**Template for application to UKÄ for power to award degrees**

This template applies to applications for power to award degree-equivalent professional qualifications.

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| Lärosäte | [State the name of the higher education institution] |
| Examen: | [State the professional qualification degree] |

For instructions for the application, see Guidelines for applications for degree-awarding powers General principles, as well as Annexe 4 to the guidance which specifically applies to professional qualifications. Annexe 4 shows which special appendices and which table must be included in the application. All guidance documents are available on UKÄ's website www.uka.se.

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| Degree-equivalent professional qualifications | |
| Assessment criteria | The specified degree is regulated and is part of the System of Qualifications.  The programmes’ contents, including any specialisations and have reasonable scope and demarcation in relation to degree-equivalent professional qualifications.  The award of the qualification is, from a national perspective, in the public interest. |

See instructions in Annexe 4 to Guidelines for applications for degree-awarding powers General principles. Include the specified appendix (overview of the structure of the education).

**The HEI’s statement:**

|  |  |
| --- | --- |
| Staff | |
| Assessment criteria | 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.. |

See instructions in Annexe 4 to Guidelines for applications for degree-awarding powers General principles. Include the relvant table.

**The HEI’s statement:**

|  |  |
| --- | --- |
| Educational 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.  The HEI ensures that students take an active role in developing the programme.  Relevant collaboration takes place at the HEI or externally.. |

See instructions in Annexe 4 to Guidelines for applications for degree-awarding powers General principles.

**The HEI’s statement:**

|  |  |
| --- | --- |
| Resources | |
| Assessment criteria | There is access to a stable and effective infrastructure in the short and long term.  Available resources are used effectively to sustain a high standard of operations. |

See instructions in Annexe 4 to Guidelines for applications for degree-awarding powers General principles. Include specified attachments where applicable (letter of intent or agreement with external parties for resources).

**The HEI’s statement:**

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| --- | --- |
| Policy documents | |
| Assessment criteria | There are training plans and syllabi for the entire education, and they are designed in an adequate way.  The policy documents are quality assured. |

See instructions in Annexe 4 to Guidelines for applications for degree-awarding powers General principles. Include specified attachments.

**The HEI’s statement:**

|  |  |
| --- | --- |
| Ensuring qualitative targets | |
| Assessment criteria | Through the design, implementation and examination in the programme, it is ensured that students achieve the goals defined in the System of Qualifications when the qualification is awarded. |

See instructions in Annexe 4 to Guidelines for applications for degree-awarding powers General principles.

**The HEI’s statement:**