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

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

|  |  |
| --- | --- |
| Higher education institution | [State the name of the higher education institution] |
| Degree: | [State the degree] |
| Main field of study: | [State the main field of study ] |

For instructions for the application, see Guidelines for applications for degree-awarding powers General principles, as well as Annexe 1 to the guidance which specifically applies to first-cycle qualifications or Degree of Master/Master of Fine Arts (60 credits). Annexe 1 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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| --- | --- |
| 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. |

See instructions in Annexe 1 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 1 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 1 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 1 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:**

|  |  |
| --- | --- |
| 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 1 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 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). |

See instructions in Annexe 1 to Guidelines for applications for degree-awarding powers General principles**.**

**The HEI’s statement:**