Sveriges lantbruksuniversitet
Swedish University of Agricultural Sciences

Pilot project group

MEMORANDUM SLU ID: SLU. ua 2018.1.1.2-502

19/02/2018

Report on systematic quality assurance of courses and programmes at SLU

1 Introduction

This document contains a description of how systematic quality assurance is to be conducted at SLU from 2018 onwards. The method involves the application of the framework for the quality assurance of courses and programmes at SLU (SLU ID:SLU.ua 2016.1.1.2-4643) adopted by the university, and are based on the experience of the pilot project conducted in February 2017 to February 2018 to test and, if necessary, develop SLU's quality assurance system for degree programmes at all levels.

The guidelines in chapter 4 also constitute a separate governing document established by the vice-chancellor (SLU ID: SLU ua 2018.1.1.2-501). In systematic

quality assurance, the current version of the governing document must always be used with the guidelines.

The guidelines have been prepared by the project group for the pilot project: Yvonne Andersson, Lotta Hansson, Kristina Julin and Helena Eklund Snäll (Division of Planning) and Roger Pettersson and Cecilia Almlöv (Division of Educational Affairs). The Council for PhD Education at SLU (Fur), the Board of Education (UN), the heads of division of the university administration, who participated in the pilot project, and a reference group with faculty programme directors and education officers, have all been consulted.

2 Brief description of the pilot project

A pilot project was conducted in 2017, in order to test the quality assurance process that is part of the university's recently adopted [framework for the quality assurance of courses and programmes at SLU](). The principles for the quality assurance process and a description of the in-depth factors are included in the framework. During the test, four undergraduate and Master's programmes were reviewed, along with certain aspects of the doctoral programmes. In addition, parts of the support activities within the university administration were also included. An overview of how the pilot project was implemented is provided in figure 1.
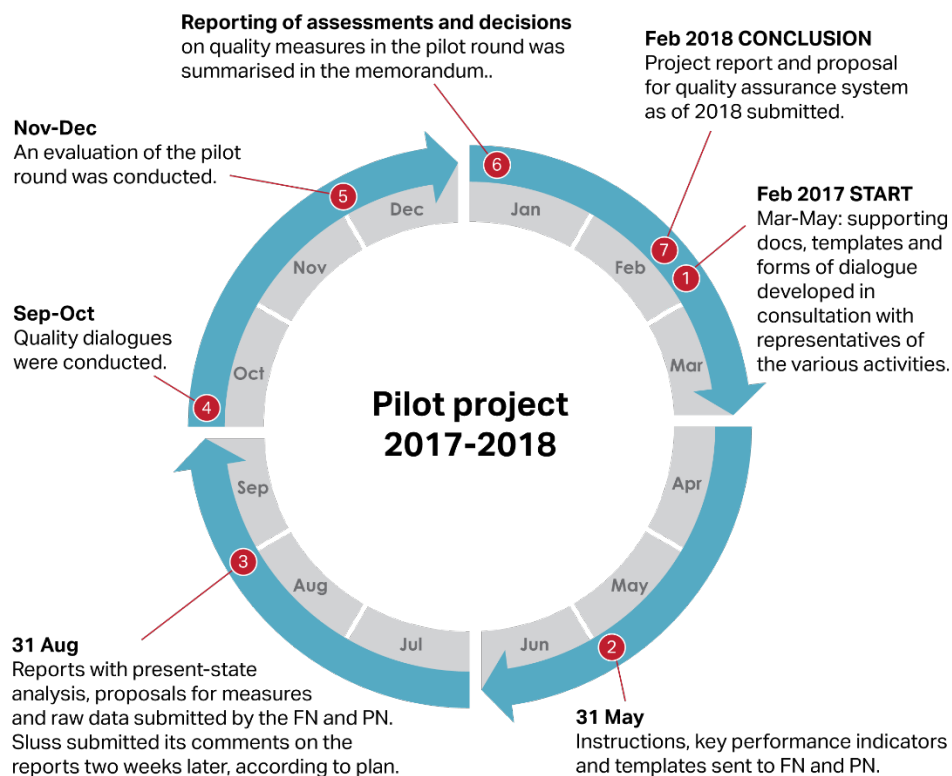

Reporting of assessments and decisions on quality measures in the pilot round was summarised in the memorandum..

Feb 2018 CONCLUSION Project report and proposal for quality assurance system as of 2018 submitted.

Nov-Dec An evaluation of the pilot round was conducted.

Feb 2017 START Mar-May: supporting docs, templates and forms of dialogue developed in consultation with representatives of the various activities.

Sep-Oct Quality dialogues were conducted.

Pilot project 2017-2018

31 Aug Reports with present-state analysis, proposals for measures and raw data submitted by the FN and PN. Sluss submitted its comments on the reports two weeks later, according to plan.

31 May Instructions, key performance indicators and templates sent to FN and PN.

Fig. 1. A summary of the pilot project conducted during February 2017 to February 2018 in order to test the quality assurance process for SLU programmes.

3   Evaluation of the pilot round

Opinions on how different elements of the quality assurance process worked were obtained through oral evaluations with Fur (4 Dec 2017), the reference group with faculty programme directors and education officers (6 De 2017) and the UN (13 Dec 2017), as well as through written correspondence directly with participants in quality dialogues. Prior to the evaluation discussions, a number of questions were distributed, in order to assist reflecting on each respective activity (annex 5.1). The questions were sent to all who participated in the pilot project, and the members of both Fur and UN were asked to present the combined image of the respective faculty board (FN), programme board (PN) or Sluss, during the evaluation discussion. The opportunity to submit written comments directly to the project team was also provided.

Prior to each evaluation session, proposals for annual and six-year plans for review of all the degree programmes at SLU were also circulated. The proposal for a six-year plan for undergraduate and Master's programmes was discussed once more, after each evaluation meeting, of the four programme boards, which then had the opportunity to submit amendments at a detailed level.

A summary of the conclusions of the oral evaluations and the written comments received can be found in annex 5.2. The project team considered these perspectives and opinions when preparing the instructions in chapter 4 below.

4   Instructions for continued operation

4.1 Division of roles

The primary responsibility for the administration and promotion of SLU's systematic quality assurance process for courses and programmes is with the Division of Planning, according to the university administration strategy 2017–2020 and operational plan for 2018. When in 2018 the work becomes part of regular operations, a task force at the divisions should be responsible for the coordinating of all phases of the quality assurance process so that they are implemented as per the decisions made. The working group should also be responsible for the on-going development of the quality assurance system. A representative of the Division of Educational Affairs should be included in the working group. The recommendation from the project group is that the working group should be chaired by Analyst Helena Eklund Snäll in 2018.

The faculty boards and programme boards are expected to do the following:
- Prior to the quality dialogues, and for each programme to be reviewed, provide documentation that is designed according to the instructions provided.

- Ensure that the staff that are involved in the educational process are provided with the opportunity to contribute to the work with the supporting documentation. The experiences and views of teachers/supervisors should be captured and taken advantage of in an appropriate forum (e.g. quality improvement seminars or workshops with supervisors and directors of studies/programme directors of studies, course coordinators and teachers).
- Plan the work so that representative(s)/doctoral student(s) are provided the opportunity to participate in the work with the supporting documentation.
- Based on the given framework, appoint participants to the quality dialogues.
- Implement the developmental measures identified in the present-state analysis and in the quality dialogue, according to the decision of the vice-chancellor and the Board of Education, and to report back according to planned follow-up.

Sluss/the Sluss PhD Student Council (DN) is expected to:

- Appoint student/doctoral student representatives to participate in the quality dialogues.
- Contribute to effective communication between relevant student/doctoral student representatives and the team leaders, as well as other participating groups.
- Provide comments on the respective reports submitted by the FN and PN.

The external reviewer is expected to:
- Provide an external perspective in the review of SLU's programmes.

The heads of division within the university administration are expected to:

- Prior to the quality dialogues, prepare supporting documents that are designed according to the instructions provided.
- Ensure that employees working with support for the educational process are provided with the opportunity to contribute to the work on the documentation.
- Based on the given framework, appoint participants to the quality dialogues.
- Implement the developmental measures identified in the present-state analysis and under the quality dialogue, according to the decision by the head of university administration, and to report back according to planned follow-up.

4.2 Six-year plan for systematic quality assurance of all programmes

According to the newly-developed national quality assurance system for higher education from the Swedish Council for Higher Education (UKÄ), each higher education institution must ensure that the quality of courses and programmes is assured, and a plan for this is to be reported. SLU's quality assurance is based on the six-year plans for the review of doctoral programmes and undergraduate/Master's programmes, as presented in figures 1 and 2, and again later in more detail in annex 5.3. The plan for examining undergraduate and Master's programmes is based on the following principles:

- − Quality assurance is in itself quality-driving and should be seen as part of the regular development work.
- − Programmes of the same type (long professional programmes, short professional and undergraduate programmes, Master's programmes, etc.) are examined simultaneously regardless of which programme board they belong to.
- − Professional programmes are reviewed early in the process as it is important that high quality can be ensured, as the programmes are unique to SLU and important for the national skills supply.
- − The programmes included in the 2017 pilot round are not to be reviewed again during the current six-year period – as long as follow-up shows that development measures are implemented according to plan.
- − The programmes that have recently undergone an external audit are included in the regular quality assurance round, but do not need to develop new supporting documentation. In these cases, the quality dialogue has the results of the external audit as a starting point.
- − Programmes offered jointly by SLU and other higher education institutions are examined primarily by the institution which issues the degree. In cases where another higher education institution issues a degree, the programme is not encompassed within a quality dialogue, however the results of the other institution's review are still being followed in the SLU quality assurance system (at the appropriate time within the SLU's follow-up cycle; see 4.3. point g).

	PILOT	ORDINARY OPERATION					
	2017	2018	2019	2020	2021	2022	2023
SLU review	Quality area 4	Quality areas 1-2	Quality areas 3-4	Quality areas 5-6	Quality areas 1-2	Quality areas 3-4	Quality areas 5-6
SLU follow-ups		Previous year's dialogues	Previous year's dialogues	Previous year's dialogues.	Previous year's dialogues	Previous year's dialogues.	Previous year's dialogues
UKÄ audits		Legal - supervision of the HEI	Review of SLU's quality assurance efforts. Thematic evaluation.	Doctoral prg chemistry	Thematic evaluation		

Fig. 2. Proposal for a six-year plan for quality assurance of SLU's doctoral programmes.

	PILOT	ORDINARY OPERATION					
	2017	2018	2019	2020	2021	2022	2023
SLU review, program type	Mixed	Long professional prgs	Short professional and undergrad prgs	Master's prgs	Master's prgs	Master's prgs	Other (freestanding courses, foundation year prgs, contract edu., shared prgs, evaluation)
SLU follow-ups			Prgs in the pilot	2018 programmes	2019 programmes	2020 programmes	2021 programmes
UKÄ audits		Legal - supervision of the HEI	Review of SLU's quality assurance efforts. Thematic evaluation.		Thematic evaluation		

Fig. 3. Proposal for a six-year plan for quality assurance of SLU's undergraduate and Master's programmes.

The university's quality assurance model is used in regular operations for the first time in 2018. It is important that there is a readiness in all relevant parts of SLU to make adjustments to the six-year plans, to the extent that adjustments may need to be made. Where appropriate, the Division of Planning shall discuss any proposals for changes with the educational organisation well in advance before the changes are decided and come into force.

4.3 Annual process for systematic quality assurance of SLU's programmes

The project group's proposal for the annual cycle of the systematic quality assurance of SLU programmes ("examination review") is summarised in figure 4 below.
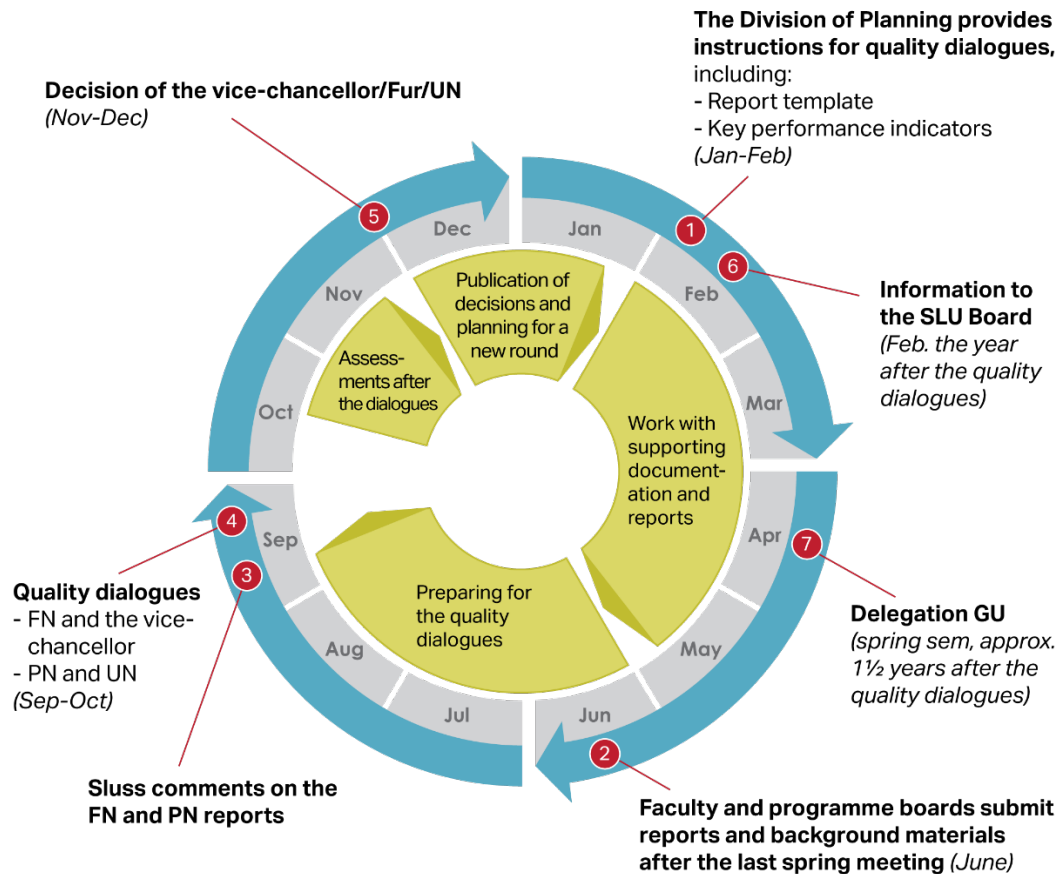
Fig. 4. Proposed annual cycle for quality assurance of SLU the educational programme at all levels.
FN = faculty board; PN = programme board; UN = Board of Education; Fur = Council for PhD Education; GU = undergraduate and Master's programmes.

The annual cycle for the systematic quality assurance consists of seven phases:

a) **Initiation of the current year's quality assurance** (January–February): The Division of Planning will provide and distribute via email and through web publishing instructions and other documents needed (see Appendix 6.2), as well as the dates for quality dialogues with faculty boards (FN), programme boards (PN) and the PhD Student Council/Sluss.

   The long-term ambition is that the instructions will be distributed in early February each year. However, in 2018, it will not be done until March, after the pilot project has been completed.

b) **Present-state analysis** (February–June): The FN and PN analyse the quality of the educational process, based on SLU's quality standards and in accordance with given instructions and supporting documents. The results are presented in questionnaires and as a brief summary report per programme.

c) **Preparations for quality dialogues** (June–September): All involved prepare for quality dialogues, assuming that the faculty/programme boards, chairpersons of the Fur/UN and Sluss/DN at the beginning of the dialogue raise the results of the present-state analysis that they want to focus on during the dialogue (see agenda in annex 5.4). Sluss/DN submits written comments to the submitted reports and appoints student representatives to participate in the quality dialogues.

d) **Quality dialogues** (September–October): Based on the state of the present-state analysis and proposed development measures, the quality of the programmes is discussed. In order to promote a good conversation climate, the number of participants is limited so that the dialogue is conducted in a relatively small group. Those present should therefore involve other interested parties, such as members of boards and others involved at the respective faculty, in both the preparatory work and subsequent work, and inform them of the results of the dialogue as conducted. The units that are expected to participate in the dialogues for each level are shown below.

- Undergraduate and Master's programmes (for each programme)
  - Programme board: chair, programme director of studies, teacher representative, faculty programme director and/or education officer.
  - Sluss: one student representative
  - UN: chair, secretary
  - External reviewer: perhaps UN's external member (a suggestion).
- Doctoral programmes
  - Faculty board: chair or vice-chair of the doctoral education committee, director(s) of studies for doctoral programmes, representative for supervisors, faculty programme directors responsible for doctoral programmes and/or education officers for doctoral programmes.
  - PhD Student Council: one doctoral student representative
  - Fir: chair, secretary.
  - External reviewer: may be the UN's external member.

The dialogues are chaired by the chairpersons of the UN and Fur. A UN/Fur secretary takes general memoranda notes, which are reviewed and approved by all participants. The faculties themselves decide if the dean is to participate.

e) **Assessment** (October–December): Based on the quality dialogues and the present-state analyses, the chair of the Fur/UN assesses the programmes examined and, if necessary, proposes quality-enhancing development measures. The head of university administration participates in this work, focusing on the development needs of support activities. The preliminary

assessment is then reviewed and approved by the respective faculty board/programme board, which is provided with the opportunity to comment before they discuss the quality reports in the Fur and UN.

f) **Feedback** (December–February): The result of quality assurance, i.e. Fur and UN assessment and adopted development measures, are shared with the education officers and published in a memorandum published on the web. Assessments and actions related to support activities are dealt with within the following year's quality assurance process within the university administration (see Section 4.4). The SLU Board is informed at its February meeting.

g) **Follow-ups**: A general review for approval is made as below for the different levels.
   - First-cycle and second-cycle courses and study programmes In connection with the UN's spring conference about 18 months after each quality dialogue.
   - Third-cycle courses and study programmes In connection with quality dialogues in subsequent years.

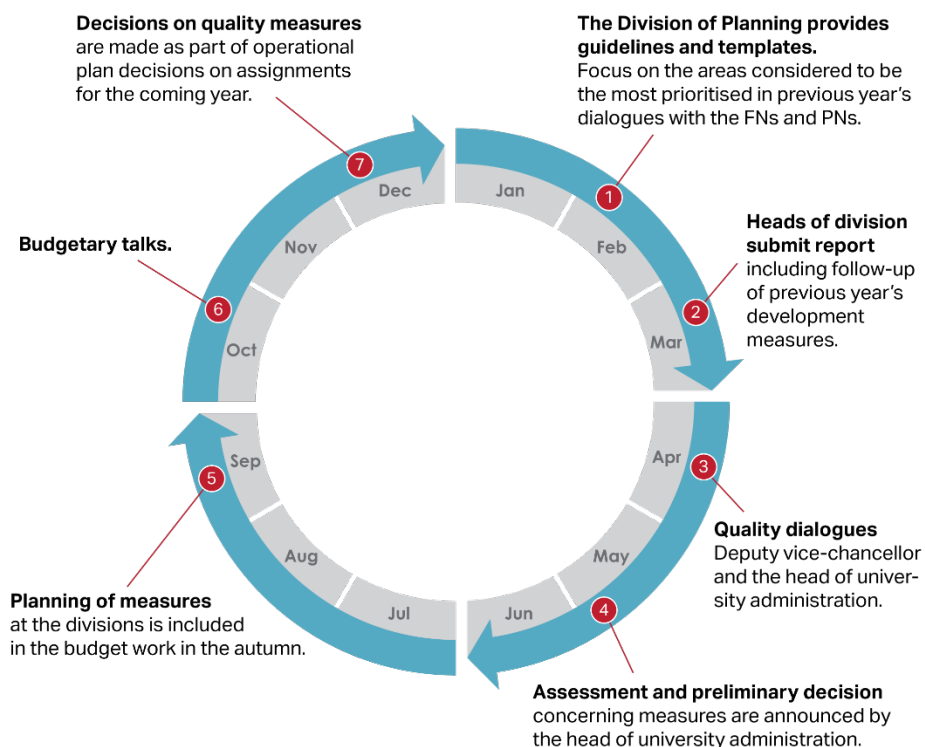## 4.4 Annual process for systematic quality assurance of support for SLU programmes

Fig. 5. Proposed annual cycle for quality assurance of support activities, i.e. support for SLU programmes at all three levels.

In order to ensure good quality in the support for education processes and activities, quality dialogues are conducted with parts of the university administration. Initially, plans are made for annual dialogues with the Division of Facility Management, the Division of IT, the Division of Communication and the Division of Educational Affairs.

These quality dialogues will focus on issues and areas of audit identified in connection with previous year's reviews and other assessments such as, for example, internal audit reports.

The systematic quality assurance of support activities includes the following phases:

a) **Initiation of the current year's quality assurance** (January–February): The Division of Planning provides and distributes instructions as well as the other documents required (see annex 5.4), as well as the date of quality dialogues with the relevant division managers. In March 2018, the instructions will be distributed after the pilot project has been completed, but the ambition is that it will be done in early February each year.

b) **Present-state analysis** (February): Analysis of the activities based on issued instructions and supporting documents provided. The results are reported in questionnaires and as a brief summary report per programme.

c) **Quality improvement dialogues** (March–April): Based on analysis and proposed development measures, the quality of the support activities is discussed. The participants are representatives of the Fur/UN (chair), the head of university administration, the division concerned and the Division of Planning (as secretary of Fur/UN).

d) **Assessment** (April–May): Based on quality dialogues and present-state analyses, the head of university administration assesses the quality of the audited support activities. If there is a need for quality-enhancing development measures, they are proposed.

e) **Feedback** (June–December): The head of university administration's assessments will be announced to the heads of division in June, for preparation of possible proposals for action, and will be made public by means of a memorandum posted on the web. In December, following the budget talks (Oct–Nov), when there is an opportunity to discuss major development measures, the head of university administration makes the decisions concerning specific assignments for each division as part of the regular decision about the upcoming year's operational plan for the university administration.

f) **Follow-up:** Done in connection with subsequent year's quality dialogues.

4.5 Long-term development work

4.5.1. Translation to English
In order to enable all SLU teachers and students to participate in quality assurance, all key documents must be translated into English as soon as is feasible. This is in accordance with SLU's language policy and language guidelines.

4.5.2. Development of system support
The project team noted early on that user-friendly, web-based support is needed. The tool should enable UN/PNs to easily fill in the questionnaire (register its indicator follow-ups) directly in a database, and facilitate the Division of Planning's work with compiling and analysing the information. The use of Excel (or equivalent) in the pilot is a temporary solution while a web solution is being developed and tested. During the pilot project, the project team has discussed possible solutions for how a web-based system support can be designed. Once a decision on the regular operation of SLU's quality assurance system has been made, system development should begin to get a web-based solution operational as soon as possible.

4.5.3. Development of procedures for obtaining key performance indicators (statistics)
The Division of Planning regularly compiles educational statistics for the annual report, the Board, the UN, Fur and now also for the systematic quality assurance. There is a need to review the contents and scope of the statistics summaries, as well as the timetable for when they become available and where they are published. This work should take the needs of the quality assurance into account to a significant extent.

4.5.4. Utilisation of external reviewers
When SLU's framework for quality improvement work was presented, the decision that further external assessment was not required was made, based on current information on UKÄ's plans for the review of degree programmes. However, SLU should develop a plan for *if*, *when* and *how* in the future SLU may need to use external reviewers within the framework of the quality assurance.

4.5.4. Review of framework and indicators
SLU's quality assurance system aims at building a quality culture in the sense of achieving a systematic approach to analysis, discussion and development work on all aspects of the education process. The quality assurance system is to provide support for discussions, assessments and priorities of what is most important for the individual programme to focus on right now. It is therefore important that the quality assurance process itself continues to develop in order to become a "learning loop" where new experiences and views lead to development which in turn results in higher quality of the quality assurance itself.

The questions and indicators that make up SLU's quality standards should be reviewed on a regular basis. The evaluation of the pilot round of systematic quality assurance has clarified the need to rephrase or delete some indicators or add new ones. Furthermore, the follow-up of initiated development measures can demonstrate the need for prioritising certain quality standards or fields in relation to others in subsequent quality assurance work.

The project team recommends that a review be made annually after each completed quality assurance round. The actual framework should also be continuously reviewed in accordance with the decision of the vice-chancellor.

5 Annexes

5.1 Submitted evaluation questions

1. About scheduling, the annual cycle and the six-year cycle

    In the pilot project, the dialogues were conducted during Sept–Oct and the supporting documents from the activities were submitted on 31 August. The period of preparation and anchoring in each organisation was three months, between 31 May and 31 August. The period for Sluss to comment on submitted supporting documents was 1–12 September. In preparation for the future dialogues, we want to know:

    – What do you think is an appropriate period of time (weeks/months) for preparation and anchoring?

    – When is the appropriate time during the academic year for the preparation of the activities or for the dialogues?

    – What is a reasonable timeframe for submitting feedback or make decisions after the dialogues?

    – Other views on scheduling?

2. About the supporting documents

    The supporting documents from the activities were a short report on programmes, with the present-state analysis and suggestions for measures to increase the level of quality, plus a more detailed supporting document (Excel file). Sluss commented on each report. The Excel file was intended for the analysis done by the different parts of operations, anchoring and involvement of the staff as well as in preparing the report. Two files with key performance indicators were included as background information.

    – What are your opinions on the design and scope of the report? Is there anything that should be changed, added or deleted?

    – What do you think of the Excel file with questions per quality area and standard? How was it used as support in your work? Is there anything that should be changed, added or deleted?

    – What do you think of the key performance indicators as background material? How was it used as support in your work? Is there anything that should be changed, added or deleted?

    – Other comments on the supporting documents?

3. About the quality dialogues

    In order to promote a good and open dialogue, the number of participants was limited and no formal notes were taken during the dialogue. Representatives in the dialogue were expected to involve members of boards and others involved at the respective faculty, in both the preparatory work and subsequent work, as well as inform them about the actual dialogue.

- What is your opinion about the number of participants in the dialogues? Should it be changed in any way?
- What is your opinion about the participants in the dialogues, was any unit missing or was anything unnecessary?
- What is your opinion about the agenda of the dialogues? Was there any aspect that was missing or took too much or too little time?
- What is your assessment of how the open dialogue worked out? What do you think of the discussions as a development forum for quality improvement work?
- During the dialogues, most people physically sat at the same table, but on a few occasions, people participated per weblink. What is your opinion about the video link-up dialogues?
- Other views on the dialogues?

4. About the results from the quality improvement work

In order for the quality improvement work to have the intended effect, it is vital that the work is well anchored and that time is set aside to work with these issues in different fora. In the pilot project, the conditions were not optimal in terms of time before the dialogues. Now, after the dialogues, a draft assessment and development proposal in November will be sent to each PN/FN so that any misunderstandings or uncertainties can be pointed out. Decisions on possible actions are made by the UN/vice-chancellor in December. The university management's assessments are reported to the SLU Board and information is published on the staff web.

- Anchoring and work: What parts of operations could be included in the pilot project? What parts were not? How could the process be designed (time-wise or otherwise) so that enough time is set aside for the quality improvement efforts that you consider necessary?
- Feedback and decisions: What are your views on how feedback and decisions are meant to be addressed? Do you believe that part of the quality assurance process needs to be changed in any way?
- Other views or expectations of results or follow-up of the quality improvement work?

5. About communication
   - What do you think of the communications (content and channels) during the pilot project?
   - Have you received the information that is needed or should communication be done in a different way?
   - How has time and general planning worked out for your operations? Should anything be changed?
   - Other perspectives/thoughts concerning communication?

6. Other
   - Your overall assessment and any comments that have not been stated above?

5.2 Summary of views and opinions submitted by Fur, UN, the reference group with faculty programme directors/education officers and individual programme directors of studies and student representatives

5.2.1. Time aspects

Annual cycle

The process for the annual cycle should be adjusted so that the work of the faculty boards (FN) and the programme boards (PN) to develop the supporting documents in preparation for quality dialogues is given more time and scheduled at an earlier date. Instructions and templates should therefore be provided as early as possible in the spring term, and supporting documentation should not need to be submitted until three months later. Quality dialogues should be held early in autumn, but not earlier than to allow the relevant student/doctoral student representatives and the Sluss/PhD Student Council a reasonable period time after the summer break to read and comment on the FN and PN reports (approximately 5 weeks needed).

From the support activities within the university administration, requests were made for an early annual cycle so that quality dialogues are implemented before the summer and any measures included in the budget work in the autumn.

Six-year plan

Regarding doctoral programmes, different opinions were expressed about the best way in which programmes should be examined over a six-year period. The views ranged from the desire to have comprehensive quality dialogues (deal with all quality areas at the same time) repeated infrequently, to the view that they should be less comprehensive (deal with only one or two quality areas at a time) but d be repeated annually. However, Fur agreed to support the proposal presented by the project team, which means a three-year cycle in which two quality areas are dealt with simultaneously with annual recurring dialogues (figure 2).

Regarding undergraduate and Master's programmes, the question a of six-year plan is more difficult because the programmes to be reviewed differ a lot. Although there was consensus that programmes should be distributed as evenly as possible

throughout the six-year period, several programme boards had opinions about when certain types of programmes or individual programmes are best reviewed during the period.

5.2.2. Supporting documents

The supporting documents should be reviewed and, where possible, revised as below. The templates for the supporting documents that are used for the pilot round are available on the staff web.

Key performance indicators
Key numbers, which seem to have been appreciated above all by programme directors of studies and teachers, should be supplemented by information about the number of registered students. To be more user-friendly, the pivot tables should be placed next to each other (not below).

Instructions
The instructions to the FN/PN emphasised the importance of anchoring and time to work with the issues in many fora for the quality improvement work to have the intended effect. Fur, as well as the reference group with faculty programme directors/education officers wanted to add that the FN/PN should anchor the working a way that all those involved in education are given the opportunity to take part in constructive dialogue while at the same time providing for a reasonable workload. Clearer instructions on how to design the SWOT analysis are requested.

Questionnaire (Excel table)
Core operations are concerned that the questionnaire is too comprehensive and time consuming to fill in, and ask for fewer and more general questions. The supporting documents for the questionnaire should therefore be reviewed with the intention of reducing the number of questions (considering whether all questions are important), see if focus can be shifted to the content of programmes (tabs 3–4) and to facilitate the work by separating questions on general administration, which are not programme-specific, so that each programme board only needs to respond to them once. Excel is perceived as a poor tool for this purpose.

The summary report
The scope and structure of the pilot's report is considered to be good. However, clarifications about the length of the report need to be considered when examining more than one quality area (doctoral level), and the number of reports per programme board when examining more than one programme (undergraduate and Master's level).

Supporting documents of faculty boards and programme board
The supporting documents submitted by the faculty boards and programme boards should be published on the web.

5.2.3. The quality dialogues

Participants

All key parties participating should be provided with the opportunity to participate in the dialogues. As the key participating parties may differ between faculties, each faculty and programme board should designate participants themselves on the basis of given limits regarding the maximum number of participants and functions/roles to be represented. It is perceived as positive with an external participant, but it is important that the person in question receives good information about SLU's programmes and procedures prior to the dialogues being conducted. As student recruitment is a crucial issue, especially for undergraduate and Master's programmes, the view that the head of the Division of Communications participate was expressed.

Preparations

The time and place for all meetings must be booked well in advance and the communication with the participants should be clear and frequent, so that no doubt arises about what is going to occur during the dialogues. It should be clear who is responsible for the communication with the student representative before each dialogue and the communication between them must function well. A list of participants should be compiled and distributed prior to each dialogue.

Implementation

The general view seems to be that quality dialogues worked well and were rewarding – the contents were perceived as relevant and resulted in a common understanding of descriptions of problems and issues, and a consensus concerning the potential of the development measures discussed. Several programme directors of studies have stated that they appreciated they were able to bring attention to, discuss and get new perspectives on sometimes difficult issues that they otherwise have to deal with on their own in their work as programme coordinators. As regards the format, quality dialogues should be conducted in the form of physical meetings, i.e. with all participants in the same room. The dialogues should be documented through memoranda notes made available to the participants.

5.2.4. The results of the dialogues (quality reports and memorandum)

There is some concern that the proposals from the dialogues for measures to be taken lead to far too much work for those involved. Clearly, it is important at all stages of how the proposed measures are to be dealt with.

5.2.5. Communications

The communications seems to have worked well. The only exception is communication with student representatives for quality dialogues, which was unsuccessful due to students not being present during the summer months, as well as the appointment of a new Sluss chair. It is important that students/doctoral students receive information about what they are expected to do and how much time to allow for the work.

5.3 Detailed six-year plan for quality review of SLU's undergraduate and Master's programmes

Grundutbildning: "Sexårscykel: Schema för att all utbildning kvalitetssäkras enligt ramverket inom en sexårsperiod" (*enligt projektplan: Utforma kvalitetsdialoger för utbildningar, 2017-02-28; röd text indikerar att programmet ingick i 2017 års pilotomgång*).

1. Långa yrkesprogram
1.1. Agronom - ekonomi (PN-NJ)
1.2. Agronom - husdjur (PN-VH)
1.3. Agronom - landsbygdsutveckling (PN-NJ)
1.4. Agronom - livsmedel (PN-NJ)
1.5. Agronom - mark/växt (PN-NJ)
1.6. Jägmästare (PN-S)
1.7. Landskapsarkitekt Alnarp (PN-LT)
1.8. Landskapsarkitekt Ultuna (PN-LT)
1.9. Veterinär (PN-VH)
1.10. Civilingenjör - energisystem (PN-NJ)
1.11. Civilingenjör - miljö- och vattenteknik (PN-NJ)

2. Korta program, yrkes- & kandidat
2.1. Biologi och miljövetenskap (PN-NJ)
2.2. Djursjukskötare (PN-VH)
2.3. Ekonomi – hållbar utveckling (PN-NJ)
2.4. Etologi och djurskydd (PN-VH)
2.5. Hippolog (PN-VH)
2.6. Landskapsingenjör (PN-LT)
2.7. Lantmästare (PN-NJ)
2.8. Skogsmästare (PN-S)
2.9. Sport- och sällskapsdjur (PN-VH)
2.10. Trädgårdsingenjör - design (PN-LT)
2.11. Trädgårdsingenjör - odling (PN-LT)

3. Masterprogram
3.1. Agricultural Economics and Management (PN-NJ)
3.2. AFEPA (PN-NJ)
3.3. Agroecology (PN-LT)
3.4. Animal Science (PN-VH)
3.5. EnvEuro (PN-NJ)
3.6. Environmental Communication and Management (PN-NJ)
3.7. Environmental Economics and Management (PN-NJ)
3.8. Euroforester (PN-S)
3.9. Hållbar stadsutveckling (PN-LT)
3.10. Horticultural Science (PN-LT)
3.11. Landscape Architecture (PN-LT)
3.12. Landscape Architecture for Sustainable Urbanisation (PN-LT)
3.13. Management of Fish and Wildlife Populations (PN-S)
3.14. Outdoor Environments for Health and Well-beeing (PN-LT)
3.15. Plant Biology for Sustainable Production (PN-S)
3.16. Rural Development and Natural Resource Management (PN-NJ)
[3.17. Soil and Water Management (PN-NJ)]
3.18. Soil, Water and Environment (PN-NJ)
3.19. Sustainable Development (PN-NJ)
3.20. Sustainable Food Systems (PN-NJ)

4. Fristående kurser, uppdragsutbildning, basår m.m.

	2018	2019	2020	2021	2022	2023
SLU-granskning	LT: 1.7, 1.8 NJ: 1.1, 1.4, 1.5 S: 1.6 VH: 1.2, 1.9*	LT: 2.10, 2.11 NJ: 2.1, 2.3, 2.7 (3.19)** S: 2.8 VH: 2.2, 2.4	LT: 3.3, 3.10 NJ: 3.1, 3.7 S: 3.13 VH: 2.5	LT: 3.14 NJ: 3.6, 3.20 (1.10, 1.11)** S: 3.15 VH: 2.9	LT: 3.11, 3.12 NJ: 3.16, 3.18 S: VH:	Frist. kurser, uppdr. utb., basår, Tu-vet, gem. utbildningar***, allmän avstämning / utv.
SLU-uppföljning (övergripande)		LT: 2.6. NJ: 1.3. S: 3.8. VH: 3.4.	LT: 1.7, 1.8 NJ: 1.1, 1.4, 1.5 S: 1.6 VH: 1.2, 1.9*	LT: 2.10, 2.11 NJ: 2.1, 2.3, 2.7, 3.19** S: 2.8 VH: 2.2, 2.4	LT: 3.3, 3.10 NJ: 3.1, 3.7 S: 3.13 VH: 2.5	LT: 3.14 NJ: 1.10**,1.11**, 3.6, 3.20 S: 3.15 VH: 2.9

UKÄ juridisk lärosätestillsyn

UKÄ-granskning av kvalitetssäkringsarbete + tematisk utvärdering

UKÄ tematisk utvärdering

* Kvalitetsdialog som utgår från resultaten av den externa ESEVT-utvärderingen.
**Gemensamt program där Uppsala universitet utfärdar examen och granskar.
***Gemensamma utbildningar där SLU utfärdar examen. Övriga följs upp lämpligt år.

5.4 Documents to be submitted within the framework of the systematic quality assurance work

All documents are made available on the SLU staff web. FU = doctoral programmes;
GU = undergraduate and Master's programmes

Document type	Comments	Responsibility
Key performance indicators	• Key performance indicators from the pilot round (FU and GU) are to be updated and supplemented with information about the number of registered students.	Division of Planning

Instructions	• For the work with the present-state analysis and report. The instructions from the pilot round are reviewed and updated, includes instructions for the SWOT analysis and an invitation to report how the supporting documentation has been developed and anchored.
	
	• Agenda for the quality dialogues. Same structure as during the pilot round:
	  1. Introduction and presentation round
	  2. FN/PN/Uadm present what they want to focus on during the dialogue (max. 15 min.)
	  3. Sluss presents what they want to focus on during the dialogue (max. 5 min.)
	  4. Dialogue on the quality of the educational process and the proposed measures: desired effect, timetable for implementation, etc.
	  5. Conclusion
		Division of Planning
		
		Division of Planning

Document templates	• Questionnaire: Made in Excel or the equivalent until a web-based tool suitable for the purpose has been developed. The terminology and the wording, as well as formation and scope of the questions in the template for the pilot round, are to be reviewed (FU and GU). • Template for the FNs/PNs and the summary report of the support activities. Templates for the pilot round are to be updated when necessary.	Division of Planning Division of Planning
Documentation	• Memoranda notes from each dialogue	Secretaries of Fur/UN
Reports	• Summary reports of the faculty/programme boards and the support activities.	Faculty/programme boards/heads of division

	• Sluss/DN's comments on the FN/PN reports.	Sluss/DN
	• Quality reports (Fur/UN/head of university administration's assessments and proposals for development measures).	FUR/UN/head of university administration
	Memorandum (Quality reports and Fur/UN decisions explained in context).	Division of Planning