|  | **Current situation analysis doctoral educationFAculty** SLU ID: SLU.[Skriv numret här] |
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Template for faculty level situation analysis for doctoral education

## Faculty: [faculty name]

Last updated: [date]

**A. Situation analysis including SWOT analysis**

Here, the faculty will:

* briefly describe how the situation analysis was conducted (A 1).
* provide an overall analysis of the current situation (A2) including a SWOT analysis.
* describe the most important development measures planned at the faculty (A 3), as well as
* make suggestions for discussion points that you want to bring up at the quality dialogue (A 4).

The report is sent toFur-sekr@slu.se no later than **September** **15 2024.**

**Supporting documents:** Instructions for systematic quality assurance of doctoral education at SLU can be found on the staff website: [Timeframes and instructions 2024](https://internt.slu.se/en/organisation--styrning/quality-assurance-of-slus-education/time-frames-instructions-2023/).

# A. Situation analysis including SWOT analysis

# A 1. Presentation of how the organisation has been involved in the quality assurance work

[A brief description of how you have worked with dialogue tool and current situation analysis, how the organisation has been involved and who participated in the work. (max 0.5 page)

# A 2. General analysis of the current situation

In this section, you will present a short situation analysis of the doctoral education in running text (max. 3 pages), and a SWOT analysis.

With reference to discussions and assessments using the dialogue tool and the statistics, the faculty is expected, to present an overall assessment of the quality of the education and possible needs for development and improvement. Based on the analysis, the most important development measures to increase quality are identified.

The purpose of the situation analysis is to discuss the prerequisites for good quality of the doctoral education within the faculty/department/division, and to identify possible development measures. Each faculty is responsible for planning the process in the way that best suits the conditions of the faculty and the departments. It is important that the work is conducted systematically and that the process ensures broad participation in the quality assurance process.

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

[Summary of the situation analysis (max 0.5 A4 page)]

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

[Summary of the situation analysis (max 0.5 A4 page)]

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

[Summary of the situation analysis (max. 0.5 A4 page)]

**Quality area 4. Teaching and supervision**

[Summary of the situation analysis (max 0.5 A4 page)]

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

[Summary of the situation analysis (max 0.5 A4 page)]

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

[Summary of the situation analysis (max 0.5 A4 page)]

**SWOT-analysis**

For the SWOT analysis, write 1-3 points directly in each box in the SWOT template below. The SWOT analysis must list the most important strengths, weaknesses, opportunities and threats that may exist internally and externally. Strengths and weaknesses are often related to internal factors while opportunities and threats can more often be related to external factors. The distinction between internal and external factors may vary.

# A 3. Planned measures at faculty level

Here you can describe the measures to strengthen the prerequisites for high quality that the faculty prioritizes and plans to implement during the next three-year period.

Under the heading *Background and purpose*, the justification for each measure and what is expected to be achieved is described.

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| **Nr** | **Development measures** | **Background and purpose** |
| 1 | [short description] | [text] |
| 2 | [short description] | [text] |
| 3 | [short description] | [text] |

*If needed, additional rows can be added to the table.*

A 4. Suggested discussion points at the quality dialogue

Here you can describe questions and challenges that the faculty wants to address in the dialogue with the Pro Vice-Chancellor about how the prerequisites for high quality of the doctoral education can be strengthened.

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| --- |
| **Questions/challenges** |
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|  |

*If needed, additional rows can be added to the table.*

# A 5. Other comments

[Any suggestions or considerations regarding the quality assurance process, or overall reflections that are not covered above.]