

11. Programmes offered

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11.1 Degree programme objectives and requirements at SLU

11.1.1 Programme profile and place in range of programmes offered

SLU objectives and requirements

All degree programmes at SLU must be connected to the university's mission statement and areas, in accordance with government assignments. Degree programmes should complement each other and, if necessary, be available on several campuses. Doubling courses and programmes at existing SLU sites may occur if there is:

- large student demand;
- limited internal competition risk;
- a clear labour market with regional connections;
- teaching expertise to build on;
- sustainable financial prerequisites.

In addition, SLU courses and programmes must relate to the national range of courses and programmes offered. Many of SLU's areas of expertise compete with other universities and higher education institutions.

The annex to the Ordinance for the Swedish University of Agricultural Sciences contains a complete list of all qualifications SLU offers.¹ There are two types of qualifications at SLU: professional and general. SLU may decide the qualification specialisations. General qualification specialisations are decided by the main field of study which offers progressive specialisation within the programme. See section [2.5 Subject, main field of study, disciplinary domain](#).

Specific requirements for certain types of programmes:

- SLU offers three- and five-year professional programmes (exception: veterinary surgeon – 5.5 years).
- Programmes leading to professional qualifications may also provide general qualifications if the requirements in question are met.
- Professional qualifications do not always include specialisations.
- All professional qualifications at second-cycle level must meet the general entry requirements for third-cycle studies at SLU.
- Programmes leading to general qualifications may also provide professional qualifications if the requirements in question are met.

¹ Ordinance for the Swedish University of Agricultural Sciences (1993:221)

11.1.2 Student demand

SLU objectives and requirements

All SLU courses and programmes must be in demand by the students. Describing and assessing potential student interest is challenging. Student interest applies to both educational content and implementation. A clear educational structure is necessary to communicate SLU's range of courses and programmes to prospective students. Special attention should be given to programme titles, and preparation must include some form of external perspective.

Students currently studying at SLU have important experiences which should be utilised in the development process. It is also important that the university provides current students with clear information on transitional rules and other practical details.

11.1.3 Labour market demand

SLU objectives and requirements

All degree programmes at SLU should correspond to the needs of the labour market and society in general. SLU students must be prepared for a long professional life on a global labour market.

11.1.4 Resource conditions

SLU objectives and requirements

All degree programmes at SLU must have high teaching expertise. SLU's degree programme range must be based on and advance teaching expertise at the departments (equivalent). This applies to scientific, artistic, educational and supervision expertise. Professional programmes must also include teachers' professional expertise.

An advertised programme must be financially durable in accordance with the approved reimbursement model.

The physical and social study environment must enable students to benefit from teaching.

11.1.5 Programme content and design

SLU objectives and requirements

All degree programmes at SLU must be designed to provide students with conditions to meet the qualitative targets. There must be a progression between various educational levels: "Second-cycle courses and study programmes shall involve the acquisition of specialist knowledge, competence and skills in relation to first-cycle courses and study programmes..."²

SLU courses and programmes must focus on student learning. They must have good links to research and society. Sustainable development, gender equality and international perspectives must be integrated in all courses and programmes.

Joint studies of different programmes may have educational and financial advantages, e.g. that students with varying experiences from several different programmes can enrich teaching of a specific course.

All programmes should have a well thought-out concept for collaboration with the sector or businesses targeted by the programme, and discuss how cooperation benefits both the course/programme and students. All degree programmes beginning at first-cycle level should include at least 15 credits (10 weeks) of placement, study trips or activities carried out somewhere other than the campus, or in cooperation with an external party. See chapter [15. External collaboration](#).

² Higher Education Act (1992:1434) Chapter 1, Section 9.

All degree programmes should include the possibility of exchange studies for a whole semester. Long professional programmes (5 years) must offer exchange studies (exception: qualifications that include certificates).

Specific requirements for certain types of programmes:

- Coherent, long professional programmes (5 years) consist of a first-cycle and second-cycle level. Students must not have a first-cycle qualification to receive a professional qualification at second-cycle level, but professional qualifications at second-cycle level require that the student has carried out an independent project at first-cycle level (15 credits) and second-cycle level (30 credits) and passed both. Exceptions: Degree of Master of Science in Veterinary Medicine and Degree of Master of Science in Horticulture.
- In order to be admitted to a second-cycle programme, students must have a Degree of Bachelor or professional qualification of at least 180 credits, or a foreign qualification.
- Long professional programmes (5 years) at the same campus which lead to the same qualifications must have at least 60 credits of joint content, of which at least 30 credits must be studied at the beginning of the programme.
- All programmes which lead to professional qualifications related to the use of natural resources³ must contain a minimum of the following:
 - 10 social science credits, e.g. economics and community planning
 - 10 technology credits, focusing on production and environmental consequences
 - 10 general technology credits, focusing on production systems.
- First-cycle degree programmes must offer a study path with a clear progression (progressive specialisation) within the main field of study:
 - A Degree of Bachelor requires 90 main field of study credits, including an independent project (15 credits). See section 2.5 Subject, main field of study, disciplinary domain and SLU's local qualification ordinance.
 - First-cycle programmes may include second-cycle courses, but only a maximum of 30 Degree of Bachelor credits. See SLU's examination procedures.
 - Degree programmes leading to a Degree of Bachelor in Biology, technology, economics or business administration must include reasonable subject-width in order to be compared to corresponding programmes at other Swedish higher education institutions and universities.
 - Degree programmes leading to a Degree of Bachelor in biology must include at least 15 credits of diversity of organisms, life processes and ecology.
 - First-cycle courses and programmes leading to a Degree of Bachelor in biology must be based on completed upper-secondary natural science education.
- Second-cycle degree programmes must offer a study path with a clear progression (progressive specialisation) within the main field of study:
 - A Degree of Master requires 60 main field of study credits, including an independent project (30 credits). See section 2.5 Subject, main field of study, disciplinary domain and SLU's local qualification ordinance.
 - Master's programmes must have a study path where a minimum of 15 credits are offered during one period without other elective courses.
 - Master's programmes must have a study path where a minimum of 15 credits consists of AIF courses within the qualification main field of study.
 - In Master's programmes, up to 30 credits may consist of first-cycle courses. See SLU's examination procedures.

³ Agronomist, horticulturist, forester, agricultural manager, forest engineer and horticultural engineer.

Instructions

Within the framework of SLU's quality assurance procedures, follow-up of objectives and requirements is done within individual courses and programmes.

Links

Degree programmes on the SLU web:

- [First-cycle programmes](#)
- [Second-cycle programmes](#)

[Lokal examensordning – regler för examina på grundnivå och avancerad nivå vid SLU](#) (SLU's examination procedures for first cycle and second-cycle level – only in Swedish). Includes teaching and research duties for SLU's main fields of study.

11.2 Dimension degree programmes

Educational dimensioning is primarily controlled by the following factors:

- SLU's funding agreement targets⁴
- available resources and how these are allocated
- the number of new places per programme
- student demand.

Policy

The range of courses and programmes offered must correspond to student demand and the needs of the labour market.⁵

National regulations

SLU must report the assessments, prioritisations and needs analyses that are the basis for all course and programme range decisions.⁶ SLU adjustments in regard to e.g. to allocation between programmes and courses at various levels and different entry requirements, as well as the division of campus and distance learning must be reported. In addition, a report must be made on how SLU meets the surrounding society's need for education.

Who is responsible for what?

Educational dimensions are decided in several steps:⁷

- Programme boards may propose dimension changes to the Board of Education.
- The Board of Education proposes allocation of funds and funding agreement targets to the SLU Board through the vice-chancellor.
- The SLU Board decides on allocation of funds to education at first- and second-cycle level with funding agreement targets (full-time equivalents and annual performance equivalents for degree programmes and freestanding courses).
- The number of new places on a programme are decided within the resource framework established by the SLU Board.
- Programme boards can decide to technically admit more students than there are places to degree programmes, within the resource frameworks established by the SLU Board.

⁴ Formulated in SLU's public service agreements from the government.

⁵ SLU's public service agreement and the SLU strategy.

⁶ SLU's public service agreement.

⁷ The SLU Board's delegation of authority.

Instructions

Annex 2: Annual cycle for course and programme planning lists, among other things, joint timeframes for planning and decisions on dimensioning degree programmes.

11.3 Propose a new degree programme

A new degree programme is a big commitment for SLU and a great responsibility, especially for the first programme students. Therefore, great care is required to analyse the conditions for and plan new programmes. Good planning is necessary when preparing and deciding on changes to the range of programmes offered. See Annex 2: Annual cycle for course and programme planning.

A new degree programme must meet the requirements in section 12.1 Degree programme objectives and requirements at SLU. New programme proposals must describe, analyse and assess the aspects below as bases for a decision to create a new programme.

The items below can be used as support when developing new programmes, and for decision-making. The proposal must describe the aspects concisely, and the scope of various parts may vary depending on specific needs and prerequisites. A preliminary programme syllabus must exist when establishing a new programme.

SLU may be jointly responsible for a programme with other higher education institutions, and create joint examinations. There are specific guidelines for joint programmes and joint degrees, which state the exceptions and agreements required in such cases. See Links below.

11.3.1 Programme profile and place in range of programmes offered

What must the proposal include?

- Which SLU field(s)⁸ are affected and how? How is the programme's unique profile expressed?
- Are other SLU programmes or courses related to the field? Justify why the programme is needed in relation to SLU's joint range of programmes offered. Report any overlaps with other SLU programmes or courses and possible risks of competition with other programmes. Clarify if another programme will be phased out if the proposed programme is approved.
- Are there similar, competing programmes at other higher education institutions? Benchmark the programme in question against these programmes. Justify why the degree programme is necessary in relation to the national range of courses and programmes offered. Do other countries have similar programmes?
- Which qualification does the programme provide, and what other qualifications must students have to study the programme in question? If related to general qualifications, the analysis must be connected to a main field of study. If an existing main field of study will be used, justify why. If so, also state the other programmes using the main field of study in question, and how the programmes will complement, not compete with, each other. If a new main field of study will be used, justify why. See section 2.5 Subject, main field of study, disciplinary domain.
- If the Board of Education must create a new qualification descriptor, a proposal description must be included in the report. In addition, the SLU programme syllabus template must be used.

⁸ Fields in accordance with the definition in the SLU Board's delegation of authority.

11.3.2 Student demand

What must the proposal include?

- What is the programme student target group? Does the programme correspond to their areas of interest?
- Does the programme title correspond to its content, and is the title relevant to the target group?
- Report how demand has been met, implemented and planned target groups analyses, focus groups, benchmarking against other programmes, etc.
- What are the planned programme entry requirements? How do they affect the potential target group scope?
- How will the programme be marketed? Report completed and/or planned information and marketing initiatives. In addition, how will student recruitment be designed?
- Report how student influence has been implemented and utilised in the development work.

11.3.3 Labour market demand

What must the proposal include?

- Which type of labour market does the programme lead to? Report an analysis of current and future societal needs for persons with the proposed type of education. The analysis must be as quantitative as possible.
- Which skills relevant to a national and international labour market will students develop during their studies?
- Report how viewpoints, requests and proposals from labour market stakeholders within related business and public sectors have been collected and utilised in the development work.
- Report how consumer viewpoints on the programme will be utilised in future programme development and when dimensioning the programme.

11.3.4 Resource conditions

What must the proposal include?

- Which teaching resources are available on the programme? Report access to those employed for an indefinite period (stability and long-term sustainability), scientifically/artistically skilled persons, persons with higher education and experienced teachers as well as other employees who will take part of the programme in some way.
- Are programme needs relating to subject and educational teaching expertise covered at SLU, or do new teachers need to be recruited or is cooperation with other higher education institutions necessary? Where applicable, report which parts of SLU or other higher education institutions will take part of the programme, and how. Report if future, planned external partners have been contacted.
- The necessary planned programme infrastructure must also be described and assessed in relation to existing resources. Describe if necessary premises or equipment are needed – both joint and programme-specific infrastructure.
- Is it possible to make resources more effective through joint studying or other joint resource usage, e.g. with the aid of digitalisation and distance learning? If so, how and how much?

11.3.5 Programme content and design

What must the proposal include?

Degree outcomes and progression

- Enclose a preliminary course schedule describing the programme's basic design and content.
- Describe how the programme's design and examinations contribute to student learning.

- Describe how students are ensured to meet the qualitative targets. . The matrix model⁹ below can be used to describe how programme courses relate to qualitative targets and how a programme is planned to ensure student progression in regard to subject-specific and general skills.
- Report and justify possible joint studies with existing programmes/courses.
- Describe how students will be able to subsequently study at second- or third-cycle level after completing the programme.
- If a new main field of study is needed, see section 2.5 Subject, main field of study, disciplinary domain.

Matrix model: A matrix is made for each programme, displaying how qualitative targets will be met through the planned programme courses. The matrix includes the qualitative targets on one axis and included courses on the other axis. The interface lists relevant intended course learning outcomes that contribute to meeting the qualitative targets in question. The model clarifies how a programme is designed and how it will progress in a clear way, and must take both subject-specific and general skills into consideration.

<i>mme</i>	<i>' outcome 1</i>	<i>' outcome 2</i>	<i>Degree outcome 3, etc.</i>
code: title A		∂d learning outcome 1 + 3	
code: title B	∂d learning outcome 3		∂d learning outcome 2
code: title C	∂d learning outcome 4	∂d learning outcome 1 + 6	
code: title D			∂d learning outcome 5, etc.

Research connection

- Describe how the programme will achieve a good research basis.
- Describe how students will take part of research-connected activities which enable a scientific approach.

Societal and professional connection

- Describe how and when during their studies that students will develop skills relevant to a national and international labour market.
- Report any planned labour market participation and the forms for such cooperation during the programme period. This may for example include placements, field studies, visiting lecturers an independent projects. See chapter 15. External collaboration. If placement is compulsory, describe how students are assured to get access to it.

Sustainable development perspective

- Describe how the programme provides students with a solid foundation for managing all perspectives (financial, social, environmental) of sustainability in their future professional life.

⁹ Based on material from, among other things, Luleå University of Technology and Umeå University.

Gender equality perspective

- Describe how the programme includes a gender and gender equality perspective in its content and implementation.

International perspective

- Describe how the programme includes international relationships in its content and implementation. Are student and teacher exchanges possible?

11.3.6 Consequence summary

What must the proposal include?

- Describe the expected consequences for stakeholders if the new degree programme proposal is approved.
- Summarise possible adjustments to the various objectives that are the bases for the proposal.
- Describe how many students can take the programme and how many students are necessary for the programme to meet its resource needs.
- Enclose a programme syllabus proposal. See section 6.2 Course syllabus.

Who is responsible for what?

<i>Activity</i>	<i>Degree programme</i>
<i>Proposal</i>	Department, programme board or faculty board
<i>Approve/reject</i>	Programme board, faculty board and Board of Education ¹⁰
<i>Decision to set up</i>	SLU Board ¹¹
<i>Decision on programme syllabus</i>	<i>Board of Education</i> ¹²

Instructions

Annex 2: Annual cycle for course and programme planning includes, among other things, joint timeframes for planning and decisions on range of programmes and courses offered. Changes to the range of programmes and courses offered should be prepared in parallel at faculty and university level. When developing a new programme, relevant programme syllabus information is compiled during various preparation phases. This means that a programme syllabus can be established in connection with the SLU Board's decision to implement a new programme.

Links

[Antagningsordning för tillträde till utbildning på grundnivå och avancerad nivå](#) (Admission regulations for access to the first- and second-cycle education – only in Swedish) as of August 1 2015.

[Lokal examensordning – regler för examina på grundnivå och avancerad nivå vid SLU](#) (SLU's examination procedures for first cycle and second cycle level – only in Swedish). Includes teaching and research duties for SLU's main fields of study.

[Riktlinjer för gemensam examen vid SLU](#) (guidelines for joint degrees at SLU – only in Swedish)

11.4 Phase out a degree programme

Policy

Degree programmes which no longer meet labour market needs, do not attract enough students or do not meet quality requirements must either be developed or phased out. Before deciding whether to phase out (cancel) a programme, the programme board must draw up measures which enable students who have already been admitted to complete their studies.

Phasing out a degree programme requires gradual adjustment regarding current (already admitted) programme students. The programme board is responsible for students who study a programme at a normal pace of study. In addition, students who have taken approved leave from studies with a guaranteed place, and students with disabilities who may have the right to an adjusted pace of study, must be taken into consideration.

¹⁰ The SLU Board's delegation of authority.

¹¹ The SLU Board's delegation of authority.

¹² The SLU Board's delegation of authority.

National regulations

Transitional rules must be approved in connection with the decision to phase out a degree programme. See section 6.2 Course syllabus.

SLU rules

There must be a plan regarding how to communicate the changes to the students in question. When applicable, this also applies to temporary freeze on admissions.

Who is responsible for what?

Division of responsibility is the same as when a programme is created. See section 12.3 Propose a new degree programme. The faculty office supporting the responsible programme board is responsible for informing affected students according to the instructions below.

Instructions

When a degree programme is cancelled, affected students (all admitted students who have not received a qualification from the programme in question) must be informed in writing (paper-based mail).

Annex 2: Annual cycle for course and programme planning includes, among other things, joint timeframes for planning and decisions on range of programmes and courses offered, including the cancellation of a programme. Changes to the range of programmes and courses offered should be prepared in parallel at faculty and university level.