Guidelines for applications for degree-awarding powers

General principles

Content

Introduction

These guidelines provide instructions on how higher education institutions apply for degree-awarding powers. They are aimed at higher education institutions with the state as principal and to higher education institutions with a principal other than the state, so-called independent higher-education providers. These guidelines replace the previous guidelines for the appraisal of applications for degree-awarding powers[1].

The guidelines are based on the national system for quality assurance in higher education and research.

Universities and HEIs in Sweden are responsible for ensuring that education and research are of high quality. UKÄ's role is to ensure that the universities and HEIs fulfil their responsibility for quality and therefore conduct various types of reviews. The overall goal of UKÄ's reviews is to help to ensure that the education and research conducted at universities and HEIs in Sweden maintains a high quality. Provisions on UKÄ's responsibility for quality assurance of the activities of universities and HEIs are found in Sections 1 and 2 of Regulation (2012:810) with instructions for the Swedish Higher Education Authority.

UKÄ conducts the following quality reviews:

- appraisal of applications for degree-awarding powers

- institutional reviews of the HEIs' quality assurance processes

- programme evaluations

- thematic evaluations.

In the reviews of the HEIs, UKÄ analyses how they conduct their quality assurance work so that their educational programmes and research are of high quality. In the appraisal of applications for degree-awarding powers, UKÄ examines whether conditions exist to conduct high-quality education. In the educational evaluations, UKÄ reviews a sample of the educational programmes to ensure high quality and in the thematic evaluations, quality is reviewed in a specific field of study.

UKÄ's reviews are based on the Higher Education Act (1992:1434), the Higher Education Ordinance (1993:100), the government's memorandum *Quality assurance of higher education*, *the European Standards and Guidelines for Quality Assurance in the European Higher*

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[1] The previous guidelines were used from 2014 with revisions in 2018 and 2021 (UKÄ ref. 112-41-18).

Education Area[2] and National and international guidelines for research[3]. Read more about the national system for quality assurance on UKÄ's website.

The method has been developed in consultation with the HEIs, Sweden's student unions (SFS – Sveriges förenade studentkårer) and representatives of working life, as well as in dialogue with UKÄ's reference groups and a selection of quality assurance organisations within the European Association for Quality Assurance in Higher Education (ENQA).

This guideline outlines general starting points and the process involved for the appraisal of applications for degree-awarding powers.

There are four annexes to the guideline as support in higher education institution's application for degree-awarding powers:

- Annexe 1 applies to applications for power to award first-cycle qualifications or Degree of Master/Master of Fine Arts (60 credits).

- Annexe 2 applies to applies to applications for power to award Degree of Master (120 credits) and Degree of Master of Fine Arts (120 credits).

- Annexe 3 applies to applications for power to award third-cycle qualifications.

- Annexe 4 applies to applications for power to award degree-equivalent professional qualifications.

The framework of the annexes is common, but each is adapted to what distinguishes the respective degree and qualitative targets.

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[2] *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), 2015.
[3]*The European Charter for Researchers* and *Guidelines for the recruitment of researchers* and the national framework for quality assurance of research developed by the Swedish Association of Higher Education (SUHF – Sveriges universitets- och högskoleförbund).

Appraisal of applications for degree-awarding powers

Purpose

The purpose of the appraisal of applications for degree-awarding powers is to examine whether a higher education institution meets the necessary prerequisites for students or doctoral students to achieve the goals defined by the Swedish Parliament and the government for the degree the educational programme should result in.

Key principles for the appraisal of applications for degree-awarding powers

To award a degree, permission is required.[4]

The appraisal of permission to award a degree is made after an application is made and is carried out for the following degrees:

- for degrees at first and second-cycle levels, including professional qualifications, based on the provisions of the Higher Education Act and the Higher Education Ordinance

- for degrees at third-cycle level, based on the provisions of the Higher Education Act and the Higher Education Ordinance, as well as the positions assumed in the government bill Forskarutbildning med profilering och kvalitet [*Doctoral programmes with profiling and quality*] (2008/09:134).

The assessment as to whether the prerequisites for the planned education meet requirements is made by an assessment panel consisting of external, independent experts, student representatives and labour market representatives.

During the appraisals, the core components of the governing provisions are summarised in a number of assessment criteria.

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[4]See Chapter 1, Section 12 of the Higher Education Act and the Act (1993:792) on permission to issue certain degrees.

What degrees do higher education institutions need to apply for?

A permit is required to issue a Swedish degree in higher education. The government issues regulations as to which degrees can be taken.[5] The degree is taken at first, second or third-cycle level. On behalf of the government, UKÄ makes decisions on degree-awarding powers for public HEIs, except for the Swedish University of Agricultural Sciences and the Swedish Defence University. For the Swedish University of Agricultural Sciences and the Swedish Defence University and for individual education providers, the government decides on permission to issue degrees.

The degrees that HEIs and independent higher-education providers must apply for differ. For some degrees, there are general decisions that some public HEIs may award e.g. first-cycle qualifications and Degree of Master/Master of Fine Arts (60 credits) without applying for degree-awarding powers. UKÄ's website contains up-to-date information in the database regarding the degree-awarding powers the HEIs have today.

Universities need to apply for a permit for professional qualifications and degrees in the fine, applied and performing arts. Public HEIs and the Jönköping University Foundation must apply for a permit for professional qualifications, degrees in the fine, applied and performing arts, Master's degrees (120 credits) and third-cycle degrees. In some instances, a public HEI has to apply for a permit for a Degree of Master/Master of Fine Arts (60 credits). Public HEIs offering programmes in the fine, applied and performing arts must apply for a permit for professional qualifications, degrees in the fine, applied and performing arts, Master's degrees (60 credits and 120 credits) and third-cycle degrees. Independent higher-education providers must apply for permission for all types of degrees.

Public HEIs apply for a permit at UKÄ. The Swedish University of Agricultural Sciences, the Swedish Defence University and independent higher-education providers apply to the Swedish government, which sends the case to the UKÄ for its assessment and observations.

Assessment criteria

The assessment of the application for degree-awarding powers is made on the basis of the following assessment criteria:

- Degree/field of study/main field of study

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[5]See the Higher Education Ordinance, annexe 2 (the System of Qualifications) and the Ordinance for the Swedish University of Agricultural Sciences (1993:2219) and the Ordinance for the Swedish Defence University (2007:1164) with annexes.

- Staff

- Educational environment

- Resources

- Policy documents

- Goal attainment.

During the appraisal, the UKÄ provides a rating for each assessment criteria on a two-point scale. This forms the basis for the overall assessment that sums up the report. In order for a higher education institution to be granted degree-awarding powers, all assessment criteria must be met.

Application and assessment material

The assessment material is the HEI's written application with annexes and interviews with programme representatives. The application is the primary assessment material used for the appraisal. In the application, the higher education institution describes and argues how it meets the assessment criteria.

Template for the HEI's application

UKÄ's website www.uka.se contains the following templates that can be used for applications:

- Template 1 is used for applications for power to award First-cycle qualifications and Degree of Master/Master of Fine Arts (60 credits).

- Template 2 is used for applications for power to award Degree of Master (120 credits) and Degree of Master of Fine Arts (120 credits).

- Template 3 is used for applications for power to award third-cycle qualifications.

- Template 4 is used for applications for power to award degree-equivalent professional qualifications.

The basic structure of all of the templates is the same but both templates and their documentation are tailored to the specific nature of the respective degree.

The application must be complete

This guideline and its attached annexes specify the supporting documents to be included in the application. The application should be a coherent document with a table of contents providing clear references to the respective annexe.

When an application is received, the UKÄ examines whether the documentation is sufficient for it to be justified to appoint an assessment panel to assess the application. If this is not the case, the UKÄ gives the higher education institution the opportunity to supplement the application. If the supplemental information is not received on time or if it is not sufficient, the UKÄ may examine the application and make a decision without appointing an assessment panel.

Description of collaborations in the application

Degree-awarding powers are valid individually for one higher education institution. According to UKÄ's practice, this means that most of the resources must be available at the applying higher education institution, for example the availability of teachers who are active in the education. This means that collaboration can concern aspects of the resources relative to an education, such as libraries, laboratory equipment, teachers and access to elective courses.

The collaboration must be well documented in the application. Some kind of written agreement or contractual arrangement is required on how the collaboration is regulated between the parties. Documents regulating collaboration should also have been firmly established and agreed at the relevant level by the parties.

Another aspect concerns the stability and long-term nature of the collaboration. Collaboration regarding the necessary resources should not be dependent on people, but should be based on more lasting structures that allow the parties to maintain collaboration despite, for example, retirements.

In the application, the higher education institution must also describe the way in which collaboration contributes to meeting the requirements for education in terms of laws and regulations. This means that if the higher education institution collaborates with other higher education institutions on, for example, teacher resources, it must be stated in the application how the collaboration contributes to meeting the requirements for degree-awarding powers. Finally, the collaboration should be clearly and adequately described.

There are special provisions for collaborations for applications for power to award a Master of Education degree with a certain specialisation.[6]

Read more about collaborations when applying for degree-awarding powers in the report *Application for degree-awarding powers. About collaborations*. Report 2021:13 published by UKÄ 2021.

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[6]See Chapter 6, Section 5 e of the Higher Education Ordinance.

The application process

The appraisal of applications for degree-awarding powers begins with a higher education institution applying for degree-awarding powers.

A higher education institution with a state principal sends the application to the UKÄ.

Independent higher-education providers, the Swedish University of Agricultural Sciences and the Swedish Defence University submit their applications to the government; which as a rule forward the applications to the UKÄ for assessment and observations.

Applications are handled on an ongoing basis by the UKÄ. The UKÄ's target for applications received by 15 February is to issue a decision no later than December of the same year. For applications received by 15 September, a decision should be taken no later than June of the following year.

Peer assessment

The method used to appraise degree-awarding powers is based on peer review, i.e. the university's application and its annexes are reviewed and assessed by an assessment panel consisting of external, independent experts, student representatives and labour market representatives.

The assessment panel is recruited according to the usual nomination procedure in collaboration with the HEIs, student unions (via the Swedish National Union of Students, SFS) and labour market organisations. The assessment panels are appointed by the UKÄ. An assessment panel shall have sufficiently broad and extensive expertise to assess all assessment criteria included in the review.

As a quality assurance measure, the HEIs can comment on the assessment panel's composition, for example, by pointing out conflicts of interest or the potential need for additional expertise before the assessment group is officially appointed by the UKÄ.

Before the work of assessing the application starts, the assessment panel receives an introduction to the assignment.

Statement and decision

Based on the application, interviews and any additional documentation, the assessment panel's is tasked to assess whether the programme of

education fulfils the assessment criteria. To be granted degree-awarding powers, all assessment criteria must be met.

Statement

In a written statement, the assessment panel makes a recommendation to the UKÄ as to whether the application should be granted or refused.

In its written report, the assessment panel explains its assessments of the respective assessment criteria in a clear and concise manner. In the event of a negative report, the report shall state what the assessment panel considers is not of sufficient quality. The assessment panel can point out areas for improvement, also when they suggest that the application should be granted.

The assessment panel's preliminary report will be sent to the HEI for so-called consultation before the UKÄ makes its decision. This takes three weeks. This will give the HEIs the opportunity to correct any factual errors in the report. The higher education institution's response is added as an annexe to the report. The final report will then form the basis for the UKÄ's decision.

Decision

The UKÄ's decision or position is based on the assessment panel's report with a recommendation for a decision and on the UKÄ's deliberations.

The UKÄ makes a decision to reject or grant degree-awarding powers for public HEIs, except for the Swedish University of Agricultural Sciences and the Swedish Defence University. For the Swedish University of Agricultural Sciences, the Swedish Defence University and independent higher-education providers, the assessment panel's report and the UKÄ's position and recommendation to reject or approve the application will be submitted to the government.

The UKÄ's decision with its statement, the assessment panel's report and the HEI's application are published on the UKÄ's website. Independent higher-education providers may request that their applications not be published.

Reappraisal

Higher education institutions can request a reappraisal of the UKÄ's decision. A special expert group, appointed by the UKÄ, prepares the reappraisal cases. The purpose of the expert group's review is to examine whether there have been inadequacies in the previous review

process. The expert group does not assess factual issues, only the previous review or evaluation process conducted by the UKÄ[7].

Extended time for appraisal

The UKÄ can grant an extension of the appraisal period. Extensions are only possible when inadequacies are found in the fulfilment of the assessment criteria that can reasonably be remedied within six months. The assessment panel can recommend that the UKÄ permits an extension. The inadequacies must be clearly defined in the report.

In the event of a decision to extend the appraisal period, applicants are given the opportunity to submit specific supplementary information, based on the inadequacies that the assessment panel have indicated. The amount of time available to submit supplementary information is six months from the date of the extension. Once the supplementary information has been received, the assessment panel decides whether the measures are sufficient to remedy the inadequacies or not. If the UKÄ does not receive any supplementary information, a decision regarding the application will be based on the existing documentation. The UKÄ does not allow for a deferral when submitting supplementary information.

After degree-awarding powers

A higher education institution that is granted degree-awarding powers meets all assessment criteria and is assessed as providing the conditions for students who attend the planned education to achieve the qualitative targets set by the Swedish parliament and the government. The higher education institutions are responsible for quality assuring their educations at first, second and third-cycle levels and ensuring that they are of high quality. For degree-awarding powers, this means that the higher education institutions are responsible for ensuring that they meet all relevant requirements from the time they receive their degree-awarding powers.

Independent higher-education providers with degree-awarding powers are obligated to participate in the UKÄ's follow-ups and evaluations of the education.[8] Within the framework of the national system for quality assurance in higher education and research, the UKÄ conducts reviews of the higher education institutions' activities based their knowledge-base.

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[7]See the UKÄ's *Guideline for reappraisal of decisions in quality assurance of higher education (ref. 411-00406-18).*

[8]See Chapter 6 of the Act on permission to issue certain degrees.

In order to increase and spread knowledge about how higher education institutions manage their degree-awarding powers, the UKÄ can conduct analyses and surveys aimed at the higher education institutions that have undergone appraisals of degree-awarding powers.

List of annexes

Annexe 1 applies to applications for power to award first-cycle qualifications or Degree of Master/Master of Fine Arts (60 credits).

Annexe 2 applies to applications for power to award Degree of Master (120 credits) and Degree of Master of Fine Arts (120 credits).

Annexe 3 applies to applications for power to award third-cycle qualifications.

Annexe 4 applies to applications for power to award professional qualifications.

Annexe 1

Annexe 1 applies to applications for first-cycle qualifications or Degree of Master/Master of Fine Arts (60 credits).

Assessment criteria for applications for power to award first-cycle qualifications or Degree of Master/Master of Fine Arts (60 credits).

Main field of study	
Assessment criteria	The specified degree is regulated and is part of the System of Qualifications.
	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.
	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).
	Provide a brief overview of the scope of the programme contents, including any specialisations. Include an overview of the programme structure.
	Justify the demarcation of the main field of study in relation to the scientific/fine arts bases and motivate how the scope and content of the programme provide breadth and depth within the main field of study.
	Based on an external analysis, what needs does the programme meet in relation to society and existing regional and national programmes that are offered.
	State when the programme will commence and how many students the HEI plans to admit.

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.
Guidelines for the application	Describe 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 (fill in and attach the separate staff table). Describe and analyse how the programme will ensure that there are sufficient teaching resources in the long and short term. Describe and analyse the potential teachers have for individual and professional development and how conditions for this are created.

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.
Guidelines for the application	Describe and analyse the programme's scientific/arts and professional environment and the way it closely links and associates research with 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.
	Describe and analyse how students are given an active role in developing the programme.
	Describe and analyse collaborations and interactions at the HEI and externally from a local, national and international perspective and how this promotes the quality of the students' educational environment.
	Describe how information is gathered that contributes to the education being useful and that it prepares students for a changing working life.

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.
Guidelines for the application	Describe the students' access to course literature and other teaching materials, resources for technical information and the type of infrastructure required to be able to benefit from the programme in a relevant manner.[9]
	Justify how an appropriate infrastructure is ensured in the long term.
	Specify how any collaborations with external parties[10] regarding resources are regulated (for example, by letter of intent or agreement).
	Describe and analyse the work of ensuring that available resources are used effectively to maintain the high quality of operations.

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[9]The needs for infrastructure vary depending on the educational programme. For educations that have experimental elements for example, access to good laboratory conditions is necessary and for artistic educations, it may be for example, workshops and rehearsal facilities. For distance education, it may be that there should be well-developed forms of communication.
[10]Resources can include, for example, access to libraries with databases or external teachers. For more information about collaborations, see the UKÄ's general guide for the appraisal of degree-awarding powers.

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.
Guidelines for the application	Attach the policy documents, i.e. the course and programme syllabi for the entire educational 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, reviewed and quality assured.

Ensuring qualitative targets

Assessment criteria	Through the design, implementation, and examination of the education, it is ensured that the students have achieved the goals described within the System of Qualifications when the degree is awarded (separately for each higher education degree, Degree of Master/Master of Fine Arts (60 credits).
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.

Tables and annexes

Staff table

Attach completed staff table according to template in Excel.

Resources

Attach documentation that proves collaborations with other organisations regarding resources (for example, collaboration on library resources).

Policy documents

Attach the educational programme and syllabus for the entire education.

Annexe 2

Annexe 2 applies to applications for power to award Degree of Master (120 credits) and Degree of Master of Fine Arts (120 credits).

Specific clarifications when assessing applications for power 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 degree-awarding powers up to Degree of Master/Master of Fine Arts (60 credits). The difference is in the scope, because a subject area can accommodate one or several main fields of study. In other words, what a subject area for degree-awarding powers may cover can vary. The HEI may decide the subject area, based on the educational 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 main field/s of study will form a part of 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 main field of study 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.[11]

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

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[11]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.

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 powers to award Master's degrees within the subject area with a specialisation in the main field of study that the HEI has itself established.

The university does not need to submit a renewed application to the UKÄ in the event of changes to the form or content of a Master's degree. This also applies to the establishment of new Master's degrees, as long as the degree is issued within the framework of the subject area for authorisation to award Master's degrees.

Assessment criteria for applications for power to award Degree of Master (120 credits) and Degree of Master of Fine Arts (120 credits).

Subject area and main field of study	
Assessment criteria	The specified degree is regulated and is part of the System of Qualifications.
	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, with an overview of the structure of the education.
	Describe the subject area's scope and argue for its demarcation.
	Describe and analyse the subject area's opportunities for development and in what way the subject area is related to the university's research and education.
	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 to the 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.

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.
Guidelines for the application	Describe 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 (see separate staff table).

Describe and analyse how the programme will ensure that there are sufficient teaching resources in the long and short term.

Describe and analyse the potential teachers have for individual and professional development and how conditions for this are created. |

Educational environment

Assessment criteria	There is a scientific/artistic and professional environment for the education.
	The science community within the subject area is of such 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.
	The HEI ensures that students take an active role in developing the programme.
	Relevant collaboration takes place at the HEI or externally.
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 scientific/arts environment and the way it closely links and associates research with 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.
	Describe and analyse how students are given an active role in developing the programme.
	Describe and analyse collaborations and interactions at the HEI and externally from a local, national, and international perspective and how this promotes the quality of the students' educational environment.
	Describe how information is gathered that contributes to the education being useful and that it prepares students for a changing working life.

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.
Guidelines for the application	Describe the students' access to course literature and other teaching materials, resources for technical information and the infrastructure required to be able to benefit from the programme in a relevant manner.[12]
	Justify how an appropriate infrastructure is ensured in the long term.
	Specify how any collaborations with external parties[13] regarding resources are regulated (for example, by letter of intent or agreement).
	Describe and analyse the work of ensuring that available resources are used effectively to maintain the high quality of operations.

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[12]The needs for infrastructure vary depending on the educational programme. For educations that have experimental elements for example, access to good laboratory conditions is necessary and for artistic educations, it may be for example, workshops and rehearsal facilities. For distance education, it may be that there should be well-developed forms of communication.
[13]Resources can include, for example, access to libraries with databases or external teachers. For more information about collaborations, see the UKÄ's general guide for the appraisal of degree-awarding powers.

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.
Guidelines for the application	Attach the policy documents, i.e. the course and programme syllabi for the entire educational 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, reviewed and quality assured.

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 the System of Qualifications when the qualification is awarded.
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. |

Tables and annexes

Educational environment

The research activities at the HEI in the subject area for the degree award power 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 that cover the last 5 years.

Staff table

Attach completed staff table according to template in Excel.

Resources

Attach documentation that proves collaborations with other organisations regarding resources (for example, collaboration on library resources).

Policy documents

Attach the educational programme and syllabus for the entire education.

Annexe 3

Annexe 3 applies to applications for power to award third-cycle qualifications.

Specific clarifications when assessing applications for power to award third-cycle qualifications.

Ordinance texts

The Higher Education Act and the Higher Education Ordinance both state the requirements set for higher educational institutions that award third-cycle degrees. The Higher Education Ordinance states:

For general third-cycle degrees

Permission to award general third-cycle degrees may be granted to other HEIs than universities within a subject area if the programmes and research at the HEI are of such a quality and scale that the third-cycle study courses and programmes within the subject area can be carried out at a high academic level and otherwise under good educational conditions (Higher Education Ordinance, Chapter 6, section 5 c).

For third-cycle degrees in the fine, applied and performing arts

Permission to award third-cycle degrees in the fine, applied and performing arts degrees may be granted to universities and HEIs within a subject area if the fine, applied and performing arts programmes, research and development work at the university or HEI are of such a quality and scale that the third-cycle study courses and programmes within the subject area can be carried out at a high artistic level and otherwise under good educational conditions (Higher Education Ordinance, Chapter 6, section 5 c).

What is a subject area for a third-cycle degree?

A subject area can be described as a specific field of knowledge. The subject area can contain one or more subjects for third-cycle study courses and programmes (third-cycle programme subjects). In its application, the HEI states how the subject area will be demarcated and which subject or subjects the third-cycle degree will be awarded in (third-cycle programmes) and that will initially will be provided in the subject area. This means degree-awarding powers for a subject area in

which a degree is awarded will vary from case to case. It does not need to coincide with a subject area for a Master's degree (60 credits) that already exists at the HEI.

What do powers to award a degree entail?

An HEI's power to award a degree means that it is entitled to make such decisions as the Higher Education Ordinance permits the HEI under the power it has been given to award third-cycle degrees in the subject area. This includes, among other things, organising and phasing out third-cycle programmes, admitting students to third-cycle programmes, establishing general and individual study plans, and so on. Within the framework of the degree award power, the higher education institution may issue general doctoral and licentiate degrees or artistic doctoral and licentiate degrees within the third-cycle programme subjects it has established.

The HEI does need to submit a renewed application to UKÄ if a third-cycle programme's structure or content is changed. This also applies to the establishment of new third-cycle programme subjects, as long as these fall within the subject area for which the HEI has the power to award a degree.

Application

In its application, the HEI lists the subject area it wants to offer a third-cycle programme in. In addition, it must also state which subject or subjects for the third-cycle programmes that the programme will initially be organised in. The degree award power, and thereby the assessment, apply to the subject area as a whole, including the individual third-cycle programme subjects that the subject area covers. The HEI's plans for the individual third-cycle programmes are intended to provide the basis for an assessment of how the HEI will specifically handle the degree awarding power that it has applied for. If the HEI also intends to grant a Master's degree (120 credits) in the subject area, this must be stated in the application.

Assessment criteria for applications for power to award third-cycle qualifications

Subject area	
Assessment criteria	The specified degree is regulated and is part of the System of Qualifications.
	The extent and demarcation of the subject area are reasonable and appropriate.
	The subject area relates to the HEI's programmes in a credible and reasonable way.
	The subject area constitutes a credible scientific/artistic whole, in which the parts support the whole and each other.
	The research within the subject area is of such quality and scale that third-cycle programmes can be offered at a high level of scientific excellence within the entire subject area.
	The award of the qualification is, from a national perspective, in the public interest.
Guidelines for the application	Specify and describe the subject area within which the educational/arts third-cycle programmes will be offered. State in which third-cycle programme subject or subjects the HEI will begin to arrange the third-cycle programme.
	Describe and justify the subject area's scope and argue for its demarcation. Also describe how the subject area relates to third-cycle programme(s) that the application applies to and to the existing programmes at first and second-cycle levels that are of relevance, and to the research/artistic research that takes place at the HEI. (Attach the HEI's programme and research strategy, or equivalent).
	Describe and analyse how the subject area constitutes a scientific or artistic whole, in which the parts support the whole and each other through the relationship between the programme content and the third-cycle programme subjects that the HEI initially intends to establish and how the third-cycle programme subjects will come to support each other. In cases where the subject area only contains a single third-cycle subject: Describe how these various areas of focus will support each other and the whole.
	Based on an external analysis, justify the establishment of a subject area for third-cycle programmes, 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 doctoral students are planned to be admitted.

Staff	
Assessment criteria	The number of supervisors and 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 and analyse the overall competence of supervisors and teachers in relation to the programme. (See below regarding annexes and tables 1 and 2 contained in the Excel document Tables degree-awarding powers third-cycle level).
	Describe and analyse how supervisors' and teachers' scientific/artistic and pedagogical skills development will occur, including their opportunity to conduct research and follow developments within their own subject area.
	Describe what is being done to ensure that there are sufficient supervisor resources in the long term, e.g. in the event of changes to supervisors and their retirement.

The third-cycle level environment

Assessment criteria	The proposed third-cycle level programmes in the subject area can be conducted at a high scientific/artistic level and within a good educational framework in general.
	The HEI ensures that doctoral students take an active role in developing all aspects of the programme.
	Relevant collaboration occurs with the surrounding society, both nationally and internationally.
Guidelines for the application	Describe and analyse how operations will be conducted to give doctoral students a well-functioning and stimulating scientific/artistic environment that has a sufficient number of teachers and researchers to create a range of interactions and collaborations, as well as giving access to different perspectives and specialisations.
	Describe and analyse how collaborative research is conducted between the representatives of the various subjects/ specialisations within the subject area applied for.
	Describe how the researchers publish their results in the subject area at the intervals and in the contexts that are accepted within the relevant field of knowledge, (see below with regard to annexes and tables).
	Describe how work will be carried out to expand the research environment for doctoral students, for example through the national and international networks that the HEI's researchers can benefit from within the subject area applied. Also describe how the HEI will work to assist third-cycle students with participation in national and international conferences and publishing in national and international journals, for example.
	Describe how conditions will be created for doctoral students' interaction with each other, through for example, seminars, courses, and conferences.
	Describe to what extent doctoral students are given the opportunity for work on the department, or similar, in the form of teaching, administration or other duties.
	Describe how a good physical and psycho-social working environment for doctoral students will be ensured.
	Describe and analyse how doctoral students have an active role in developing the programme.
	Describe other collaboration and interaction with closely related programmes and associated programmes and research areas, both locally, nationally and internationally and how this affects the quality of the programme.
	Describe how information is gathered that contributes to the education being useful and that it prepares students for a changing working life.

Resources	
Assessment criteria	There is access to a stable and effective infrastructure in the short and long term.
	The financial resources needed to carry out the third-cycle programme are available.
	Available resources are used effectively to sustain a high standard of operations.
Guidelines for the application	Describe the doctoral students' access to the course literature and other teaching materials, resources for technical information and the infrastructure required to be able to benefit from the programme in a relevant manner.[14]
	Specify how any collaborations with external parties[15] regarding resources are regulated (for example, by letter of intent or agreement).
	Describe and analyse how available resources will be used effectively to maintain high quality operations.
	Describe and justify how the HEI's funding is sufficient and sustainable for the doctoral programme within the area with respect to courses, supervision, doctoral students' study funding and the admission, at regular intervals, of new doctoral students, (attach the budget, see below).

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[14]The needs for infrastructure vary depending on the educational programme. For educations that have experimental elements for example, access to good laboratory conditions is necessary and for artistic educations, it may be for example, workshops and rehearsal facilities. For distance education, it may be that there should be well-developed forms of communication.
[15]Resources can include, for example, access to libraries with databases or external teachers. For more information about collaborations, see the UKÄ's general guide for the appraisal of degree-awarding powers.

Policy documents

Assessment criteria	There is a general study plan for the entire educational programme and a template for the individual study plan and these are designed in an adequate way.
	The policy documents are quality assured.
Guidelines for the application	Attach general study plans and the template for individual study plans.
	Describe how teaching, course literature/other teaching materials and examinations will be designed.
	Describe how these policy documents are adopted, reviewed and quality assured and how the individual study plans are followed up.

Ensuring qualitative targets	
Assessment criteria	Through the design, implementation, and examination in the programme, it is ensured that doctoral students achieve the targets defined in the System of Qualifications when the qualification is awarded.
Guidelines for the application	Describe and analyse on the basis of the policy documents how, for example, courses, seminars, conferences, planned publications, participation in senior researchers' projects, supervisory time, allocation of credits between courses, other modules and thesis work will contribute to achieving the Higher Education Ordinance's goals for the programme.
	Describe and analyse the progression and the link between qualitative targets, intended learning outcomes, learning activities and examinations.
	Describe and justify the functions and roles of the supervisor and the examiner and how to ensure legally correct examinations.

Tables and annexes

Subject area

Attach the HEI's programme and research strategy, or equivalent.

Supervisor resources and educational environment for third-cycle students

General degrees

Table 1. Supervisor resources in the subject area. Table 1 shows potential supervisors in the subject area in the current academic year. Only those teachers who are involved at third-cycle level (not on sabbatical) are listed. List also pending retirements and ongoing recruitments. Comments should be added to the table in the form of text.

CVs for potential supervisors (listed in Table 1). This includes information on year of birth, degrees (discipline/subject areas), associate professor competence, previous employment, relevant post-doc stays, supervisor experience, and other academic or artistic assignments at the HEI or externally. This also includes information about the outreach with surrounding society.

Complete publication lists for potential main supervisors (listed in Table 1) for the last five years. The lists can include the following categories of publications for the last five years.

- a. Peer-reviewed scientific journal articles for the last five years, as well as peer-reviewed scientific journal articles that have been accepted for publication in the current year.

- b. Contributions to conferences

- c. Articles – not peer-reviewed

- d. Editorship of books – if the supervisor resource has also written chapters in the book, list these separately. See item e.

- e. Book chapters – list multiple chapters in the same book separately.

- f. Books that are not covered by items d and e.

- g. Reports

- h. Patents – patent number

- i. Reviews

j. Other

Table 2. Other PhD teachers and researchers within the subject area in the current academic year. It is also important to indicate in this table only those persons who participate at third-cycle level; imminent retirements and ongoing recruitments should also be stated. Comments should be added to the table in the form of text.

CVs for other PhD teachers and researchers (listed in Table 2). This includes information on year of birth, degrees (discipline/subject areas), associate professor competence, previous employments, relevant post-doc stays, supervisor experience, and other academic or artistic assignments at the HEI or externally. This also includes information about the outreach with surrounding society.

Complete publication lists for other PhD teachers and researchers (listed in Table 2) for the last five years.

Artistic degree

Table 1. Supervisor resources in the subject area. Table 1 shows potential supervisors in the subject area in the current academic year. Only those teachers who are involved at third-cycle level (not on sabbatical) are listed. List also pending retirements and ongoing recruitments. Comments should be added to the table in the form of text.

CVs for potential supervisors (listed in Table 1). This includes information on year of birth, degrees (discipline/subject areas), associate professor competence, previous employments, relevant post-doc stays, supervisor experience, and other academic or artistic assignments at the HEI or externally. This also includes information about the outreach with surrounding society.

Complete publication lists for potential main supervisors (listed in Table 1) for the last five years. The lists can include the following categories of publications for the last five years.

a. Peer reviewed scientific/arts journal articles for the last five years, and peer reviewed scientific/arts journal articles that have been accepted for publication in the current year.

b. Complete list of the last five years' arts work and work within arts development and arts research for potential main supervisors (listed in Table 1).

c. Contributions to conferences

d. Articles – not peer-reviewed

e. Editorship of books – if the supervisor resource has also written chapters in the book, list these separately. See item f.

f. Book chapters – list multiple chapters in the same book separately.

g. Books that are not covered by items e and f.

h. Reports

i. Patents – patent number

j. Reviews

k. Other

Table 2. Other teachers employed on artistic merit in the subject area in the current academic year. It is also important to indicate in this table only those persons who participate at third-cycle level; imminent retirements and ongoing recruitments should also be stated. Comments should be added to the table in the form of text.

CVs for other teachers engaged on artistic merit (listed in Table 2). This includes information on year of birth, degrees (discipline/subject areas), associate professor competence, previous employments, relevant post-doc stays, supervisor experience, and other academic or artistic assignments at the HEI or externally. This also includes information about the outreach with surrounding society.

List of the last five years Arts Development work and arts research for other teachers working under fixed-term engagements on artistic merit (listed in Table 2).

Third-cycle education environment specifically

Doctoral students
Tables 3 and 4. List of doctoral students funded by the applicant HEI who have been admitted to other HEIs.

List of theses dissertations and licentiate theses submitted in relevant third-cycle programme subjects within the last five years (by doctoral students affiliated with the HEI).

Agreements with other HEIs regarding third-cycle programmes (if applicable). List of national and international networks (if applicable). List of mandatory and elective courses that the HEI offers (at its own or other HEIs).

Resources

Include budget for third-cycle programmes within the subject area for the next four years (forecasts for income and expenditure).

Attach documentation that proves collaborations with other organisations regarding resources (for example, collaboration on library resources).

Policy documents

Include general study plans for planned third-cycle programmes.

Include a template on how individual study plans will be organised.

Annexe 4

Annexe 4 applies to applications for power to award professional qualifications.

Assessment criteria for applications for power to award degree-equivalent professional qualifications

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.
Guidelines for the application	State the degree (the title of the qualification, including any specialisations that the degree students will take).
	Provide a brief overview of the scope of the programme contents, including any 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.
	Based on an external analysis, what needs does the programme meet in relation to society and existing regional and national programmes that are offered.
	State when the programme will commence and how many students the HEI plans to admit.

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.
Guidelines for the application	Describe 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 (fill in and attach the separate staff table).
	Describe and analyse how the programme will ensure that there are sufficient teaching resources in the long term.
	Describe and analyse the potential teachers have for individual and professional development and how conditions for this are created.

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.
Guidelines for the application	Describe and analyse the programme's scientific/arts and professional environment and the way it closely links and associates research with 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.
	Describe and analyse how students are given an active role in developing the programme.
	Describe and analyse collaborations and interactions at the HEI and externally from a local, national, and international perspective and how this promotes the quality of the students' educational environment.
	Describe how information is gathered that contributes to the education being useful and that it prepares students for a changing working life.

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.
Guidelines for the application	Describe the students' access to course literature and other teaching materials, resources for technical information and the infrastructure required to be able to benefit from the programme in a relevant manner.[16]
	Justify how an appropriate infrastructure is ensured in the long term.
	Specify how any collaborations with external parties[17] regarding resources are regulated (for example, by letter of intent or agreement).
	Describe and analyse the work of ensuring that available resources are used effectively to maintain the high quality of operations.

[16]The needs for infrastructure vary depending on the educational programme. For educations that have experimental elements for example, access to good laboratory conditions is necessary and for artistic educations, it may be for example, workshops and rehearsal facilities. For distance education, it may be that there should be well-developed forms of communication.

[17]Resources can include, for example, access to libraries with databases or external teachers in connection with work placements. For more information about collaborations, see the UKÄ's general guide for the appraisal of degree-awarding powers.

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.
Guidelines for the application	Attach the policy documents, i.e. the course and programme syllabi for the entire educational 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, reviewed and quality assured.

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.
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.

Tables and annexes

Staff table

Attach completed staff table according to template in Excel.

Resources

If applicable, attach documentation that proves collaborations with other operators regarding resources.

Policy documents

Attach the educational programme and syllabus for the entire education.

The Swedish Higher Education Authority (Universitetskanslersämbete – UKÄ) shall 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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