

Instructions for the 2022 mid-way report as part of the SLU quality assurance system framework for first and second-cycle courses and programmes

Purpose and target group

This document provides instructions in preparation for the Board of Education's 2022 mid-way report on the quality assurance/development work for the programmes reviewed during SLU's systematic quality assurance work in 2020:

- *Agricultural Economics and Management*
- *Agroecology*
- *Environmental Economics and Management*
- *Equine Science*
- *Horticultural Science*

This is aimed at the programme boards.

What must be done and when?

What	When	How	Responsibility
Programme board's reflection and analysis of the quality assurance and development work in relation to the analysis of the completed quality assurance work. <ul style="list-style-type: none"> • Improvements already implemented? • Tangible results in relation to desired outcomes? 	28 April 2022	Brief supporting documents to the Board of Education	Programme board
<ul style="list-style-type: none"> • Plan for continuing development? Describe what still needs to be done. State division of responsibility and schedule. • Programme board's assessment of progress. 	24–25 May 2022	Oral presentation.	Chair of programme board
Board of Education's assessment of the quality assurance/development work and any need for further review before the regular follow up.	24–25 May 2022	Discussion and decision during meeting.	Board of Education

Background

The SLU quality assurance system¹ is a way of supporting and lifting a culture of quality involving continual and strategic development and improvement of courses and programmes. All first and second-cycle courses and programmes at SLU are reviewed following a six-year cycle. The basic principle of the quality assurance process involves the programme boards conducting a situational analysis of the courses and programmes. This analysis is based on SLU's university-wide quality standards. The situational analysis forms the basis of a programme/course-specific quality dialogue between the Board of Education and the responsible programme board. The Board of Education will establish a quality report based on the situational analysis and quality dialogue. The report contains an assessment of the programme/course's quality and outlines the improvements the programme board will need to implement.

The Board of Education will then follow up on the quality assurance/development work and the results attained. Fig.1 below shows how there are usually two stages in the follow up. Stage 1 takes place approximately 18 months after the quality assurance of a particular course or programme. The Board of Education creates a mid-way report with focus on how the programme board has approached the task and how it is progressing². If the Board of Education finds the work with quality assurance/development to be satisfactory, a follow up will take place in stage 2, in conjunction with the next quality dialogue. Until then, the programme board must "monitor" the development and if necessary, raise any problems with the Board of Education. A more detailed follow up of implemented measures and results is conducted in conjunction with the next quality dialogue.

¹See "Quality assurance procedures framework for SLU courses and programmes (SLU.ua 2016.1.1.2-4643) (in Swedish only) and "Instructions for systematic quality assurance of courses and programmes at SLU" (SLU.ua 2018.1.1.2-501) for a description of the principles behind the implementation of SLU's quality assurance system.

² The quality assurance procedures framework for SLU courses and programmes (SLU.ua 2016.1.1.2-4643) (in Swedish only) stipulate that a general review must take place approximately 18 months after each quality quality dialogue.

If, during stage 1, the Board of Education determines that there are shortcomings or uncertainties in a programme board's quality assurance or development work, the Board of Education can decide to conduct follow ups at shorter intervals. The schedule will be determined on a case-by-case basis.

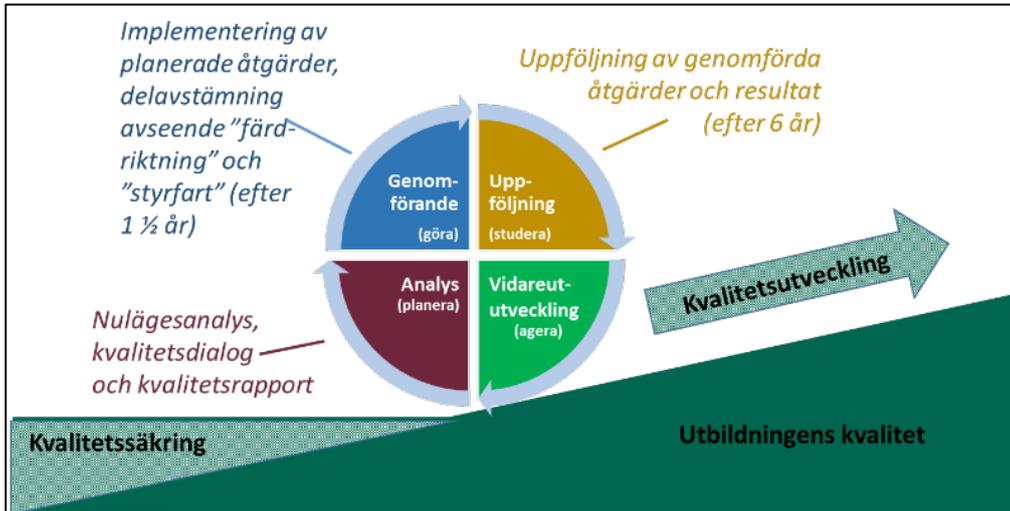


Fig. 1. Illustration of how the main component of the SLU quality assurance system follows the Deming cycle. During the implementation phase, “direction” refers to how the programme boards have implemented the development measures that were identified or decided during the analysis phase, and “speed” refers to the progress. (Illustration based on an original from Wageningen University and Research)