



Guidelines for applications for degree-awarding powers

Professional qualifications

Annex 4



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Annex 4 Professional qualifications

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Assessment areas and assessment criteria

Assessment area: Preconditions	
Professional qualifications	
Assessment criteria	<p>The specified degree is regulated and is part of the System of Qualifications.</p> <p>The programmes' contents, including any specialisations and have reasonable scope and demarcation in relation to professional qualifications.</p> <p>The award of the qualification is, from a national perspective, in the public interest.</p>
Guidelines for the application	<ul style="list-style-type: none"> • State the degree (<i>the title of the qualification, including any specialisations that the degree students will take</i>). • Describe in brief the scope of the programme contents, including specialisations. Include an overview of the programme structure. • Describe and analyse the scope and content of the programme in relation to the scientific / artistic foundations and scientific breadth and depth. • Describe why the HEI wants to provide a programme that leads to this professional qualification, what needs the programme meets in relation to society and existing regional and national programmes that are offered. Also state when the programme will commence and how many students the HEI plans to admit.
Guidelines for assessors	<p>Base your assessment on assessment criteria and documentation.</p> <p>Assess and justify.</p>
Staff (Teaching competence and capacity)	
Assessment criterion	<p>The number of teachers and their combined expertise (scientific / artistic / professional and pedagogical) are sufficient and proportional to the volume, content and implementation of the programme in the short term and long term.</p>
Guidelines for the application	<ul style="list-style-type: none"> • Describe (see the separate teacher table for first- and second-cycle levels), the teachers' expertise (scientific / artistic / pedagogical / professional) and explain why it is sufficient and appropriate, and proportional to the planned teaching, implementation and examination of the programme. • Describe and analyse how the programme will ensure that there are sufficient teaching resources in the long term. • Describe and analyse what potential teachers have for professional development and how both individuals and faculty staff are provided opportunities for professional development.
Guidelines for assessors	<p>Base your assessment on assessment criteria and documentation.</p> <p>Assess and justify.</p>

Cont. Assessment area: Preconditions

Education environment

Assessment criterion The programme has a scientific / artistic and professionally oriented environment and is run in such a way that includes a close connection between research and education.

Guidelines for the application

- Describe and analyse the programme’s scientific / artistic environment and how operations are conducted to create a close connection and association between research and education.
- Describe and analyse how the students, including any distance students or students at other locations, can participate in a research context through the programme and acquire a research approach.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify

Resources

Assessment criteria Access to stable and appropriate infrastructure.
Available resources are used effectively to sustain a high standard of operations.

Guidelines for the application

- Describe the students’ access to course books and other teaching materials, resources for technical information and other infrastructure required to be able to benefit from the programme in a relevant manner. (*Infrastructure needs will vary depending on the nature of the programme. Programmes with experimental aspects may require, for example, access to good laboratory conditions and arts programmes may require workshops and rehearsal facilities. Distance learning programmes may require well-developed forms of communication*).
- Describe and analyse the work of ensuring that available resources are used effectively to maintain the high quality of operations.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify.

Overall assessment of the evaluation area preconditions

Guidelines for assessors Make an overall assessment of the assessment area *preconditions* based on the total documentation and on all of the assessment criteria.

Assessment area: Design, implementation and outcomes**Policy documents (programme syllabus and course syllabi)**

Assessment criterion That there are programme syllabus and course syllabi for the entire programme.

Guidelines for the application

- Attach the policy documents, i.e. the course and programme syllabi for the entire programme in which the course syllabi show how the teaching, course literature / other teaching materials and examination will be designed.
- Describe how these policy documents are adopted, updated and quality assured.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify.

Goal attainment

Assessment criterion Ensure that students achieve the targets in the degree ordinance when the qualification is awarded through the design, implementation and examination in the programme.

Guidelines for the application

- Describe and analyse how the programme's design and implementation ensure that the students achieve the qualitative targets
- Describe and analyse how the structure of the programme shows a progression and link between qualitative targets, intended learning outcomes, learning activities and examination.
- Describe and analyse how the programme's design and implementation promote the students' learning and take the students' preconditions into account.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify.

Gender equality

Assessment criterion A gender equality perspective will be taken into account in the programme's content and design.

Guidelines for the application

- Describe how a gender equality perspective will be taken into account in the programme's content and design.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify.

Overall assessment of the assessment area *design, implementation and outcomes*

Guidelines for assessors Make an overall assessment of the assessment area *design, implementation and outcomes* based on the total documentation and on all of the assessment criteria.

Assessment area: Working life and collaboration

Assessment criteria	The programme is designed and implemented in such a way that it is useful and develops students' preparedness to meet changes in working life. Relevant collaboration occurs with the surrounding society.
Guidelines for the application	<ul style="list-style-type: none">• Describe and analyse how the content and design of the programme ensure usability and preparation for working life.• Describe and analyse how information is gathered that is relevant for quality assurance and development of the programme, taking into account its usability and preparation for working life.• Describe and analyse the interaction with the surrounding society, and in which way it will give concrete results for the students in the programme.
Guidelines for assessors	Base your assessment on assessment criteria and documentation. Assess and justify.

Assessment area: Student perspective

Assessment criterion	The programme works to allow students to take an active role in improving the content and implementation of the programme.
Guidelines for the application	<ul style="list-style-type: none">• Describe the system for ensuring student influence and how it is documented.• Describe how the outcome of course evaluations and any measures are compiled and feedback is given to the students.• Describe and analyse how students are given an active role in developing all parts of the programme in dialogue with teachers.
Guidelines for assessors	Base your assessment on assessment criteria and documentation. Assess and justify.

Assessment area: Working life and collaboration

Assessment criterion The programme is designed and implemented in such a way that it is useful and develops doctoral students' preparedness to meet changes in working life, both within and beyond academia.

Guidelines for the application

- Describe and analyse how the programme's utility and preparation for working life are ensured by its content and design.
- Describe to what extent to which doctoral students are given the opportunity for work at the institution, or similar, in the form of teaching, administration or other work
- Describe and analyse how information is gathered that is relevant for quality assurance and development of the programme, taking into account its usability and preparation for working life.
- Describe how collaboration linked to the labour market occurs through interactions between academia and different types of private or public players in the HEI's community, and also between any workplaces of industrial doctoral students or collaborative doctoral students.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify.

Assessment area: Doctoral student perspective

Assessment criterion Doctoral students are given the opportunity to take an active role in the work to improve the content and implementation of the programme.

Guidelines for the application

- Describe how doctoral students will be given the opportunity to play an active part in improving the programme and learning processes.
- Describe how doctoral students will be given the opportunity to play an active part in decision-making processes, including preparation of matters relating to doctoral programmes.
- Describe the procedures for ensuring documentation of doctoral student influence. Also describe how the outcome of course evaluations and any initiatives will be compiled and feedback given to the doctoral student.
- Describe how a good physical and psycho-social working environment for doctoral students will be ensured.

Guidelines for assessors Base your assessment on assessment criteria and documentation.
Assess and justify.

The Swedish Higher Education Authority (Universitetskanslersämbete – UKÄ) is to contribute to strengthening Swedish higher education and Sweden as a knowledge society. We review the quality of higher education programmes; we analyse and follow - up trends within higher education and we monitor the rights of students.

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