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

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

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| --- | --- |
| Higher education institution | [State the name of the higher education institution] |
| Subject area: | [State the subject area] |

For instructions for the application, see Guidelines for applications for degree-awarding powers General principles, as well as Annexe 2 to the guidance which specifically appliesDegree of Master (120 credits) and Degree of Master of Fine Arts (120 credits). Annexe 2 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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| --- | --- |
| 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.. |

See instructions in Annexe 2 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 2 to Guidelines for applications for degree-awarding powers General principles. Include the relvant table.

**The HEI’s statement:**

|  |  |
| --- | --- |
| 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. |

See instructions in Annexe 2 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 2 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 2 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 the System of Qualifications when the qualification is awarded. |

See instructions in Annexe 2 to Guidelines for applications for degree-awarding powers General principles.

**The HEI’s statement:**