| **Division of Planning** | **dialogue tool** SLU ID: SLU.ua.2024.1.1.2-270  2024-01-24 |
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# Dialogue tool for the department's current situation analysis of education at doctoral level

SLU's quality assurance system for education at all levels covers six quality areas, i.e. prerequisites for high quality in education. For each quality area, there are one or more standards (benchmarks). In the appendix to this document, these quality areas and standards are listed. The purpose of the quality assurance work is to reflect on and discuss how well the standards are met, and to identify parts of the doctoral education that need improvement.

In the quality assurance work, it is of utmost importance that doctoral students, supervisors and others involved in doctoral education are involved in order to capture experiences and opinions from all groups. The questions below are intended to support the internal discussion at faculty, department, division or unit level (depending on how the faculty decides to arrange the process).

The aim of this dialogue tool is that it should support and encourage discussions about quality in doctoral education at different levels within SLU, and the idea is that those involved should discuss doctoral education from their own perspective. The dialogue tool is not intended to be used as a survey, nor is it intended to be a desktop product for individuals to complete.

**Appendix 1. Quality areas and standards within SLU's quality assurance system for doctoral education.**

**The discussions described in this document have been held at (for example the Faculty/Department/Division/Unit of):**

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**Briefly describe how the process of gathering opinions has been carried out, and which groups have been involved.**

**Quality area 1. Recruitment, selection, admission and introduction to education.**

*Within quality area 1, we discuss how the process for recruiting and selecting a new doctoral student works. Admission and how we introduce new doctoral students to the education are also parts of area 1.*

The questions below are intended to support a discussion of how doctoral education works within your part of SLU (e.g. in a department, division or unit depending on what the faculty's quality assurance process looks like), but do not claim to fully cover all aspects of the quality area. If you come up with other relevant aspects that you want to discuss, which are not mentioned in this document, please feel free to include them as well.

* Do we have well-functioning procedures for recruiting new doctoral students? How do we know that our advertisements reach as many suitable applicants as possible? Do we have enough applicants with the appropriate skills? Is the selection done in a professional manner?
* Do our advertisements contain relevant and accurate information about the education and the application process?
* Do we give our new doctoral students (regardless of type of funding - for example both those with doctoral employment as well as industrial doctoral students, SIDA/sandwich doctoral students) a relevant introduction to their education and employment (so that they can, for example, find information about their rights and obligations)?

*Which aspects in the area of quality work particularly well at our department/division/unit - explain how. Give an example of an area of development that has been improved - describe how you went about it and what the result was.*

Click or tap here to enter text.

*If any part or parts of the quality area could work better, explain how:*

Click or tap here to enter text.

*Make suggestions for concrete development measures that can be implemented at the department/division/unit:*

Click or tap here to enter text.

*Any questions to raise to faculty or central level:*

Click or tap here to enter text.

**Quality area 2. Study environment, research and work environment.**

*Within quality area 2, we discuss how the study and work environment at the department affects the doctoral education, and our doctoral students and supervisors. The research environment is also part of the quality area.*

The questions below are intended to support a discussion of how doctoral education works within your part of SLU (e.g. in a department, division or unit depending on what the faculty's quality assurance process looks like), but do not claim to fully cover all aspects of the quality area. If you come up with other relevant aspects that you want to discuss, which are not mentioned in this document, please feel free to include them as well.

* Do our doctoral students have the opportunity to participate in, and influence, discussions relating to educational issues and the study environment? *(For example in management teams, faculty committee or central body.)*
* Is information about research, education and administration available in both Swedish and English?
* Do we offer our doctoral students a full-fledged research environment with regard to depth, scope, networks and exchanges?
* How are our doctoral students given the opportunity to participate in international conferences and exchanges?
* Given different conditions and backgrounds, are all doctoral students given comparable conditions to complete the education successfully?

*Which aspects in the area of quality work particularly well at our department/division/unit - explain how. Give an example of an area of development that has been improved - describe how you went about it and what the result was.*

Click or tap here to enter text.

*If any part or parts of the quality area could work better, explain how:*

Click or tap here to enter text.

*Make suggestions for concrete development measures that can be implemented at the department/division/unit:*

Click or tap here to enter text.

*Any questions to raise to faculty or central level:*

Click or tap here to enter text.

**Quality area 3. Design, content and results of the education.**

*Within quality area 3, we discuss how we plan the doctoral education, how it is designed and what happens during the defense or licentiate seminar.*

The questions below are intended to support a discussion of how doctoral education works within your part of SLU (e.g. in a department, division or unit depending on what the faculty's quality assurance process looks like), but do not claim to fully cover all aspects of the quality area. If you come up with other relevant aspects that you want to discuss, which are not mentioned in this document, please feel free to include them as well.

* Do the doctoral students carry out appropriate research project (suitable for doctoral projects with regards to e.g. scope and content), planned jointly with the supervisor group and which meet the degree outcomes in the individual study plan (ISP)?
* How do we work to systematically follow up the doctoral students' education with the help of ISP?
* Are our PhD students offered relevant PhD courses and other educational activities (e.g. workshops, seminars)? How are perspectives on sustainable development, gender equality and internationalisation included in the doctoral education?
* In what ways do we, and the examining committee (Swe. betygsnämnden) in the end of the education, assess whether the doctoral students master the knowledge and skills that the degree objectives describe?

*Which aspects in the area of quality work particularly well at our department/division/unit - explain how. Give an example of an area of development that has been improved - describe how you went about it and what the result was.*

Click or tap here to enter text.

*If any part or parts of the quality area could work better, explain how:*

Click or tap here to enter text.

*Make suggestions for concrete development measures that can be implemented at the department/division/unit:*

Click or tap here to enter text.

*Any questions to raise to faculty or central level:*

Click or tap here to enter text.

**Quality area 4. Teaching and supervision.**

*Within quality area 4, we discuss how teaching and supervision work at the department/division/unit.*

The questions below are intended to support a discussion of how doctoral education works within your part of SLU (e.g. in a department, division or unit depending on what the faculty's quality assurance process looks like), but do not claim to fully cover all aspects of the quality area. If you come up with other relevant aspects that you want to discuss, which are not mentioned in this document, please feel free to include them as well.

* Do our doctoral students have the opportunity to participate in teaching at basic and advanced level? Is it clear how these assignments are distributed? Are the doctoral students compensated for their time teaching, and is there a clear description of how this is to be done?
* Is there a good, collegial supervision culture at our department/division/unit? Are tasks, responsibilities, regulations, routines (even in case of unplanned events) and support functions known?
* Do our doctoral students receive adequate and adapted supervision? In what way do we adapt the supervision to the individual doctoral student's (and the thesis work's) conditions and expectations?

*Which aspects in the area of quality work particularly well at our department/division/unit - explain how. Give an example of an area of development that has been improved - describe how you went about it and what the result was.*

Click or tap here to enter text.

*If any part or parts of the quality area could work better, explain how:*

Click or tap here to enter text.

*Make suggestions for concrete development measures that can be implemented at the department/division/unit:*

Click or tap here to enter text.

*Any questions to raise to faculty or central level:*

Click or tap here to enter text.

**Quality area 5. Education administration and student support.**

*Within quality area 5, we discuss how the education administration (at department and faculty level, central administrative divisions) can give us support. This also includes various forms of student support that the doctoral students may need.*

The questions below are intended to support a discussion of how doctoral education works within your part of SLU (e.g. in a department, division or unit depending on what the faculty's quality assurance process looks like), but do not claim to fully cover all aspects of the quality area. If you come up with other relevant aspects that you want to discuss, which are not mentioned in this document, please feel free to include them as well.

* Are the administrative processes within the doctoral education appropriate, clear and efficient?
* Do the administration (department, faculty and central level) within the doctoral education provide appropriate support depending on the target group (for example doctoral students, supervisors, managers)?

*Which aspects in the area of quality work particularly well at our department/division/unit - explain how. Give an example of an area of development that has been improved - describe how you went about it and what the result was.*

Click or tap here to enter text.

*If any part or parts of the quality area could work better, explain how:*

Click or tap here to enter text.

*Make suggestions for concrete development measures that can be implemented at the department/division/unit:*

Click or tap here to enter text.

*Any questions to raise to faculty or central level:*

Click or tap here to enter text.

**Quality area 6. Transition to working life and career.**

*Within quality area 6, we discuss the doctoral students' possibilities for making informed career choices. The transition to working life after finishing the degree is also part of the quality area.*

The questions below are intended to support a discussion of how doctoral education works within your part of SLU (e.g. in a department, division or unit depending on what the faculty's quality assurance process looks like), but do not claim to fully cover all aspects of the quality area. If you come up with other relevant aspects that you want to discuss, which are not mentioned in this document, please feel free to include them as well.

* Does the doctoral education provide the conditions for a career within and outside academia? In what ways do supervisors and PhD students discuss different career options?
* Does the department have developed contact networks in the sectors where the doctoral students' future working life is located?
* According to our experience and knowledge: are the PhDs trained at our department/division/unit sought after on the labour market?

*Which aspects in the area of quality work particularly well at our department/division/unit - explain how. Give an example of an area of development that has been improved - describe how you went about it and what the result was.*

Click or tap here to enter text.

*If any part or parts of the quality area could work better, explain how:*

Click or tap here to enter text.

*Make suggestions for concrete development measures that can be implemented at the department/division/unit:*

Click or tap here to enter text.

*Any questions to raise to faculty or central level:*

Click or tap here to enter text.

**Appendix 1. Quality areas, and standards for quality assurance work in education at doctoral level**

Quality area 1. Recruitment, selection, admission and introduction to education

*Standards:*

1.1. The institution has a functioning recruitment process.

1.2. The department provides the conditions for applicants to make well-founded educational choices.

1.3. New doctoral students receive an appropriate introduction.

Quality area 2. Study environment, research environment and work environment

*Standards:*

2.1 The doctoral students are given the opportunity to take an active part in the development of the doctoral education.

2.2 The department's work and study social environment makes it easier for doctoral students to absorb the education.

2.3. The doctoral students are trained and examined in a research environment with international standards for research quality and integrity.

Quality area 3. The design, content and results of the training

*Standards:*

3.1. The postgraduate education reflects society's need for research competence.

3.2 The doctoral program is designed so that all doctoral students have equal opportunities to achieve their degree goals within the allotted time.

3.3. Perspectives on sustainable development are integrated into the education, as well as an equality perspective and an international perspective.

Quality area 4. Teaching and supervision

*Standards:*

4.1. The planning of the education is adapted to the individual conditions of the doctoral students.

4.2 The supervision is adapted to the doctoral students' individual conditions.

4.3. The doctoral courses are designed so that effective learning takes place.

4.3 There is clear and effective support if a conflict arises between doctoral student and supervisor.

Quality area 5: Education administration and student support

*Standards:*

5.1 The doctoral education administration at SLU is competent, efficient and transparent.

Quality area 6: Transition to working life and career

*Standards:*

6.1. Doctors educated at SLU have the right conditions for a successful future working life.

6.2 SLU's doctoral students are given the conditions to make well-founded decisions about study and career choices.