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| Template established byReplaces | Board of Education and Research2025-05-12, SKH 2025/25/1.2.4 SKH 2022/644/1.2.4 |

# Template for Assessment Report – Education

**Programme**

**Assessment group (name, title, organisational affiliation):**

**Chair of the group:**

**Student/doctoral student participation has taken place in the following ways**:

**Submission date for the assessment report:**

## Purpose and instructions

Educational evaluations are part of the quality system of Stockholm University of the Arts (SKH). The purpose of the evaluations is to generate regular and systematic knowledge that is needed to ensure and develop the quality of the university's educations. A educational evaluation consists of four steps: start-up, self-evaluation, external reviews and measures. All educations at first cycle, second cycle and third cycle leading to a degree must be evaluated. Programmes will be evaluated on a six-year cycle, meaning that each programme will be evaluated every six years. All programmes will be assessed against criteria based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Each programme evaluated will be assessed against all criteria.

The Template for the assessment report is part of the Guidelines for educational evaluations and is mandatory to use. The template mirrors the Template for the self-evaluation report.

The basis for assessment is the Self-evaluation report and mandatory appendices: general study plan (third cycle), programme syllabus (first cycle and second cycle) and overview of qualitative targets.

Based on the criteria (see section 2.2 of the Guidelines for Educational Evaluations), the Assessment Report should include recommendations, strengths as well as areas for development, which aims at improving the education. A recommendation must be problem-based and thus differs from more general tips and advice, which may be included in the assessment under each criterion but not in the overall assessment. The assessment group's judgement should be clearly justified and preferably illustrated with examples. The assessment should **not** result in a rating of the entire education.

The report should not exceed of 15-25 pages, including 'template text'. Before the Assessment Report is submitted to SKH, the education that has been assessed must be given the opportunity to correct any factual errors and misconceptions. This is done via the responsible Administrative Officer.

The final report must be submitted by the chair of the assessment group to the SKH, i.e. to the responsible Administrative Officer.

## Summary of strengths and areas for development according to the self-assessment

* Summary of the strengths and development areas identified in the self-assessment.

Comments from the assessment group. Enter text here...

## Introduction

**About the education**

**Organisation of the education and key figures**

Comments from the assessment group. Enter text here...

 Assessment report

1. **the education fulfils the requirements of the Higher Education Act and of the degree descriptions in the ordinances related to the Act, i.e. the intended learning outcomes correspond to the qualitative targets and they are examined in a legally secure manner**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **that teaching supports students'/doctoral students' learning**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **the content and form of teaching are based on artistic and/or scientific grounds and proven experience**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

Type text here...

1. **that the education is useful for the students/doctoral students and their future careers**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

1. **that those involved in the education have up-to-date subject and higher education pedagogical/subject didactic skills**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **students/doctoral students have a say in the planning, implementation and monitoring of education**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **that the study environment is accessible and appropriate for all students/doctoral students**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **continuous monitoring and development of the education, supported by course evaluations and, for doctoral students, individual study plans**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **applies only to third-cycle courses and study programmes:**
	* **doctoral students have access to an active research environment with sufficient subject depth, breadth and scope**
	* **doctoral students have the opportunity to collaborate with national and international researchers and with the surrounding community**

Description and analysis of the education's strengths and areas for development in relation to the criterion and any recommendations for appropriate development work.

Type text here...

1. **Other**

Any descriptions, analyses and values regarding, for example, internationalisation, widening participation, sustainable development and gender equality.

Comments from the assessment group. Enter text here

1. **Other comments from the assessment group**

Type text here...

1. **Overall**

The assessment group should summarise below in a clear and concise manner its previously expressed considerations, opinions, and summarise its previously expressed proposals for action. The summed assessment should also provide feedback on good practices and areas for development.

Type text here...

## Annexes

The assessment group has taken note of the following mandatory annexes to the self-assessment report:

General study programme (third cycle studies)

Curriculum (first cycle and second cycle studies)

Overview of qualitative targets