Guidelines for applications for degree-awarding powers

Degree of Master (120 credits) and
Degree of Master of Fine Arts (120 credits)

Annex 2

Specific clarifications when assessing an application to award a Master's Degree

Degree subject area

The authorisation to award a Master's degree (120 credits) concerns a *subject area*. The expression "subject area" differs from the concept of the main field of study, which is used for examinations up to Master's degree level (60 credits). The difference is in the scope, because a subject area can accommodate one or more programmes, which correspond to main fields of study. In other words, what a subject area for a degree award may cover can vary. The HEI may decide the subject area, based on what programmes it may potentially contain. When assessing applications for authorisation to award Master's degrees (120 credits), the definition of the subject area in relation to the planned scope will, therefore, be highly significant. The application must state how the subject area will be demarcated and which Masters' programmes will be contained in the subject area.

Specialisation takes place in a main field of study

Specialisations in the student's Master's programme takes place in a main field of study, in which the field is given in close connection to research at a third-cycle level in the relevant subject. According to the provisions of the degree ordinance for the Master's degree, the requirement for at least 60 higher education credits, with specialisation within the main field of study must be fulfilled. This specialisation must contain an independent project within the main field of study worth at least 30 higher education credits.[1]

What does the degree award power cover?

The degree award power means that the HEI, within the area of the degree award power may take the decisions referred to in the Higher Education Ordinance. This includes determining the specialisation of the programme, establishing a main field of study, deciding the title of the qualification and the courses required, and specifying requirements within the framework of the qualification description. This means that the HEI is given the power to award Master's degrees, with specialisations within the main fields of study that the HEI itself has established, within the framework of the subject area.

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1 The main provision of the Higher Education Ordinance is that the students must submit a degree project worth at least 30 credits, although submitting two projects worth at least 15 credits within the same main field of study is also permitted for the award of a Master's degree .

The HEI does *not* need to submit a new application to the Higher Education Authority (UKÄ) in the event of changes to a Master's degree's form or content. This also applies within the establishment of new Master's degree programmes, as long as the degree is awarded within the framework of the subject area for which the power to award Master's degrees has been awarded.

Assessment areas and assessment criteria

Assessment area: Preconditions	
Subject area and main field of study	
Assessment criteria	The degree specified is regulated and is within the scope of the degree ordinance.
	The subject area is defined in relation to the scientific / artistic foundations. The programmes' contents, including any specialisations, have reasonable scope and demarcation in relation to the subject area.
	The award of the qualification is, from a national perspective, in the public interest.
Guidelines for the application	• State the degree (the title of the qualification, including any specialisations that the degree students will take).
	• Describe a brief overview of the scope of the programme contents, including specialisations. Include an overview of the programme structure.
	• Describe the subject area's scope and argue for its demarcation.
	• Describe and analyse the opportunities for development and in which way the subject area forms part of the HEI's profile.
	• State the main fields of study that the HEI wishes to establish within the subject area.
	• Justify the scope and content of the programme / main fields of study in relation to the scientific / artistic foundations and scientific breadth and depth.
	• Justify the establishment of the subject area for the programme, what needs it 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	Base your assessment on assessment criteria and documentation.
	Assess and justify.

Cont. Assessment area: Preconditions	
Staff（Teaching competence and capacity）	
Assessment criterion	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.
Guidelines for the application	• 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 adequate, and proportional to the planned teaching, supervision and examination of the programme. • Describe and analyse how the programme will ensure long-term access to sufficient teaching resources. • Describe and analyse access to professional development and how conditions are created for professional development for the teachers.
Guidelines for assessors	Base your assessment on assessment criteria and documentation. Assess and justify.
Education environment	
Assessment criteria	There is a relevant scientific / artistic and professionally-oriented community. The science community within the subject area is of such quality and scope that the HEI can provide programmes closely linked to third-cycle study courses and programmes. Students will take an active part in the HEI's research environment. The content and form of the programmes give the students sufficient knowledge to enable them to apply for third-cycle study courses and programmes.
Guidelines for the application	• Describe the research environment at the HEI and how the subject area fits in. Please refer to the annexes concerning research activities. • Describe and analyse the programme's (main fields of study's) scientific / artistic environment and how operations are conducted for there to be 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.

Cont. Assessment area: Preconditions	
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 literature and other teaching materials, technical information resources and other infrastructure that is required if they are 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.
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	• 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 how it prepares 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 gives students the opportunity to play an active part in the work to improve the content and implementation of the programme.
Guidelines for the application	• 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 active role in developing all parts of the programme in dialogue with the teachers.
Guidelines for assessors	Base your assessment on assessment criteria and documentation.
	Assess and justify.

Tables and annexes

Education environment

The research activities at the HEI in the subject area over the last 5 years.
- Attach a list of publications relevant to the application from the last 5 years. State which have undergone referee review (R).
- Attach a list of other relevant research activities.

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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