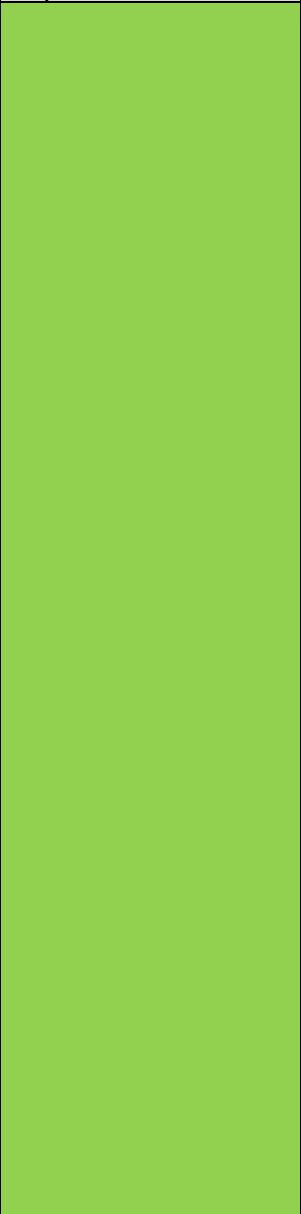| Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The Higher Education Act (SFS 1992:1434, chap. 1 § 4): The activities must be adapted so that a high quality is achieved in education and research. The available resources must be used effectively to maintain a high quality in the business. The Higher Education Act (SFS 1992:1434, chap. 3 § 7): A teacher at a university may, in addition to his employment as a teacher, have employment or assignments or carry out activities that relate to research or development work within the subject area of the employment if the teacher thereby does not damage the public's trust in the university. Such a side job must be kept clearly separate from the teacher's work within the framework of the employment. The Public Employment Act (SFS 1994:260): Regarding the responsibilities of public employees in general including rules on side jobs, there are provisions in the law on public employment. The Swedish Public Access to Information and Secrecy Act (SFS 2009:400): The principle of public access to official records is expressed in different ways in the Swedish Basic Law and specifically in the right to public access and privacy Act. The principle encourages the free exchange of opinion and availability of comprehensive information, every Swedish citizen shall be entitled to have free access to official documents. Ordinance on Annual Reports and Budget Documents (SFS 2000:605) as well as well as the Bookkeeping Ordinance (SFS 2000:606): Provides the basis for keeping ordered accounts and following the principles of sound, transparent and efficient financial management. **Supervisory government agencies that regularly conduct audits on the university to ensure sound, transparent and efficient financial management:** • The Swedish Higher Education Authority • Swedish National Audit Office **Organisational regulation** **Process for applications for external funding at BTH** (BTH-2.1.7.4-0086-2021): An internal process aiming at ensuring that applications are relevant to BTH's research profile and the overall strategic goals governing the research environment. A project certificate must be completed by the applying researcher and approved by the head of department and Vice-Chancellor (depending on the size of the application). The purpose is to ensure sufficient resources, connection to the research environment and informing management of ongoing research. The process also includes information support with agreements and financial management in case of successful applications to ensure that projects are conducted in accordance with guidelines from both the financier and the university.	
7. Good practice in research		

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Researchers should at all times adopt safe working practices, in line with National legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements, and undertake the necessary steps to fulfil them at all times.	
++	**National legislation** BTH is bound by the following National legislation relating to the aspect. **Health and safety** • Work Environment Act (SFS 1977:1160) **Information technology and data protection** • General Data Protection Regulation (EU 2016/679) • The Swedish Public Access to Information and Secrecy Act (SFS 2009:400) • MSBFS 2016:7 regulations and general advice on state authorities' risk and vulnerability analyses. • MSBFS 2020:6 regulations on information security for government agencies. • MSBFS 2020:7 regulations on security measures in information systems for government authorities. • MSBFS 2020:8 regulations on reporting IT incidents for government agencies. Act on the Public Sector's Making Data Available (SFS 2022:818):This law aims to promote the public sector's making data available for re-use, especially in the form of open data, provided that requirements for information security and protection of personal data can be maintained and that it does not pose risks to Sweden's security. Universities and higher education institutions under state ownership must apply the Act only to research data. **Good research practice** • The Swedish Higher Education Act (SFS 1992:1434) and The Swedish Higher Education Ordinance (1993:100): States that higher education institutions shall uphold academic credibility and good research practice. • Act on responsibility for good research practice and the examination of research misconduct (SFS 2019:504): Contains provisions on the responsibility held by researchers and the entity responsible for research for research being conducted in accordance with good research practice and on an independent board that must examine allegations of research misconduct. • The Archives Act (SFS 1990:782): Contains provisions on the responsibility to archive research results.	No gaps were identified.

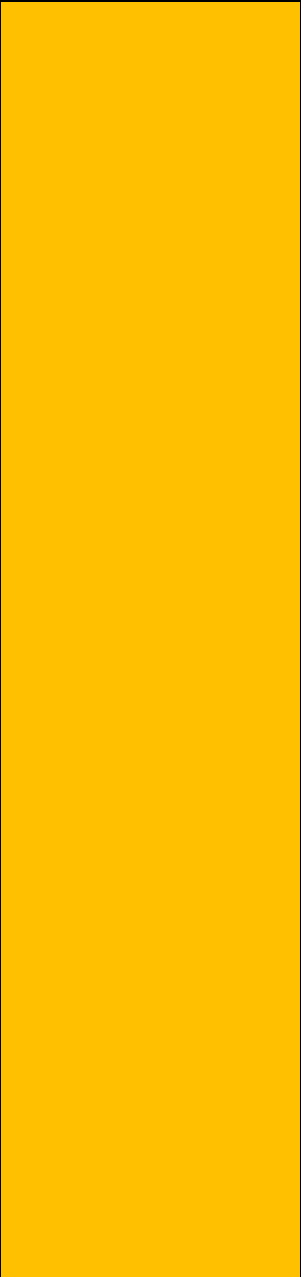| Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	• The Swedish Public Access to Information and Secrecy Act (SFS 2009:400): Contains provisions on the responsibility of keeping public records ordered and the provisions for keeping information secret, for example when it comes to company research data. **Organisational regulation** **Rules and guidelines on processing of personal data** (BTH-1.1.3-0165-2019): Provides guidelines on how research projects that will handle personal data can ensure that there are adequate safeguards for personal data; that security is sufficient and that everyone who processes personal data does so in a correct and legal manner. **Guidelines for handling of research data** (BTH-1.1.3-0256-2020): The guidelines provide support for the researcher in the management of research data and show the university's responsibility to support researchers in promoting good research data management, and making research data available. **Data Management Plan** It has been introduced as a formal document which describes how the data material will be handled during the research project and what should happen with it afterwards, including matters concerning legal, ethical and secure data management aspects. **Data Access Unit** Provide support in matters concerning data management plans, information on research funders' guidelines for research data, government requirements, questions about rights management, storage spaces, metadata and licensing models, and preservation of research material. **Local rules on the handling of research misconduct** (BTH-3.2.16-0047-2023): BTH have established local rules for handling misconduct in research in accordance with the provisions in National legislation. **Local rules for using IT resources at BTH** (BTH-1.2.1-0256-2018): Use of BTH's IT resources shall take place in accordance with BTH's prescribed rules and guidelines, SUNET's (Swedish University Computer Network) policy for permitted use and ethical rules, and applicable Swedish laws and regulations.	
8.	**Dissemination, exploitation of results** *All researchers should ensure that the results of their research are disseminated and exploited in compliance with their contractual arrangements – they may, for instance, be communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.*	
++	**National legislation**	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	BTH is bound by the following National legislation relating to the aspect. The Swedish Higher Education Act (SFS 1992:1434): The mandate of higher education institutions includes third-stream activities and the provision of information about their activities, as well as ensuring that benefit is derived from their research findings. Act on the Public Sector's Making Data Available (SFS 2022:818): This law aims to promote the public sector's making data available for re-use, especially in the form of open data, provided that requirements for information security and protection of personal data can be maintained and that it does not pose risks to Sweden's security. Universities and higher education institutions under state ownership must apply the Act only to research data. **Organisational regulation** **The Association of Swedish Higher Education Institutions (SUHF):** Recommends that Swedish universities should work to promote the availability of research results and research data. In accordance with this, guidelines for handling research data at BTH is under development, which support the correct handling, storage, preservation and sharing of research data. **Guidelines for handling of research data** (BTH-1.1.3-0256-2020): The guidelines provide support for the researcher in the management of research data and show the university's responsibility to support researchers in promoting good research data management, and making research data available. **DAU** The DAU group at BTH will continuously support the work with research data at the university. **SND** BTH is a member of the network of Swedish National Data Service (SND) has a primary function to support the accessibility, preservation, and reuse of research data and related materials. Together with a network of around 40 universities and public research institutes, we form a national infrastructure for open access to research data. The goal is to make access to research data as open as possible, as closed as necessary. **Innovation Office** Innovation Office is a function at BTH that supports innovations and entrepreneurship that derive from staff, researchers, and students at BTH. **Library research portal** The library collects information on research projects in DIVA - the institutional repository for research publications and student theses written at universities in Sweden.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Publishing Guidelines for Researchers at Blekinge Institute of Technology (BTH-1.2.1-0329-2018): States that in the first hand, researchers should publish in journals whose business model is Open Access or with publishers that allow parallel publishing.	
9. **Public engagement** *Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.*		
+/-	**National legislation** BTH is bound by the following National legislation relating to the aspect. The Swedish Higher Education Act (SFS 1992:1434), chap. 1, § 2: Mandates that higher education institutions in Sweden shall collaborate with the surrounding society for mutual exchange and work to ensure that the knowledge and competence that exists at the university benefits society. The national degree goals of doctoral education (The Swedish Higher Education Act; SFS 1992:1434, Annex 2) state: "demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in generals". **Organisational regulation** The national goals are included as a part of the General Study Plan of each research subject at BTH and goal-fulfilment is checked annually in the review of each doctoral student's individual study plan. **Research portal and Project websites** BTH aims at collecting all research projects in a public research portal to ensure public access to information about the ongoing research projects at the university. All researchers are encouraged to create project websites as well as personal research profile pages at the university website. **Library research portal** The library collects information on research projects in DIVA - the institutional repository for research publications and student theses written at universities in Sweden. **Conditions from public funders** Public funders such as the Swedish Scientific Council, all have conditions that recipients are responsible for ensuring that research results of general interest are disseminated to recipients outside the scientific community. **Researchers' night**	**See action 1 and 6.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Researchers at BTH participate annually in the local version of Researcher's night where researchers participate in innovative and exciting activities allowing for public engagement and meetings with researchers in relaxed and festive environments. **Presentation materials and Social Media Training** BTH's Communication Office has developed presentation templates, which are available on our internal website for staff. Additionally, there is a social media guideline accessible on Inside. Should there be a need for guidance or support, including training in social media, the Communication Office is available to assist based on their assignment to conduct popular science communication outside the research community. **Advice and Support in Research Communication** Communicating ongoing research developments is integral to BTH's mission. Researchers are encouraged to inform the Communication Office about all phases of their research projects, from the allocation of research funding to the availability of results. The Communication Office is ready to collaborate and aid in sharing these findings with a wider audience based on their assignment to conduct popular science communication outside the research community. **Gap** During the workshops, it became apparent that R1 believed there were opportunities, but not enough time. R2 desired time to present their project, and someone had experience from another university where training for this had been offered. R4 sought additional marketing support activities and enhanced translation support.	
10. Non discrimination *Employers and/or funders of researchers should not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, or social or economic condition.*		
++	**National legislation** BTH is bound by the following National legislation relating to the aspect. Discrimination Act (SFS 2008:567): The aim is to combat discrimination and promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation, or age. Work Environment Act (SFS 1977:1160): The purpose of the Work Environment Act is to prevent ill health and accidents at work and to create a good work environment. It states, for example, that the employer is ultimately responsible for the work environment and must lead the work towards a better work environment.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The Public Employment Act (SFS 1994:260): This act addresses matters related to recruitment, dismissal, and employment conditions for public sector employees. The Equality Ombudsman (DO) is a government agency that works on behalf of the Swedish parliament and government to promote equal rights and opportunities and to combat discrimination. Swedish Gender Equality Agency contributes to effective implementation of Swedish gender equality policy. The work of the agency requires close cooperation with other government agencies, municipalities, county councils, regions, civil society and business and industry. The main task of the gender equality agency is to coordinate, follow up and provide various forms of support regarding gender equality. **Organisational regulation** The primary responsibility for workplace safety lies with the vice-chancellor. The vice-chancellor delegates workplace safety tasks to managers and department heads. In order to establish a healthy work environment, responsibility also rests with the employees. BTH has developed a Workplace Safety Handbook (BTH-1.1.3-0228-2022) that regulate the distribution of responsibilities. **BTH Work Environment Committee** The Work Environment Committee is a body for cooperation on work environment issues between employees, employers, and students. The Work Environment Committee shall prepare proposals for a work environment policy and work for a satisfactory work environment at BTH. The Committee shall also establish routines for systematic work environment management, monitor that systematic work environment management is carried out, ensure that risk inventory and incident reporting are conducted regarding both the physical and mental work environment, and that the results of this work are translated into action plans, and develop guidelines on necessary health and safety issues. The work environment committee includes the university director who is the chair, administrator, representatives from the Human Resources Office, the principal health and safety representative, two additional health and safety representatives, two student representatives and a student health and safety representative. The Committee can co-opt additional members. **The Council for Gender Equality and Equal Opportunities** The aim of this council is to coordinate BTH's work to implement gender mainstreaming, equal opportunities, and accessibility adaptation. The Council deals with gender equality issues from two perspectives: BTH as an education provider and BTH as a workplace.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The council includes Vice-Chancellor, University Director, two Gender Equality Coordinators, Work Environment Coordinator, Funka Coordinator, two teacher representatives, one representative of the central administration, Student Union Chairman, Recruitment Committee Chairman, PhD student. BTH has several documents that work towards a safe, creative, and developmental, non-discriminatory environment, here are some of these documents: BTH vision and strategy (BTH-1.1.3-0330-2020): BTH's vision and strategy formulate overarching goals for the work environment strategy. BTH works to create a work environment for staff and students that is characterised by trust, meaning, and diversity. **BTH work environment policy** (BTH-1.1.3-0233-2020): This policy states that BTH maintains a zero-tolerance approach towards discrimination, victimisation, threats, violence, harassment, and sexual harassment. All staff and students at BTH are expected to actively contribute to fostering a gender-equal, fair, respectful, inclusive, and quality-enhancing atmosphere, and to work towards the creation of a positive physical, organisational, and social work and study environment. **Workplace Safety Handbook** (BTH-1.1.3-0228-2022): The Work Environment Handbook includes overarching work environment objectives. Recently, overall goals for work environment management for the period 2023-2025 have been developed. One of the four goals is to ensure that 'no forms of discrimination, harassment, victimisation, threats, or violence occur at BTH.' In the event of such incidents, BTH has established a reporting system for addressing discrimination, victimisation, accessibility issues, harassment, sexual harassment, reprisals, threats, and violence. Another approach that BTH employs to address any form of discrimination is through accessibility guidelines and the annual employee survey known as *BTH Barometern*. Ongoing efforts are focused on developing a handbook for equal opportunities, which includes tools for continuous work on these types of issues.	
11. Evaluation/ appraisal systems *Employers and/or funders should introduce to all researchers, including senior researchers, evaluation/appraisal systems for assessment of their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.*		
-/+	**National legislation** In Sweden, the evaluation and appraisal of researchers' professional performance is a significant aspect of academic institutions and research organisations. These evaluations play a crucial role in determining funding, career advancement, and recognition in the academic community.	**See action 1, 2, 9 and 10.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The Higher Education Act (SFS 1992:1434): This law establishes overarching frameworks for the higher education sector and includes requirements that universities and colleges conduct research of high quality and adhere to good research practices. **The Swedish Higher Education Authority (UKÄ):** is a Swedish agency responsible for evaluating and reviewing universities in Sweden to ensure quality and compliance with current regulations. UKÄ plays a significant role in overseeing and assessing higher education and research in Sweden. **External Funding Requirements** Many research projects receive funding from external sources such as the Swedish Research Council, Formas, Vinnova, and similar organisations. These funding entities may impose specific criteria related to research quality and transparency. For instance, the Swedish Research Council conducts various types of research evaluations, including assessments of research topics and managed assessments of government-initiated research efforts. The primary focus of these evaluations is on scientific quality, although other factors such as strategic university-level management and research impact may also be considered. **Organisational regulation** The foundation of BTH's research quality assurance efforts is a systematic and effective approach aimed at enhancing and advancing research quality, while respecting the principles of academic freedom and recognizing the diversity that exists across research areas. For external research assessments, BTH follows a framework in which research topics are evaluated over a 6-year cycle. Each year, BTH selects specific research topics to undergo evaluation, and these assessments encompass external reviews conducted by experts in the relevant scientific and pedagogical fields, research students, and representatives with relevant expertise. **Career Development at BTH** BTH has established career paths within academia, in compliance with the provisions of the Swedish Higher Education Ordinance. These pathways offer additional opportunities for career advancement beyond what is explicitly outlined in the Swedish Higher Education Ordinance. The guidelines for teacher employment and promotion, as well as the process description for promoting teachers to higher positions, involve a comprehensive expert evaluation procedure for the recruitment and promotion of researchers at BTH. **Competence Planning** BTH defines its operational objectives and competence planning within the annual departmental operational plans. BTH utilises a personalised salary structure that considers various factors and conducts annual performance appraisal discussions. It is essential for the competence planning outlined in the departmental operational plans to align with the developmental discussions during appraisal talks, creating a strategic approach to skill and expertise management.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Gap The workshops reveal that researchers at BTH believe that research quality is not adequately emphasised within the appraisal talks. Some participants expressed that the focus seems to lean more towards teaching.	

RECRUITMENT AND SELECTION

Recruitment and Selection - please be aware that the items listed here correspond with the Charter and Code. In addition, your organisation also needs to complete the checklist on Open, Transparent and Merit-based Recruitment included in a separate section, which focuses on the operationalisation of these principles.

12. Recruitment
Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning of their careers, are clearly specified. They should also facilitate access for disadvantaged groups and for researchers (including teachers at any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.

| +/- | **National legislation**
In Sweden, there are several national laws and regulations that govern employment decisions in Swedish authorities. Some of the most important ones are:

The Instrument of Government (SFS 1974:152): establishes principles for democracy, legal certainty, and public administration. In decisions regarding state employments, consideration should only be given to objective grounds, such as merit and competence. Act (2010:1408).

The Public Employment Act (SFS 1994:260): states: Competence shall be a primary consideration, unless specific reasons otherwise exist.

Employment Ordinance (SFS 1994:373): 4–5 § Assessment grounds for employment 6-8 §; Procedures for employment

The Swedish Higher Education Act (SFS 1992:1434): The Higher Education Act contains provisions about the higher education institutions that are accountable to the government, local authorities or county councils. These provisions are often supplemented by the regulations in the Higher Education Ordinance.

The Higher Education Ordinance (SFS 1993:100): According to the Higher Education Ordinance the University shall set employment regulations that the university applies together with the rules of appointment and promotion of teachers. | **See action 7.** |

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	[Employment Protection Act (SFS 1982:80):](#) Swedish labor law that safeguards the rights of employees by regulating various aspects of the employer-employee relationship, including termination, notice periods, and protection against unjust dismissal. It aims to ensure fair and just treatment for workers and promote stable employment conditions. [Discrimination Act (SFS 2008:567):](#) The purpose of the Act is to counteract discrimination and in other ways promote equal rights and opportunities, regardless of sex, gender identity, ethnicity, religion, disabilities, sexual orientation, or age. [The Higher Education Appeals Board](#) is the authority that hears appeals against government agencies' employment decisions (but not doctoral student positions). In Sweden, collective agreements, like [Villkorsavtal-T](#), are legally binding agreements negotiated between employers and labour unions. These agreements establish terms and conditions of employment and play a crucial role in shaping labour relations, ensuring fair and standardised working conditions, and promoting cooperation between employers and employees. **Organisation regulation** At BTH, we have public information about our rules and guidelines for assessing scientific and pedagogical competence, as well as other competencies that may be relevant for employment. The information is available in Swedish and English: • [Guidelines for employment and promotion of teachers and appointment to docent at Blekinge Institute of Technology (BTH-1.1.3-0260-2023)](#) • [Instructions to applicants at appointment of teachers, promotion and appointment to docent (BTH-1.1.3-0292-2020)](#) • [Instructions for the pedagogical portfolio – how you document your pedagogical qualifications (BTH-1.1.4-002-2019)](#) **Enhancing Teaching Positions for Academic-Industry-Mobility** BTH has recently undergone a comprehensive review, expanded the scope of our teaching positions and introduced new roles to enhance the interchangeability of talents between academia and industry. The BTH Recruitment Committee meticulously evaluates our recruitment processes before presenting proposals for final decisions. This meticulous approach guarantees that BTH's recruitment processes remain open, transparent, and impartial, all while adhering to well-defined criteria. The recruitment chairperson is responsible for approving advertisements prior to publication and plays a pivotal role in ensuring that advertisements do not contain overly specific requirements.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Streamlined Recruitment with ReachMee: Promoting Diversity and Inclusivity at BTH BTH employs the user-friendly and accessibility-adapted candidate application system known as ReachMee, a web-based online recruitment platform. In our job advertisements. BTH emphasises its commitment to diversity and warmly welcomes applicants with various backgrounds and experiences in various documents. BTH actively seeks to harness the strengths that diversity and a balanced gender distribution bring to our institution. Additionally, we provide the opportunity for international applicants to initially teach in English, except in cases where specific circumstances dictate otherwise. Furthermore, we prioritise the protection of personal data and provide information on how applicants with protected identities can apply. **Enhancing Inclusivity and Promoting Gender Mainstreaming at BTH** BTH actively works to create an inclusive workplace environment for employees with disabilities by implementing accessibility features, technical aids, and flexible arrangements. This approach is aimed at ensuring that every employee feels valued and included. It involves understanding the individual needs of employees and maintaining an open dialogue to establish a supportive and inclusive learning environment. BTH's commitment to countering all forms of discrimination is prominently featured on the BTH website under the sections dedicated to Work Environment, Employee Benefits, and Support. BTH is actively taking steps to promote gender mainstreaming throughout the organisation. To achieve this, a questionnaire has been introduced for department heads. They are required to complete this questionnaire before the recruitment committee provides its recommendations. The questionnaire includes specific inquiries regarding any special efforts made to encourage the participation of underrepresented genders. **Appeal Procedures and Post-Service Benefits at BTH** BTH has a standard process in place, wherein all applicants are notified of their right to appeal a decision concerning the chosen candidate. This appeal process is applicable to all positions except for doctoral appointments, providing applicants with a channel to voice their concerns. In an effort to support an employee's transition following a tenure as a pro-vice-chancellor, deputy vice-chancellor, dean, or head of department, BTH offers opportunities for skill-enhancing studies and research time. Specifically, individuals in these roles are entitled to two months of skill-enhancing studies and research time for each full year served in the position, up to a maximum of one year. **Gap** The workshop revealed that we need to work with information on how we facilitate access for disadvantaged groups.	
13. Recruitment (Code)		

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Employers and/or funders should establish recruitment procedures that are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the types of position advertised. Advertisements should give a broad description of knowledge and competencies required, and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.	
++	**National legislation** Listed in point 12. **Organisational regulation** BTH's job advertisements incorporate a comprehensive description of the knowledge and skills required for each position. To ensure fairness and inclusivity, all job postings remain open for three weeks, allowing prospective applicants ample time to apply. In cases where candidates are asked to provide additional information to supplement their applications, they are afforded a reasonable timeframe to complete this task. During the interview process, prospects also have the opportunity to discuss their potential for professional growth within the organisation. In the latest year (2022-2023), BTH has actively focused on extending the reach of its job advertisements. This endeavour has led to a notable increase in the visibility of these advertisements, particularly through social media channels, even extending beyond Sweden's borders. **BTH advertises in the following channels:** - The Swedish Public Employment Service (Sweden's official advertisement page) - BTH's website - EURAXESS - LinkedIn - Facebook - Instagram	No gaps were identified.
14.	**Selection (Code)** *Selection committees should bring together diverse expertise and competence and should have an adequate gender balance; and where appropriate and feasible include members from different sectors (public and private) and disciplines, including members from other countries and members with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained should be realistic.*	
++	**National legislation** Listed in point 12. **Organisational regulation**	No Gap:s were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	At BTH, the Recruitment Committee (RC) plays a crucial role in preparing appointments for teaching positions and promotions that necessitate scientific, artistic, or equivalent professional competence. Furthermore, the RC is responsible for the appointment of docents and honorary doctors. The RC is comprised of ten regular members and a secretary, with these ordinary members encompassing a chairman, HR manager, two deans, four teacher representatives, an educational developer, and a student representative. When addressing matters concerning individual departments, the RC is expanded to include the department's head and an additional teacher representative.

The RC designates a vice-chairperson from the pool of regular members, with the requirement that the Vice-Chairperson possesses a PhD or equivalent expertise. Decisions within the RC are made by a simple majority, and full members and institutional representatives maintain voting rights. In cases of a tied vote, the meeting's chairman holds the deciding vote. BTH has established guidelines for determining majorities and making decisions, along with comprehensive case management procedures.

The Recruitment Committee (RC) Evaluation Process
RC plays a pivotal role in the initial assessment of applications to ascertain their appropriateness for expert evaluation. When an application is found to be unsuitable, it may either be rejected or returned to the applicant, with specific requests for additional information.

The fundamental principle guiding the process is that expert evaluations are anticipated to yield positive outcomes for recruitment, promotion, and the appointment of docents, ultimately leading to a favourable recommendation to the vice-chancellor from the RC. Nevertheless, a comprehensive evaluation is consistently conducted in all cases. This comprehensive assessment takes into account various supplementary components, including interviews, presentations, reference checks, and departmental and BTH-wide requirements, acknowledging the multifaceted nature of the decision-making process.

Gender Diversity in External Expert Selection and Ongoing Training Initiatives at BTH
BTH places emphasis on fostering gender diversity by actively seeking both male and female external experts. These external experts subsequently provide a prioritised list of candidates to the BTH. The university holds a strong commitment to achieving gender equality within the RC, although certain disciplines present inherent challenges in this regard.

In addition, BTH extends an invitation to its students to actively participate in interviews and lectures conducted by applicants and candidates. This engagement not only enriches the evaluation process but also enables candidates to gain insights into the processes, including external evaluations. | |
| **15.   Transparency (Code)** | | |

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
Prior to the selection, candidates should be informed about the recruitment process and the selection criteria, the number of available positions, and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.		
++	**National legislation** Listed in point 12. **Organisational regulation** BTH utilises the ReachMee web-based recruitment system, offering a standardised and efficient application procedure. Applicants can access comprehensive information about recruitment guidelines, application instructions, and guidance for assembling a pedagogical portfolio, all of which are available on BTH's official website. BTH prioritises process optimisation, underscoring the significance of continuous communication with candidates at every stage of the recruitment process. In addition, BTH extends an invitation to its students to actively participate in interviews and lectures conducted by applicants and candidates. This engagement not only enriches the evaluation process but also enables candidates to gain insights into the processes, including external evaluations.	No gaps were identified.
16. **Judging merit (Code)** *The selection process should consider candidates' full range of experience. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.*		
++	**National legislation** Listed in point 12. **Organisational regulation** BTH's Appointment Procedure outlines the general assessment criteria and foundational principles for evaluating candidates' scientific and artistic capabilities, pedagogical expertise, and other pertinent skills. In the evaluation of candidates' profiles, the Recruitment Committee also considers additional qualifications and competencies, including but not limited to research independence and teaching aptitude. It is essential to consider only the qualifications explicitly specified in the candidate's profile. Experience gained outside the academic sphere or in diverse societal roles is regarded as an additional merit.	No gaps were identified.
17. **Variations in the chronological order of CVs (Code)**		

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.	
++	**National legislation** The Public Employment Act (SFS 1994:260): states that it is objective factors such as merit and skills that shall be evaluated for an employment. Discrimination Act (SFS 2008:567): prohibits discrimination on the grounds of disability, which includes that employers may not treat individuals who are ill differently because of their illness or disability. This means that companies are not allowed to discriminate against employees or applicants based on their health condition. The Discrimination Act aims to promote equal treatment and prevent discrimination in various contexts, including the workplace. Parental Leave Act (SFS 1995:584): regulates the rights and responsibilities of individuals who are on parental leave. The law aims to ensure that individuals on parental leave are treated fairly and are not discriminated against by employers or other parties in the workplace due to their parental leave. This means that companies are not allowed to treat individuals on parental leave differently or discriminate against them because of their parental leave according to this law. The Parental Leave Act contains provisions, including obligations for reemployment and a prohibition against termination during parental leave. **Organisational regulation** Candidates are given clear instructions on how to send in their application and what they should send in on our website. If they use relevant headings, they are free to write their CV in individual ways. The Recruitment Committee assesses whether an application is deemed suitable to be sent to experts. If it is not considered to be the case, an application may be rejected or returned to the applicant for further information.	No gaps were identified.
18.	**Recognition of mobility experience (Code)** *Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.*	
++	**National legislation** The Public Employment Act (SFS 1994:260): states that it is objective factors such as merit and skills that shall be evaluated for an employment. Discrimination Act (SFS 2008:567): prohibits discrimination on the grounds of disability, which includes that employers may not treat individuals who are ill differently because of their illness or disability. This means that companies are not allowed to discriminate against employees or applicants	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	based on their health condition. The Discrimination Act aims to promote equal treatment and prevent discrimination in various contexts, including the workplace. **Organisational regulation** BTH encourages mobility and offers an international environment and an open atmosphere, where it is possible to create contacts and build networks. Our programmes and doctoral studies are all involved in many international collaborations. BTH has agreements with universities around the world and there are approximately 600 international students currently studying at BTH. To drive internationalisation, work forward, BTH has agreements with around 100 European higher education institutions and 35 collaborations outside of Europe. This means BTH has agreements with higher education institutions in most parts of the world. More information can be found here: International BTH. **Goals for internationalisation at BTH 2022–2024** (BTH-1.1.3-0200-2022): In 2022, BTH established a series of ambitious internationalisation goals that were closely aligned with the university's vision and strategy. These goals aim to enhance BTH's global engagement and influence in the academic world. One key objective is to boost teacher exchange programmes with foreign higher education institutions. This initiative was designed to not only fortify international understanding but also to foster the personal and subject-specific development of individual teachers. By facilitating these exchanges, BTH seeks to create a vibrant learning environment that would benefit both educators and students. Another significant goal is to position BTH as an attractive partner for internationally renowned universities and research institutes. This requires building strong, lasting collaborations characterised by increased mobility for researchers and doctoral students. The intention is for scholars to engage in longer-term research endeavors, fostering valuable cross-cultural exchanges and deepening international relationships. **Introducing New Teaching Roles at BTH** In the realm of professional mobility, BTH has recently undertaken a comprehensive review and expansion of its teaching positions. This initiative has introduced new teaching roles to promote seamless mobility between academia and industry. One such noteworthy addition is the: **Senior Lecturer of Practice: Bridging Academia and Industry at BTH** The role of a senior lecturer of practice at BTH has been pivotal in the university's commitment to fostering closer ties between academia and the industry, public sector, and government agencies. The primary objective has been to infuse educational activities with the knowledge and professional expertise of practitioners, ensuring they remain highly relevant to the business landscape and society	

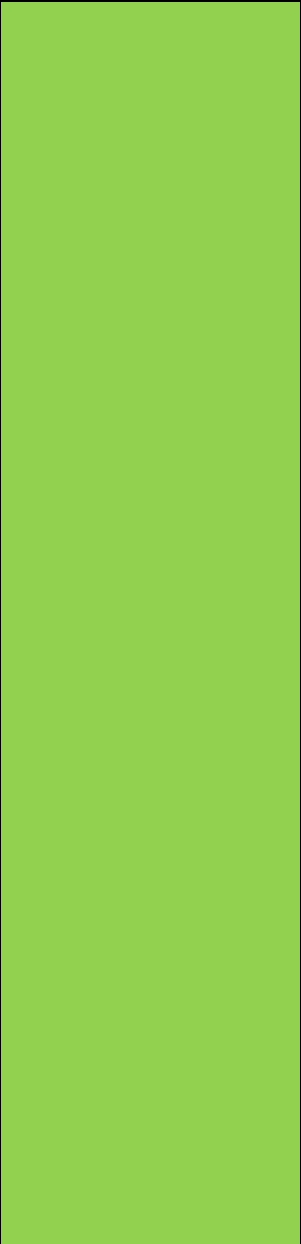| Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	at large. This strategic hiring initiative has also encouraged research and, where applicable, participation in doctoral education. **International Mobility at BTH: A Commitment to Inclusivity and Support** When it comes to international mobility, BTH has consistently prioritised a welcoming and inclusive approach for applicants worldwide. This approach has been underscored through various key practices: - **English Language**: BTH has consistently emphasised that international applicants are encouraged to initially teach in English, with exceptions made only in cases where specific reasons require otherwise. - **EURAXESS Career Centre:** BTH has proudly served as a centre for welcoming international researchers and providing support for any questions or concerns they may have. Nearly all permanent positions and qualification-based appointments have been advertised on EURAXESS, reaffirming BTH's commitment to international collaboration and mobility. - **Empowering Senior Lecturers:** BTH actively supports its senior lecturers by providing resources for external monitoring and disseminating invaluable information about the opportunities and conditions for international collaborations. - **Funding the Path Forward:** BTH has been guiding researcher in preparing proposals for prestigious mobility programmes, such as the Marie Skłodowska-Curie Individual Fellowships.	
19. Recognition of qualifications (Code) *Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications – including non-formal qualifications – of all researchers, in particular within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.*		
++	**National legislation** Listed in point 12. **Organisational regulation** BTH has taken proactive steps to ensure transparency in the recruitment process by making comprehensive information about its rules and guidelines for assessing scientific, pedagogical competence, and other relevant skills publicly accessible. This information is available in both Swedish and English, promoting inclusivity and clarity in the application and hiring process.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	To guarantee the integrity of the recruitment process, BTH employs a range of methods for evaluating qualifications, particularly those that are not formally documented. These methods include interviews, trial lectures, and reference checks. While non-formal qualifications cannot substitute for formal ones, they hold considerable value, particularly in numerous research fields. This approach helps ensure that all eligible candidates are given a fair and thorough evaluation when seeking employment opportunities at BTH. **Welcoming Diversity** BTH has always emphasised its welcoming stance towards applicants from diverse backgrounds and experiences, recognising the value that different perspectives and cultures bring to the institution. **Introducing New Teaching Roles at BTH** In the realm of professional development, BTH has recently undertaken a comprehensive review and expansion of its teaching positions. This initiative has introduced new teaching roles to promote seamless mobility between academia and industry. One noteworthy addition is the: - **Senior Lecturer of Practice:** The role of a senior lecturer of practice at BTH has been pivotal in the institution's commitment to fostering closer ties between academia and the industry, public sector, and government agencies. The primary objective has been to infuse educational activities with the knowledge and professional expertise of practitioners, ensuring they remain highly relevant to the business landscape and society at large. This strategic hiring initiative has also encouraged research and, where applicable, participation in doctoral education.	
20. **Seniority (Code)** *The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.*		
++	**National legislation** As a state higher education institution, BTH operates in accordance with the Swedish Higher Education Ordinance and the Swedish Discrimination Act. The Discrimination Act serves a fundamental purpose to eliminate discrimination and advance equal rights and opportunities. These principles extend across various attributes, including sex, gender identity, ethnicity, religion, disabilities, sexual orientation, or age. BTH is dedicated to upholding and promoting these principles to foster and inclusive and equitable educational environment. **Organisational regulation** BTH is steadfast in its commitment to equal treatment, with a core objective of establishing an inclusive work environment where all individuals enjoy equal opportunities and rights. BTH aims to be a workplace where the skills and potential of each person are fully harnessed. Regardless of	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	characteristics such as gender, religion, nationality, age, or sexual orientation and gender identity, qualification for a job should be the sole determining factor. The objective is to ensure equal rights, opportunities, and fair treatment for all members of the workforce. In cases where candidates believe that our selection process did not priorities merit and skills, they have the option to contact the Appeals Board for higher education (excluding decisions regarding doctoral positions) or the Equality Ombudsman. These channels serve as additional safeguards to uphold our commitment to equal treatment and fairness.	
21. Postdoctoral appointments (Code) *Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of long-term career prospects.*		
++	**National legislation** The Fixed-Term Postdoctoral Employment Agreement (dated 19th November 2021) is a national legislation. This role involves conducting research, potentially complemented by teaching responsibilities of up to 20 percent. The employment aims, following the completion of a doctoral degree, to provide the employee an early opportunity to develop their independence as a researcher and establish conditions for further merit. This position is part of promoting future skills supply.	No gaps were identified.
WORKING CONDITIONS AND SOCIAL SECURITY		
22. Recognition of the profession *All researchers engaged in a research career should be recognised as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at a national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servant).*		
++	**National legislation** Work Environment Act (SFS 1977:1160): This legislation serves as the central piece governing the working environment in Sweden. It mandates the employer's responsibility to ensure a safe and healthy working environment, applicable to researchers as well. Systematic Work Environment Work (AFS 2001:1), regulations: This ordinance provides detailed regulations concerning work environment and occupational health and safety. It outlines requirements for risk assessments, protective measures, and similar provisions crucial for maintaining a positive working environment.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Co-Determination in the Workplace Act (MBL, SFS 1976:580): This law governs cooperation between employers and employees, encompassing matters concerning the working environment. It grants employees and their trade unions the opportunity to influence working environment issues through negotiations with the employer. Systematic Work Environment Management (AFS 2001:1): This regulation oversees cooperation between employers and employees, specifically relating to the working environment. It empowers employees and their trade unions to influence matters regarding the working environment through discussions with the employer. National Insurance Act (SFS 1962:381): This legislation regulates insurance coverage for workplace injuries and occupational diseases. Researchers fall under this insurance coverage and hold the right to compensation in the event of a workplace injury or occupational disease. Discrimination Act (SFS 2008:567): Designed to prevent and combat discrimination, this law promotes equal rights and opportunities for individuals regardless of sex, gender identity, ethnicity, religion, disabilities, sexual orientation, or age. It spans various societal areas, including employment, and imposes legal obligations on employers to actively combat discrimination in the workplace. The Collective Agreements (referred to as Terms and Conditions Agreement for the Swedish government): These are written agreements between employer organisations and trade unions that regulate the working conditions for employees in the government in Sweden. These agreements are legally binding and establish terms for salaries, workload, holidays, working conditions, and other employment-related matters. **Organisational regulation** BTH highly esteems all research staff as professionals, ensuring they receive appropriate treatment throughout their careers. This commitment is exemplified in several implementations: **BTH's employment and promotion guidelines** (BTH-1.1.3-0260-2023): BTH's dedication to recognising and fostering professional growth is transparently outlined with detailed criteria for evaluating scientific and pedagogical competence, along with other relevant skills for each position. These guidelines are available in both Swedish and English. **BTH's local collaboration agreement** (BTH-2.4.2-0106-2018), developed through discussions with trade union partners, stipulates the necessity for appraisal discussions, workplace meetings (referred to in Swedish as arbetsplatsmöte/APT), and a central negotiation group for work environment issues.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	BTH conducts an annual anonymous employee survey (referred to the BTH Barometern) and operates a system for reporting incidents of harassment or discrimination. Furthermore, BTH has an anonymous whistleblowing system in place. Regarding international contexts, BTH is committed to fostering inclusivity and supporting diversity. International applicants are encouraged to initially teach in English unless specific reasons dictate otherwise. BTH warmly welcomes applicants from diverse backgrounds and experiences, thereby fostering a rich and varied academic community.	
23.	**Research environment**	
	Employers and/or funders of researchers should ensure that the national or sectoral regulations concerning health and safety in research are observed, and that the most stimulating research or research training environment is created, offering appropriate equipment, facilities and opportunities, including remote collaboration across research networks. Funders should ensure that adequate resources are provided in support of the agreed work programme.	
++	**National legislation** Work Environment Act (SFS 1977:1160): The purpose of this Act is to prevent occupational illness and accidents and to otherwise ensure a good work environment. Systematic work environment (AFS 2001:1), regulations: This ordinance contains detailed regulations regarding work environment and occupational health and safety. It specifies requirements for risk assessments, protective measures, and similar provisions essential for ensuring a good working environment. Discrimination Act (SFS 2008:567): This law aims to prevent and combat discrimination, promoting equal rights and opportunities. Swedish Social Insurance Code (SFS 2010:110): It regulates the Swedish social insurance system, encompassing various benefits and support programmes to provide financial security in times of illness, disability, or other contingencies. Act on Protection against Accidents (SFS 2003:778): This act establishes measures for the protection and safety of individuals in various accident-prone situations, emphasizing accident prevention and compensation. Ordinance on protection against accidents (SFS 2003:789): This ordinance complements the Act (2003:778) on Protection against Accidents by providing specific details and regulations to ensure safety and accident prevention. Parental Leave Act (SFS 1995:584): It governs the right to parental leave and regulates the terms for parental benefits to support parents during and following the birth or adoption of a child.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Working Hours Act (SFS 1982:673): This act prescribes rules regarding working hours, rest periods, overtime, and other related matters to safeguard the health and well-being of employees while regulating their working time. **Organisational regulation** Within BTH's vision and strategy, it states, *"Our strength resides in our employees and students. Together, we create an inviting and inspiring learning and work environment characterised by openness, curiosity, and respect."* In the spring of 2023, BTH organised workshops that focused on the core values of *"openness, curiosity, and respect"* for all employees. BTH's systematic work environment management involves a collaborative effort among managers, staff, and students to consistently enhance the working and studying atmosphere. **Information and Safety Measures** On the internal website for employees, BTH provides information about safety measures, encompassing emergency management, fire safety, theft response, and more. BTH places significant emphasis on information security, ensuring oversight of corporate data and compliance with pertinent policies and directives. BTH complies with National legislation to integrate the Network and Information Systems Directive 2 (NIS2) and offers IT security support and training. **BTH's Health Clinic** Additionally, BTH operates its health clinic within the Department of Health Science, offering free health examinations for all employees and residents. This clinic is staffed by students undergoing nursing education, supervised by trained nurses. **Incident Reporting System** BTH provides an incident reporting system to follow up on accidents and potential accidents, taking appropriate actions.	
24.	**Working conditions** *Employers and/or funders should ensure that, where appropriate, the working conditions for researchers, including disabled researchers, provide the flexibility deemed essential for successful research performance in accordance with existing National legislation and national or sectoral collective-bargaining agreements. They should aim to provide working conditions that allow female as well as male researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working, and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.*	
++	**National legislation** Sweden is renowned for its commitment to accommodating work in line with personal and family requirements. Here are examples of national laws that regulate this:	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Swedish Social Insurance Code (SFS 2010:110): It regulates the Swedish social insurance system, encompassing various benefits and support programmes to provide financial security in times of illness, disability, or other contingencies. Parental Leave Act (SFS 1995:584): It governs the right to parental leave and regulates the terms for parental benefits to support parents during and following the birth or adoption of a child. Leave Ordinance (SFS 1984:111): It regulates various types of leave, including parental leave and educational leave. Annual Leave Act (SFS 1977:480): The law is designed to provide employees with the opportunity to take necessary breaks from work to rest and recharge. Swedish Social Insurance Code (SFS 2010:110): Being insured in Sweden enables you to receive compensation from the Swedish Social Insurance Agency. The compensation system is administered by the Swedish Social Insurance Agency, which evaluates your insurance status in Sweden. **Organisational regulation** BTH offers various benefits to improve conditions for researchers. Here are some examples: • **BTH Flexible Working Arrangements:** BTH recently enhanced its flexible working arrangements to promote a better work-life balance. The primary work location at BTH remains on campus, fostering a vibrant environment that encourages collaboration, interactions, and improved communication between managers and employees, while also enriching the experience for students. • **BTH offers generous vacation benefits:** The public sector agreements have bolstered Swedish National legislations, guaranteeing a minimum of 28 to 35 vacation days annually for researchers. Additionally, the agreement extends the National legislation to cover at least 10% of income loss during parental leave, resulting in 90% income coverage during parental leave for 360 days. • **Support for First-Level Researchers in Time Allocation and Salary**: BTH provides its doctoral students with a fixed salary structure that increases in line with the salary settings offered to all BTH researchers. Furthermore, BTH often assigns 20% of teaching tasks to its doctoral students, extending their employment to five years from the typical four years. This approach ensures that doctoral students acquire comprehensive experiences and opportunities for	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	professional growth during their studies, a principle that also extends to postdoctoral appointments.	
25. **Stability and permanence of employment** *Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.*		
++	**National legislation** The Swedish Employment Protection Act (SFS 1982:80): provides protection against unjust termination of employment, ensuring stability for researchers in their positions. Co-Determination in the Workplace Act (MBL, SFS 1976:580): outlines employees' rights to co-determination, which may influence local arrangements with trade unions concerning researchers' rights and working conditions. The Collective Agreements (referred to as Terms and Conditions Agreement for the Swedish government) involve agreements between trade unions and the government regarding the working conditions of employees in the public sector in Sweden, including those of researchers. Prohibition of Discrimination of Employees Working Part Time and Employees with Fixed-term Employment Act (SFS 2002:293): aims to prevent discrimination against employees with part-time or fixed-term contracts, which could apply to certain research positions. The Swedish Higher Education Act (SFS 1992:1434): establishes the framework for educational and research activities, significantly impacting researchers' employment within higher education institutions. The Higher Education Ordinance (SFS 1993:100): provides the terms of employment for doctoral students, defining certain aspects of their roles within the academic environment. The Public Employment Act (SFS 1994:260): governs various aspects of public sector employment, including recruitment, dismissal, and employment conditions, potentially relevant to researchers in public institutions. **Organisational regulation** BTH is committed to minimising short-term employment arrangements. While contracts for temporary employment are permissible in certain cases, BTH has established clear guidelines for different levels of researchers:	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	• **Researcher Level R1:** Individuals at this level are employed under fixed salary structures, predetermined and inclusive of a standardised advancement system based on performance. Doctoral programmes in Sweden usually last for four years. BTH frequently offers 20 percent of teaching/administration time, allowing doctoral students an additional year for competence development. • **Researcher Level R2:** BTH is actively supporting the career development of post-doctoral researchers with employment periods of two to three years and associate senior lecturers with employment periods of four to six years. The latter is designed to facilitate progression to a permanent position as a senior lecturer. • **Researcher Levels R3 and R4:** Researchers at these levels predominantly have permanent employment arrangements, promoting increased job security and stability.	
26.	**Funding and salaries** *Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing National legislation and national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.*	
++	**National legislation** The conditions for researchers' funding, salaries, and social security provisions in Sweden are regulated by various laws and agreements, including: Employment Protection Act (SFS 1982:80): This law sets the framework for job security and protection against unjust termination, ensuring that researchers have fair and stable employment conditions. Swedish Social Insurance Code (SFS 2010:110): This code regulates social security provisions, including sickness and parental benefits, and forms the basis for researchers' entitlement to these benefits. The Swedish system constitutes a significant component of Sweden's security framework, extending coverage to nearly all residents and workers in the country. It offers financial protection for families, children, individuals with disabilities or illnesses, as well as those affected by work-related injuries or elderly citizens. Sickness leave compensation typically ranges between 80 to 90 per cent of an individual's salary, while parental leave is provided at approximately 90 per cent of the person's earnings for a duration of 360 days. Collective Agreements: Many aspects of researchers' funding, salaries, and social security provisions are determined through collective agreements between employers and trade unions. These	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	agreements ensure fair and attractive conditions in accordance with legal status, performance, qualifications, and responsibilities. National collective agreements are in place between employers and the unions SACO - S and OFR to ensure that researchers receive contractual salaries and equitable agreements. The Swedish Higher Education Act (SFS 1992:1434) and The Higher Education Ordinance (SFS 1993:100): These regulations impact the conditions of funding and salaries for researchers in higher education institutions. Sweden's membership in the European Union (EU) also grants its citizens the right to access social security benefits in other EU member countries. The Swedish Public Employment Service: Offers unemployment benefits and job place assistance and career support. **Organisational regulation** BTH regularly conducts salary analyses and revisions, typically on an annual basis, following agreements with unions at both university and national levels. **Support for Sick Leave and Parental Leave** In cases of sick leave or parental leave, BTH provides financial compensation in addition to the sickness benefit and parental allowance to support employees. **Generous Public Sector Pensions** The Swedish Pensions Agency manages and distributes the national pension, ensuring retirement security. **Insurance for Those Not Covered by National Social Insurance** For individuals who are not encompassed by the national social insurance system, BTH provides insurance through The Legal, Financial, and Administrative Services Agency (referred to in Swedish as Kammarkollegiet). This insurance is tailored, for instance, for those intending to visit Sweden for a duration of less than a year.	
27.	**Gender balance** *Employers and/or funders should aim for a representative gender balance at all levels of staff, including supervisory and managerial levels. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages, without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.*	
++	**National legislation** The work on gender equality at Swedish universities is governed by several laws and regulations aimed at promoting gender equality and combating discrimination based on gender and other grounds	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	of discrimination. Here are some of the most important laws and regulations that govern gender equality efforts at higher education institutions: Discrimination Act (2008:567): This act prohibits discrimination based on gender and other grounds of discrimination. It requires institutions to promote equality between genders in their activities. The Swedish Higher Education Act (1992:1434) and the Higher Education Ordinance (SFS 1993:100): This act and ordinance provides detailed regulations for higher education, including provisions related to equal treatment and gender balance in education and employment. Ordinance on Annual Report and Budget Documents (SFS 2000:605): This ordinance requires universities to establish gender equality plans and report on their gender equality work in their annual reports. **Organisational regulation** The annual national Regulation letter is an important part of the funding of institutions. These letters are issued by the government and affect the missions of educational institutions in several ways. In the regulation letter for BTH's budget year 2023, a recruitment goal for recruited professors is specified for the period 2021-2023 of at least 34 per cent women. BTH monitors gender balance and strives to increase the proportion of female professors by evaluating the gender composition of associate professors involved in supervising doctoral students. **Gender Balance Statistics in 2022:** - Female employees: 51%, Male employees: 49% - Female Professors: 14%, Male Professors: 86% - Female Associate Professors: 0%, Male Associate Professors: 100% - Female Senior Lecturers: 36%, Male Senior Lecturers: 64% - Female Associate Senior Lecturers: 54%, Male Associate Senior Lecturers: 46% - Female Lecturers: 46%, Male Lecturers: 54% - Female Doctoral Students: 40%, Male Doctoral Students: 60% - Female Administrative and Technical Personnel: 71%, Male Administrative and Technical Personnel: 29% Notably, the proportion of women among employees has increased, with significant growth in the administrative and technical personnel group and among lecturers.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	BTH's Gender Equality Goals BTH is committed to becoming a gender-equal higher education institute in alignment with Sweden's gender equality policy goals and the EU's Agenda 2030. BTH aims for a quantitative gender balance with a maximum of 60 per cent and a minimum of 40 per cent representation for both women and men. **Gender Mainstreaming Strategy** BTH employs gender mainstreaming, integrating gender equality goals into governing documents, operational planning, and quality monitoring, following the Swedish Equality Authority's recommendations. Departments, institutions, and units outline gender equality activities in their operational and action plans, which are tracked in the annual quality report. **Council for Gender Equality and Equal Opportunities** BTH's Council for Gender Equality and Equal Opportunities coordinates systematic gender mainstreaming efforts to foster increased gender equality within the organisation. This ongoing process aims to integrate gender equality into operations and organisational culture. **Equal Career Pathways** BTH's efforts to establish equal career pathways involve enhancing the internal work environment and recruitment practices. Managers have been engaged in discussions about their roles in fostering a gender-equal work environment. **Research Funding and Gender Perspective** Research funding from a gender perspective is monitored by measuring the proportion of research time in relation to total employment time. The gender gap in research time has decreased, with equal proportions for women and men in 2022. The gender gap has also decreased among associate professors serving as primary supervisors for doctoral students. **Gender Equality Initiatives** BTH's gender equality initiatives encompass various documents and activities, including operational goals for 2022-2024, gender equality plans, employment regulations, diversity commitment in advertisements, and equal representation in assessments. **Ongoing Gender Equality Initiatives** BTH's ongoing gender equality initiatives include a self-study course for teaching staff, planned activities for doctoral students, participation in national seminars, and continuous tracking of gender-based metrics in applicant selection.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
28.	**Career development**	
	Employers and/or funders of researchers should draw up a specific career development strategy for researchers at all stages of their career, including researchers on fixed-term contracts, regardless of their contractual situation – preferably within the framework of their human resources management. Such a strategy should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.	
+/-	**National legislation** The Swedish Higher Education Act (SFS 1992:1434) and The Higher Education Ordinance (SFS 1993:100): The act and the ordinance contain qualifications and evaluation standards relevant to the selection process for various academic roles, including: - Professors - Senior Lecturers - Assistant Professors - Instructors in Artistic Disciplines - Adjunct Professors - Visiting Professors - Associate Professors - Doctoral Candidates - Teaching Assistants - Clinical Assistants According to the ordinance, the Higher Education Board is responsible for determining employment regulations and the general rules that govern the recruitment of teaching staff. The ordinance also stipulates the requirement for a comprehensive study plan for R1 doctoral students, along with a provision that mandates the appointment of at least two supervisors for each doctoral student, with one of them designated as the principal supervisor. Furthermore, each doctoral candidate must receive an individualised study plan that outlines the commitments made by both the doctoral student and the higher education institution, as well as a schedule for the doctoral student's academic programme. This plan should be established following consultation with the doctoral student and the appointed supervisors. **Organisational regulation** Guidelines for employment and promotion of teachers and appointment to docent at Blekinge Institute of Technology (BTH-1.1.3-0260-2023) delineate the eligibility and assessment criteria pertaining to teaching appointments, promotions, and appointments as associate professors. In BTH's Employment Regulation the following categories of academic positions are encompassed: - Professor - Adjunct Professor - Guest Professor - Senior Professor - Associate Professor	See action 3.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	- Senior Lecturer - Associate Senior Lecturer - Postdoctoral - First Lecturer - Technology Lecturer - Associate Senior Lecturer - Lecturer - Adjunct Senior Lecturer - Adjunct Lecturer - Guest Senior Lecturer - Guest Lecturer - Teachers in the Fine, Applied, and Performing Arts. **Ongoing Qualification Opportunities** Regardless of their position at BTH, whether focused on research and/or education, teachers and researchers have access to ongoing qualification opportunities. Similar to other higher education institutions, BTH offers various positions that facilitate distinct career pathways. BTH's employment regulations outline the potential paths for promotion. **Introduction and Appraisal for Professional Development** All BTH employees receive an introductory course and an introductory day. Additionally, all employees participate in an annual appraisal talk where a professional development plan can be created, detailing planned activities, such as: - Improvement of pedagogical skills. - Enhancement of professional competence. - Personal research activities. - Language proficiency. - Collaboration abilities with the surrounding society. - Management skills. - Administrative competence. - Other skills relevant to their roles. - Teaching staff, even without a doctoral degree, can participate in research. - They can also engage in their own doctoral education as a means of professional development. **Minimum Professional Development Requirements** The local collective agreement for teachers at BTH specifies that permanent teachers and associate senior lecturers should have the opportunity to enhance their skills throughout the year. As a minimum requirement, a full-time teacher should allocate 170 hours for professional development. **Higher Education Development Unit**	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The Higher Education Development Unit offers competence development, including courses in teaching and seminars within the framework of BTH's pedagogical plan. The pedagogical plan, issued annually, includes a variety of activities with a strong emphasis on pedagogical and didactic skills development. The primary target group is teachers, but all BTH staff interested are welcome to participate. Furthermore, all staff are encouraged to contact the unit with suggestions or requests for competence development. **Qualification Positions** The pedagogical qualification positions, first lecturer and associate professor, were introduced in spring 2017. The central idea behind their introduction was for first lecturers to drive pedagogical development, particularly at the course and programme level, while assistant professors would focus on research and contribute to pedagogical quality development at their departments and at BTH as a whole. **Academic Teaching and Scholarship of Teaching and Learning** Qualifying courses and other competence development activities are rooted in academic teaching, equivalent to the international term "Scholarship of Teaching and Learning" (SoTL). Academic teaching involves a scientific approach to teaching, including self-reflection, engagement with research in higher education pedagogy, and communication with colleagues. **Doctoral Student Support** Doctoral students engage in an annual dialogue with their supervisors to develop their Individual Study Plan (ISP). Supervisors facilitate contacts with national and international researchers and, when applicable, relevant industries. Additionally, doctoral students have an additional supervisor, a senior examiner, and a pedagogical method mentor if they are involved in teaching. **Doctoral Student Portal** The Doctoral Student Portal publishes a variety of courses for doctoral students. **Leadership Development** BTH provides workplace training through its occupational health service for new department heads. The "Clear Leadership" programme is a four-day leadership development programme for personal and interpersonal leadership skills offered to everyone who works at BTH. **Gap** Workshops have revealed areas for improvement, including a shortage of mentors in certain departments, particularly for R2 researchers.	

29. Value of mobility
Employers and/or funders must recognise the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility, as well as mobility between the public and private sector, as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with National legislation.	
-/+	**National legislation** **EU Framework Programs and Agreements:** The European Union (EU) encourages researcher mobility through its research and innovation framework programs (e.g., Horizon 2020 and Horizon Europe). **National Research Funding Agencies:** In Sweden, funding agencies like the Swedish Research Council (referred to in Swedish as Vetenskapsrådet) and the Swedish Foundation for Strategic Research (SSF) play a role in promoting mobility. **International Organisations:** Sweden participate in international bodies like the Bologna Process and the European Research Area (ERA), which promote researcher mobility and cooperation. The Swedish Higher Education Act (SFS 1992:1434): Allows employees to take educational leave to enhance skills and qualifications. Employee's Right to Educational Leave Act (SFS 1974:981): This act allows employees to take educational leave to pursue further education or training, with the aim of improving their skills and qualifications. Right to Leave to Conduct a Business Operation Act (SFS 1997:1293): Grants leave for employees to start or manage their own business. Right to Leave in Order to, Because of Illness, Try Another Job (SFS 2008:565): Allows ill employees to temporarily try different jobs to aid recovery. Leave of Service Ordinance (1984:111): Regulates leaves for the armed forces and defence personnel. **Exchange service agreements** Government employees, including university staff, have various mobility options. They can work in EU administration, other EU countries, Nordic countries, or international organisations. Sweden has exchange service agreements with European countries and organisations. **Nordic Council of Ministers and European Commission Programs**: Sweden participates in these programs for the exchange and training of officials. **Organisational regulation:**	**See action 1 and 2.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	BTH has established an extensive international network with universities and industries, both domestically and globally. BTH has embarked on a dynamic internationalisation journey with specific goals for the 2022-2024 period, closely aligned with the institution's vision and strategy. A one-year action plan has been designed to realise these objectives. **Boosting Teacher Exchanges** One of the sub-goals within the plan is to increase teacher exchanges with foreign higher education institutions, aiming to bolster international understanding and foster personal and subject-specific development among individual teachers. BTH's International Office plays a pivotal role in providing information and support for the implementation of teacher exchanges between foreign institutions and BTH. The Communications Department is responsible for creating essential marketing materials, while department heads facilitate teachers' participation in exchanges and receive visiting teachers. At the end of each year, the International Office compiles statistics to gauge progress. **Elevating Research Collaboration** Another sub-goal is to augment the proportion of research publications with international partners. Subject representatives are entrusted with evaluating international collaborations as a quality factor in the research environment, and the library compiles publication statistics annually. **Fostering Doctoral Student Mobility** BTH aims for one-fifth of its doctoral students to have studied abroad for over a month during their education. Deans and main supervisors take responsibility for integrating international aspects into individual study plans, and mobility statistics are monitored and reported in Statistics Sweden's annual report on doctoral student mobility. **EU Funding Expansion** BTH seeks to secure one-tenth of its external research funding from EU sources, with the Grants Office actively promoting EU funding opportunities and the Finance Department tracking the EU funding share in the annual report. **Promoting Intercultural Competence** BTH aspires to facilitate staff exchanges over a three-year period, promoting intercultural competence. The International Office plays a central role in offering information on exchange opportunities for BTH employees, while department heads and units ensure feasible exchange periods. At the close of each year, the International Office compiles relevant statistics. **Supporting Teacher Mobility through Erasmus+** BTH teachers have access to scholarships for international teaching assignments through the EU's Erasmus+ program. Additionally, BTH can send employees to international higher education institutions for staff development, encompassing activities such as job shadowing, courses, seminars, and workshops. Applications are managed by BTH's International Office.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Innovative Teaching Roles BTH has recently expanded teaching positions to facilitate greater mobility between academia and the business world. These roles include the employment of senior lecturers of practice. The objective of this role is to attract individuals with specific and strategically vital knowledge and professional skills from industry, the public sector, or public authorities. This connection enhances the relevance of educational activities to businesses and society. Responsibilities may also include research and participation in doctoral education. **EURAXESS Center for Researchers** BTH serves as a EURAXESS centre, offering specialised support for international researchers seeking to relocate to Sweden. **Gap** The information about opportunities for mobility exchange seems to be lacking for some levels of researchers.	
30. **Access to career advice**		
Employers and/or funders should ensure that career advice and job placement assistance is offered to researchers at all stage s of their careers, regardless of their contractual situation, either in the institutions concerned, or through collaboration with other structures.		
-/+	**National legislation** The Higher Education Act (SFS 1992:1434) This act includes some provisions related to academic and career counseling for students and researchers. Discrimination Act (SFS 2008:567) This act indirectly promote equal access to career advice for all researchers. The Job Security Foundation (referred to in Swedish as Trygghetsstiftelsen) This foundation offers transition and competence support to employees within the public sector. **Organisational regulation** All new employees at BTH are required to complete the digital "New Employee" course and, if applicable, the digital "New as Teacher" course. "New as a Teacher" is mandatory for new teachers at BTH and for doctoral students who will be involved in teaching activities. The "New as a Teacher" course also provides information about career paths within BTH. **Annual Staff Appraisal** BTH managers conduct an annual staff appraisal for all employees. The purpose of this appraisal is to assess employee performance, acknowledge achievements, identify areas for improvement, and provide constructive feedback to support professional development. It serves as a platform for	**See action 3.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	aligning individual goals with organisational objectives and enhancing communication between employees and their supervisors. **Doctoral Student Supervision and Career Development** Doctoral students at BTH are assigned at least two supervisors, with one serving as the main supervisor. While a research student can have more than two supervisors, a minimum of two should be employed at BTH. Additionally, each research student engaged in teaching is paired with an instructional mentor, offering support and guidance for their teaching activities. The individual study plan of the research student at BTH is reviewed by a senior reviewer selected by the research student. Career development for doctoral students is closely monitored during the assessment of the Individual Study Plan (ISP). Discussions regarding career opportunities and future professional prospects occur during each annual revision point. These conversations involve the doctoral student, supervisors, and the senior reviewer. **Gap** From the workshops, it emerged that we need to enhance our information regarding the career support available, especially for R2 researchers.	
31.	**Intellectual Property Rights** *Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.*	
-/+	**National legislation** In Sweden, Intellectual Property Rights (IPR) for researchers refer to legal protections granted to safeguard their innovative creations and discoveries. Act on Copyright in Literary and Artistic Works (SFS 1960:729): This act protects literary and artistic works, including copyrights. It establishes the rights and limitations of creators and users of copyrighted materials. Patent Act (SFS 1967:837): This act protects patents for inventions and innovations, ensuring inventors have the exclusive right to use and commercialise their inventions. Trademark Act (SFS 2010:1877): This act regulates the registration and protection of trademarks, ensuring exclusive rights for distinctive signs used to identify goods or services. Design Protection Act (SFS 1970:485): This law governs the protection of industrial designs, safeguarding the unique visual appearance of products.	**See action 4.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Act on the Right to Employee Inventions (SFS1949:345): This act delineates regulations regarding ownership and rights to inventions created by employees during their employment tenure. The Swedish Higher Education Act (SFS 1992:1434, § 3a): Outlines the framework for the organisation and management of higher education institutions in Sweden, emphasising quality assurance, academic freedom, and the promotion of research and education excellence. Principles for managing intellectual property in research agreements issued by the Association of Swedish Higher Education Institutions is recommended as praxis for Swedish higher education institutions. **Organisational regulation** The Innovation Office is a function at BTH that supports researchers regarding innovations and entrepreneurship. The Innovation Office South (IKS) is part of a government investment in innovation linked to the country's higher education institutions. At the start-up in 2009, eight innovation offices were formed around the country. One of these Innovation Offices, IKS, is located at Lund University and is tasked with supporting innovation and utilisation of research at Lund University, BTH and Kristianstad University. It opens up the possibility of access to advice and legal support in patent applications. **Gap** The workshops showed that some researchers are unfamiliar with intellectual property rights.	
32.	**Co-authorship**	
Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions, so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).		
+/-	**National legislation** In Sweden, the Co-Authorship Guidelines for Research Publications are generally followed by researchers and institutions. While there is no specific legislation dedicated solely to co-authorship, principles for determining authorship and contributor ship are often outlined by institutions and funding agencies. These guidelines aim to ensure proper recognition and credit for individuals who have made significant contributions to a research publication. The guidelines typically emphasise criteria such as substantial intellectual contribution, drafting or revising the work, and final approval. It is important for researchers to follow these guidelines to promote transparency and fairness in assigning authorship. **Organisational regulation**	**See action 8.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	There are no documents at BTH regulating co-authorship, however, BTH offers support regarding publishing applicable to regulation co-authorship. The Swedish Research Council (in Swedish, it is referred to as Vetenskapsrådet) publication, "Good Research Practice", serves as a guide and a compendium of information that accentuates ethical issues and concerns researchers should contemplate when crafting a research project and seeking ethical clearance. Additionally, it is intended to stimulate reflection and promote discussions on responsibility and challenges in the realm of ethics. One segment of this publication addresses the matters of multiple authors, responsibility, and publishing regulations. **Gap** Even though BTH has not seen any indication that any researchers at BTH have wrongly been omitted from co-authorship or hindered in enjoying the right to be recognised, the lack of clear information on the matter needs to be addressed. In the workshops, the views on guidelines differed; some said that they had them at the department level, while others said they did not know of any.	
33.	**Teaching** *Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and considered in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.*	
+/-	**National legislation** The Higher Education Act (SFS 1992:1434): This act is the primary legislation that governs higher education institutions in Sweden. According to Chapter 3, Section 1, a teacher's responsibilities encompass education, research, and administrative tasks. Additionally, teachers are expected to stay updated within their field and collaborate with the relevant societal aspects that relate to their university work. Regarding administrative duties permitted by the Higher Education Act, teachers may also take on roles such as department head, programme director, education coordinator, or similar responsibilities, alongside administrative work and meetings linked to their educational and research tasks. The Higher Education Ordinance (SFS 1993:100): This ordinance complements the Higher Education Act and contains detailed regulations about the structure and content of higher education programs, quality assurance, examinations, and degree requirements. According to Chapter 5, section 2, doctoral student shall primarily devote themselves to their studies. Those appointed to doctoral studentships may, however, work to a limited extent on educational tasks, research, and administration. Duties of this kind may not comprise more than 20 per cent of a full-time post. PhD students can choose not to carry out other work and can then finish their theses within four years.	**See action 9.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	This depends on the individual syllabus and how significant the other tasks are for the PhD student's future career. **Collective Bargaining Central Agreements** Employment conditions for university staff, including teaching and research personnel, are often governed by collective bargaining agreements negotiated between employer organisations and labor unions. These agreements can specify terms related to remuneration, working hours, and other aspects of employment. **Quality Assurance in Higher Education** Quality assurance and accreditation processes in Swedish higher education institutions, as well as institutional assessment frameworks, also play a role in ensuring the quality of teaching and learning experiences for students and the professional development of teaching staff. **Funding Regulations** Funding and budgetary regulations, often established by government agencies and ministries, can influence the allocation of resources for teaching activities within higher education institutions. **Organisational regulation** The operational goals for BTH, describe the prioritised development that needs to be pursued at BTH in order for the university to approach the overall goals that recur in BTH's vision and strategy documents. As one of the prioritised goals all BTH teachers/researchers are expected to participate in teaching and should be visible and in BTHs education at undergraduate and advanced level. BTH's operational goal encompasses two indicators: the ratio of full-time professors engaged in undergraduate education, with a minimum of 50 percent employment and at least 20 percent participation, and the ratio of full-time professors with at least 50 percent employment who contribute in some capacity to undergraduate education. These indicators are followed up yearly in the department's operational plan. **Importance of Educational Skills** When advertising a position, BTH clearly state the importance of educational skills and experience. BTH provides instructions for creating a teaching portfolio to assist with applications for teaching positions, Instructions for the pedagogical portfolio – how you document your pedagogical qualifications (BTH-1.1.4-002-2019). **Working Hours for Doctoral Students** BTH has its own working hours regulations for doctoral students and teaching assistants. These regulations state, among other things, that doctoral students are not entitled to overtime compensation and that vacation is scheduled during the summer.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Teaching duties for doctoral students is followed up yearly in the review of the Individual Study Plan (ISP) where it is ensured that the doctoral students have a balance between their studies and teaching duties and don't hinder the doctoral students from carrying out their research activities. **Gap** The workshops showed that there are shortcomings for staff planning, e.g., some R4 expressed that the time for supervision of doctoral students was not included in their planning and that some courses have an understaffing that constitutes a lot of overtime. A problem for some R2 and R3 researchers is that there is so much teaching that there is little time for research.	
34.	**Complaints/appeals** *Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.*	
++	**National legislation** Work Environment Act (SFS 1977:1160): The purpose of this Act is to prevent occupational illness and accidents, and to otherwise ensure a good work environment. Systematic Work Environment Management (AFS 2001:1): These regulations lay the foundation for systematic work environment management in Sweden. They require employers to identify, address, and continuously improve workplace conditions to ensure the safety and well-being of employees. This includes risk assessments, safety measures, and employee involvement in the process. Organisational and social work environment (AFS 2015:4): These provisions address issues like workplace culture, psychological health, and social interactions. Employers are required to promote a positive and inclusive work environment that minimises stress and supports employee well-being. Discrimination Act (SFS 2008:567): It ensures that individuals are treated fairly and equally in workplaces and other areas of society. The Equality Ombudsman (in Swedish, it is referred to as DO/Diskrimineringsombudsmannen): Is an authority in Sweden responsible for promoting equal rights and combating discrimination. The DO's role is to investigate complaints of discrimination based on various grounds, such as gender, ethnicity, religion, disability, sexual orientation, and age. Employment (Co-Determination in the Workplace) Act (SFS 1976:580): Regulates collective labour law. Its name refers to the Act's objective to promote the employee's participation in establishing working conditions and management.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	The Whistleblower Protection Act (SFS 2016:749): This act ensures that whistleblowers are protected from reprisals, such as retaliation or discrimination, for their actions. The Higher Education Ordinance (SFS 1993:100): outlines appealable decisions made by the public university as a public authority. These include staff recruitment processes, where both the appointment process and the appointment itself can be appealed. Doctoral student positions are excluded from this legislation. The Higher Education Appeals Board: Investigates appeals against employment decisions made by government agencies, excluding those related to doctoral students' employments. The Public Administration Act (1986:223): It outlines principles of transparency, accountability, and legality in public administration. This act ensures that government agencies and officials adhere to established rules and procedures, promoting fairness and trust in the interactions between public authorities and citizens. The Swedish Work Environment Authority is the supervisory authority that ensures employers comply with the legal requirements to establish internal whistleblower functions. To check the quality of the work environment, workplaces can be visited by an inspector from the Swedish Work Environment Authority. **Organisational regulation** BTH has a well-developed approach to systematic work environment management with clearly defined routines, as outlined in the work environment handbook. Employees at BTH, should first contact immediate manager/supervisor. If they feel uncomfortable approaching supervisor, they could turn to the workplace safety representative or the HR department. The workplace safety representative is the employees' representative in matters related to workplace safety and monitors workplace safety issues within their designated area. The workplace safety representative is the selected representative of the employees and is tasked with representing their colleagues and working towards a safe working environment in accordance with occupational health and safety legislation. The workplace safety representative can also serve as a resource and discussion partner for the person responsible for workplace safety. Everyone working at BTH is obligated to report an incident or a workplace injury whenever it occurs. BTH has a reporting system for this purpose. The investigation of incidents and workplace injuries is conducted by the supervisor, together with the affected individual and the workplace safety representative, to examine why it happened and what can be done to prevent similar occurrences. It is crucial to identify the root causes of the incident and, based on that, decide on preventive measures.	

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Activities that cannot be immediately addressed should be included in an action plan and followed up by the supervisor. There is also a new anonymous whistleblower procedure on the BTH website. For additional details, please refer to points 10, 12 and 23.	
35.	**Participation in decision-making bodies** *Employers and/or funders of researchers should recognise researchers being represented in the relevant information, consultation and decision-making bodies of the institutions for which they work as wholly legitimate, and indeed desirable, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the relevant institution.*	
++	**National legislation** The Swedish Higher Education Act (SFS 1992:1434) and The Higher Education Ordinance (SFS 1993:100, chap. 2, § 7a) specify the involvement of researchers in the decision-making processes of their respective institutions. **Organisational regulation** By implementing collaborative processes, employees involved can contribute their expertise in discussions leading up to decisions and engage with labour organisations. A well-functioning collaboration can also cultivate greater awareness and commitment to the organisation's requirements for change and development. In this manner, collaboration can enhance the organisation by informing employer decision-making, particularly in relation to operational development and strategic competence supply. Teachers at BTH should be represented in most decision-making councils, and decisions should be made by academically qualified individuals in certain cases. As a researcher at BTH, it is possible to become involved with decision-making bodies at many levels: - Being a teacher representative on the Recruitment Committee. - Becoming a member of the board of the doctoral student council. - Participating in a faculty board. - Becoming a member (through voting) of the university board. - Taking on the role of a safety officer responsible for safety and the working environment, including psychosocial aspects. The main problem for participation is lack of time among the researchers, rather than lack of opportunity.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals

TRAINING AND DEVELOPMENT

36.	**Relation with supervisors**	
	Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) so as to take full advantage of their relationship with them. This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.	
++	**National legislation** The Higher Education Ordinance (SFS 1993:100, chap. 6, § 28, § 29): An individual study plan (ISP) shall be drawn up for each doctoral student. Every doctoral candidate will be assigned a minimum of two supervisors, one being designated as the primary supervisor. Continuous supervision is a right for doctoral candidates throughout their academic journey unless exceptions are made under Section 30 of the regulation by the vice-chancellor. If desired, a doctoral candidate is permitted to switch their supervisor. **Organisational regulation** BTH offers doctoral education with an Individual Study Plan (ISP). This document outlines the education's content, objectives, admission process, structure, supervision, examination procedures, and other essential regulations that govern the program's implementation. In the ISP, doctoral students and supervisors collaborate to define education content, established within 60 days of enrolment, and reviewed annually. The ISP specifies learning activities and progression for the doctoral journey. BTH's procedures for reviewing and making decisions through the ISP specify that ISP follow-up meetings should occur annually or, when necessary, involve the research student, examiner, main supervisor, a supervisor, and a senior reviewer designated by the research student (active at BTH but outside the student's own department and preferably within the same faculty, preferably holding associate professor credentials). This plan is subject to review by education and research officers before receiving approval from the dean. For every doctoral student, a minimum of two supervisors and one examiner are designated. Among the supervisors, one is designated as the main supervisor. The main supervisor must hold a position as a professor, adjunct professor, associate professor with a research-focused qualification, or an associate professor employed at BTH. The main supervisor, together with the examiner and the doctoral student, is responsible for specifying activities and educational components within the individual study plan, ensuring goal achievement in accordance with degree programme requirements. For research students engaged in	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	teaching, a teaching mentor shall be appointed in consultation with the research student, providing support and guidance for their teaching endeavours.	

37. **Supervision and managerial duties**
Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
++	**National legislation** See point 36. **Organisational regulation** The doctoral supervision course is addressed to individuals with a doctoral degree who supervise or are expected to begin supervising doctoral students as part of the professional development of researchers at BTH. The course aims at strengthening the participants' pedagogic competence in doctoral supervision and at contributing to a deeper understanding for interplay and responsibility between supervisors and doctoral students, for the rules and regulations and the conditions of the doctoral programme, and at promoting the exchange of experiences between doctoral supervisors. In BTH's pedagogical plan, which is published annually, the research supervision course is offered with two different start dates: one in the spring semester and another in the autumn. The relationship between doctoral students enrolled at BTH and their supervisors is described in the document "Roles and responsibilities in doctoral education" (D314/19).	No gaps were identified.

38. **Continuing Professional Development**
Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
++	**National legislation** The Higher Education Ordinance (SFS 1993:100, chap. 6, § 29) **Organisational regulation** At BTH, we actively encourage continuous professional development, recognizing its value for future employment prospects. We consistently work to create new courses and training opportunities tailored to researchers' needs. These courses may be initiated based on researcher requests or to fulfill national requirements.	No gaps were identified.

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	For instance, in line with the most recent collective bargaining agreement with unions, BTH's local working hours agreement for teachers specifies that all BTH employees should be provided with a 10 percent allocation for competence development. Additionally, Erasmus funds can be utilised to attend external courses and seminars. BTH has allocated funds for publication incentives where the researchers can apply for funds based on publications. The intention is that the funds should constitute an incentive for the individual researcher, while the allocation contributes to promoting the development of research at the department. For additional details, please refer to points 28 and 39.	
39.	**Access to research training and continuous development** *Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, take up and effectiveness in improving competencies, skills and employability.*	
+/-	**National legislation** The Higher Education Ordinance (SFS 1993:100): Encompasses the qualifications and evaluation criteria relevant to the selection process for various academic roles, including professors, senior lecturers, assistant professors, instructors in artistic disciplines, adjunct professors, visiting professors, associate professors, doctoral students, teaching assistants, and clinical assistants. In accordance with The Higher Education Ordinance, it is a requirement to establish a comprehensive study plan for doctoral students. Each doctoral candidate should be furnished with an individualised study plan, outlining the commitments agreed upon by both the doctoral student and the higher education institution. This plan also includes a structured timetable for the doctoral student's educational journey. The adoption of this plan is a collaborative effort involving the doctoral student and their supervisors. **Organisational regulation** BTH has established comprehensive employment regulations and guidelines, designed to facilitate career progression and professional growth for all staff members, including teachers and researchers. The university places significant emphasis on continuous qualifications and offers its staff annual performance appraisals and opportunities for professional development. Through its Higher Education Development Unit, BTH provides a diverse range of courses and seminars, with a particular focus on pedagogical development. Additionally, BTH has extended its career options beyond those stipulated by National legislation, introducing positions such as first lecturers and associate professors to drive improvements in pedagogical and research quality.	**See action 1 and 10.**

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	Doctoral students also benefit from this commitment to professional development, as they have access to a variety of courses and support services through the Doctoral Student Portal. BTH actively promotes ongoing professional development, including specialised courses and training opportunities for researchers, with funding available from various sources. This point is closely related to points 28, 30 and 38. **Gap** The workshops revealed that better dissemination of available courses, mentors, and development networks is desirable.	

40. Supervision
Employers and/or funders should ensure that there is a clearly identified person to whom early-stage researchers can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support, and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.

| ++ | **National legislation**
Listed in point 36.

Organisational regulation
BTH has local guidelines on the roles and responsibilities in research education (BTH-5.1.2-0127-2019). The purpose of roles and responsibilities in doctoral education is to clarify the different roles and responsibilities to create conditions for goal-oriented, systematic and continuous quality development and securing of third-cycle education. Each doctoral student should have at least two supervisors. One of them should be the main supervisor. A doctoral student can have more than two supervisors, but at least two should be employed at BTH. The doctoral student is entitled to supervision during the education as long as the Vice-Chancellor does not decide otherwise by virtue of Chapter 6, Section 30 of the Higher Education Ordinance.

A research student who so requests shall be allowed to change supervisor. For assessment and grading in doctoral education, the university shall, according to the Higher Education Ordinance Chapter 6, Section 32, specifically appoint a teacher as examiner. Each research student who conducts teaching shall be assigned, in consultation with the research student, a teaching mentor and thereby receive support and advice for their teaching. The research student's individual study plan must be reviewed at BTH by a senior reviewer selected by the research student.

At BTH there is a doctoral committee within the Blekinge Student Union to secure the research students' right to influence the design of the doctoral education. For all roles, one must be well acquainted with the rules and conditions that apply to third-cycle education and always observe and work for equality between women and men and equal opportunities by clearly counteracting all | No gaps were identified. |

Implementation	GAP/Implementation impediments	Initiatives undertaken/new proposals
	forms of discrimination and harassment. All roles must also consider the university's mission to promote sustainable development and understanding of other countries and international conditions in doctoral education. Both supervisor and research student shall be available for supervision and the relationship between supervisor and research student shall be characterised by respect, clarity, constructiveness, and creativity. Every doctoral student adheres to a programme that undergoes continuous updates through collaboration with their supervisors. The supervisors are tasked with providing support, engaging in discussions, reviewing the doctoral students work critically, and guiding their endeavours to achieve the desired learning outcomes. Within the framework of the Individual Study Plan (ISP), doctoral students and supervisors collaborate to define the doctoral education's content. This plan is established within 60 days from the doctoral education's commencement and undergoes annual reviews.	

References

A

Act on responsibility for good research practice and the examination of research misconduct (SFS 2019:504)
Act on Copyright in Literary and Artistic Works (SFS 1960:729)
Act on the Right to Employee's Inventions (SFS 1949:345)
Act on the Public Sector's Making Data Available (SFS: 2022:818)
Agreement on fixed-term postdoc employment
Act on Protection against Accidents (SFS 2003:778)
Annual Leave Act (SFS 1977:480)
Administrative Services Agency (In Swe: Kammarkollegiet)

B

BTH vision and strategy (BTH-1.1.3-0330-2020) (BTH website)

C

Co-Determination in the Workplace Act (MBL, SFS 1976:580)

D

Doctoral Student Portal (BTH)
Design Protection Act (SFS 1970:485)

Discrimination Act (SFS 2008:567)

E

Employment Protection Act (SFS 1982:80)
Employee's Right to Educational Leave Act (SFS 1974:981)
Employment Ordinance (SFS 1994:373)

G

General Data Protection Regulation (EU 2016/679)
Guidelines for employment and promotion of teachers and appointment to docent at Blekinge Institute of Technology (BTH-1.1.3-0260-2023)
Gender mainstreaming (BTH website)
Good Research Practice (In swe: Vetenskapsrådet)

I

Instructions to applicants at appointment of teachers, promotion and appointment to docent (BTH-1.1.3-0292-2020)
Instructions for the pedagogical portfolio – how you document your pedagogical qualifications (BTH-1.1.4-002-2019).
International BTH (BTH website)

L

Leave of Service Ordinance (SFS 1984:111)

M

MSBFS 2016:7 regulations and general advice on state authorities' risk and vulnerability analyses. (In Swe)
MSBFS 2020:6 regulations on information security for government agencies. (In Swe)
MSBFS 2020:7 regulations on security measures in information systems for government authorities. (In Swe)
MSBFS 2020:8 regulations on reporting IT incidents for government agencies. (In Swe)

N

National Insurance Act (SFS 1962:381)

O

Ordinance on protection against accidents (SFS 2003:789)
Organisational and social work environment (AFS 2015:4)
Ordinance on Annual Report and Budget Documents (SFS 2000:605)

The Job Security Foundation (In Swe: Trygghetsstiftelsen)
The Public Administration Act (1986:223)
The Collective agreement (Terms and Conditions Agreement)

W

Work Environment Act (SFS 1977:1160)
Systematic work environment work (AFS 2001:1), regulations
Work environment, employee benefits and support (BTH website)
Working Hours Act (SFS 1982:673)
The Whistleblower Act (SFS 2016:749)

U

Use of work equipment (AFS 2006:04)