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| Reg. no. | Enter registry number |
| Template adopted by | the Board of Education and Research,12.09.2022, reg. no. SKH 2022/644/1.2.4 |

# Template for assessment report

**Programme:**

**Department:**

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

**Chairperson of the group:**

**Students/doctoral students have participated as follows:**

**Date of submission of assessment report:**

## Purpose and instructions

Programme evaluations are part of the systematic quality work at Stockholm University of the Arts (SKH). The purpose of the programme evaluations is to generate regular and systematic knowledge needed to ensure and develop the quality of the SKH's educational programmes. A programme evaluation consists of four steps: start-up, self-evaluation, peer review and measures. All programmes at first-, second- and third-cycle leading to a degree shall be evaluated. Programmes are evaluated on a six-year cycle, which means that every programme is evaluated once every six years. All programmes shall be assessed against the Association of Swedish Higher Education Institutions’ (SUHF) criteria based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). All programmes shall be assessed against all criteria.

The template for assessment report is part of the Guidelines for Programme Evaluations; its use is obligatory. The template reflects the template for self-evaluation report.

Assessment is based on the self-evaluation report and the compulsory appendices: general syllabus for third-cycle programmes or programme syllabus for first- and second-cycle programmes, and an overview of qualitative targets. If the Assessment Group has requested additional supporting documents assessment, this should be stated in the assessment report.

Based on the criteria (see Section 2.2 of the Guidelines for Programme Evaluations), the assessment report shall offer recommendations concerning strengths and areas of development, aimed at developing the programme. A recommendation should be problem-based and thus differ 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 shall clearly justify its assessment, preferably using examples. The assessment should **not** result in a grade for the entire programme.

The report should not exceed 15–25 pages including the text in the template.

Before the report is submitted to Stockholm University of the Arts, the responsible officer at the Research Office or the Educational Administration Department shall have the opportunity to correct any factual errors and misunderstandings.

The final report shall be submitted by the chairperson of the Assessment Group to Stockholm University of the Arts, i.e. the responsible officer at the Research Office or the Educational Administration Department.

## Summary of strengths and areas for improvement according to the self-evaluation

* A summary of the strengths and areas for development identified in the self-evaluation.

Assessment Group’s comments. Write text here...

## Introduction

**About the programme**

**The programme’s structure and KPIs**

Assessment Group’s comments. Write text here...

 Assessment report

1. **that the programme meets the requirements of the Swedish Higher Education Act (SFS 1992:1434) and the System of Qualifications, Annex 2 to the Swedish Higher Education Ordinance (SFS 1993:100) in that the intended learning outcomes correspond to the qualitative targets and that examination is legally certain**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **that teaching focuses the students’/doctoral students’ learning**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **that the content and form of teaching activities rests on an artistic and/or scientific foundation and proven experience**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

Write text here...

1. **that the programme is useful to students/doctoral students in their future careers**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

1. **that those working in the programme have relevant, up-to-date knowledge of the subject and competence in subject didactics and higher education pedagogy**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **that students/doctoral students can exert influence over the planning, implementation and follow-up of the programme**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **that all students/doctoral students are offered an accessible, fit-for-purpose study environment**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **that the programme is continuously monitored and developed, supported by course evaluations and, for doctoral students, individual study plans**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **Specific to third-cycle programmes:**
	* **that doctoral students have access to an active research environment with adequate depth, breadth and scope in their subject**
	* **that doctoral students have opportunities to collaborate on research nationally and internationally and with the surrounding community**

Report on the strengths and areas of development of the programme in relation to this criterion and recommend measures to develop the programme where appropriate.

Write text here...

1. **Other**

Describe, analyse and evaluate any other aspects, such as internationalisation, broadened recruitment, sustainable development and gender equality.

Assessment Group’s comments. Write text here...

1. **Any other comment from the Assessment Group**

Write text here...

1. **Summative assessment**

The Assessment Group shall clearly and concisely summarise its previous considerations and positions, as well as its previous recommendations. The summary assessment should also provide feedback on good practice and areas for development.

Write text here...

## Appendices

The Assessment Group has received the following compulsory appendices to the self-evaluation report:

General syllabus for third-cycle programmes

Programme syllabus (first- and second-cycle)

Overview of qualitative targets.

List any other documents on which the assessment is based.