



Guidelines for applications for degree-awarding powers

First-cycle qualifications and Degree of
Master/Master of Fine Arts (60 credits)

Annex 1



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Assessment areas and assessment criteria

Assessment area: Preconditions	
Main field of study	
Assessment criteria	<p>The specified degree is regulated and is part of the System of Qualifications.</p> <p>The main field of study is defined in relation to the scientific / fine arts bases. The programmes' contents, including any specialisations, have reasonable scope and demarcation in relation to the main field of study.</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 (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. • Justify the demarcation of the main field of study and the scope and content of the programme in relation to the scientific / fine arts bases and the scientific / fine arts basis and scientific breadth and depth. • Describe why the HEI wants to provide a programme that leads to a qualification in this main field of study and 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), the teachers' expertise (science / arts / pedagogical / professional) and explain why it is sufficient and appropriate, and proportional to the programme's planned teaching, supervision and examination. • 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 criteria	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	<ul style="list-style-type: none">• Describe and analyse the programme’s scientific / arts environment and the way it closely links and associates research and education.• Describe and analyse how the programme allows the students, including any distance students or students at other locations, can participate in a research context 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 operation.
Guidelines for the application	<ul style="list-style-type: none">• 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. <i>(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).</i>• Describe and analyse how available resources are used effectively to maintain the high quality of the 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 <i>preconditions</i> based on the total documentation and on all of the assessment criteria.
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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	<ul style="list-style-type: none">• Attach the policy documents, i.e. the programme syllabus and course syllabi for the entire programme. The <i>course syllabi</i> should 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 have achieved the targets in the degree ordinance when the qualification is awarded through the design, implementation and examination in the programme (separately for each of the respective qualifications: Higher Education Diploma, Bachelor's degree, Master's degree (60 credits)).
Guidelines for the application	<ul style="list-style-type: none">• Describe and analyse how the programme's design and implementation ensure that the <i>students</i> 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	<ul style="list-style-type: none">• 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 <i>design, implementation and outcomes</i> based on the total documentation and on all of the assessment criteria.
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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 aspects of the programme in dialogue with the teachers.
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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