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| Reg. no. | Enter registry number | |
| Template adopted by | | the Board of Education and Research,  12.09.2022, reg. no. SKH 2022/643/1.2.4 | |

# Template for self-evaluation report

**Programme:**

**Department:**

**Date of approval of self-evaluation report:**

**Head of Department/Vice-Rector for Research:**

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

**Contact person(s):**

## 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.

Students’ and doctoral students’ representative shall be offered to take part in the work on the self-evaluation report.

The head of department/Vice-Rector for Research shall approve the self-evaluation report and submit it with the completed overview of qualitative targets to the responsible officer at the Research Office and the Educational Administration Department.

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

* The report shall be descriptive and, where appropriate, analytical, evaluating and illustrated with examples. It should also state the strengths of the programme and any areas for development. See endnote.
* The report shall be based on present conditions and planned developments.
* Taken together, the different sections of the report shall provide a comprehensive picture of the programme without the need to link to additional information.
* As the criteria are numbered, it is possible to cross-reference the criteria.
* The report should not exceed 20–30 pages including the text in the template. The number of pages devoted to each criterion may vary depending on the programme being evaluated.
* It is not permitted to delete template text or criteria, except for those that refer specifically to third-cycle programmes when a first or second-cycle programme is under evaluation. It is permitted to add new headings.
* Self-evaluation reports must include the following appendices: general syllabus for third-cycle programmes or programme syllabus for first and second-cycle programmes, and an overview of qualitative targets.

## Summary

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

Approximately ⅓ Page.

Write text here...

## Introduction

**About the programme**

Describe the ambition, idea or purpose behind the programme.

Approximately ⅓ Page.

Write text here...

**The programme’s structure and KPIs**

Documentation is prepared by the Research Office or Educational Administration Department.

**Comments**

Write text here...

**KPI**\*

|  |  |  |  |
| --- | --- | --- | --- |
|  | 20XX | 20XX | 20XX |
| **First- and second-cycle** |  |  |  |
| Number of applicants and admitted students (sex-disaggregated data) |  |  |  |
| Number of full-time equivalent (FTE) students |  |  |  |
| Performance indicator (credits awarded as a percentage of credits for all registered courses on which the student is registered converted into FTEs and divided by the number of students in FTEs). |  |  |  |
| Number of examinations |  |  |  |
| **Third-cycle** |  |  |  |
| Number of applicants and admitted doctoral students (sex-disaggregated data) |  |  |  |
| Number of doctoral students (sex-disaggregated data) |  |  |  |
| Actual period of study |  |  |  |
| Number of examinations |  |  |  |

\* Data retrieved from existing systems and annual reports.

**Comments**

Approximately 1/3 Page.

Write text here...

Self-evaluation

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**

Describe, analyse and evaluate, preferably with examples. Relate to the completed overview of qualitative targets.

Write text here...

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

Describe, analyse and evaluate, preferably with examples.

Write text here...

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

Describe, analyse and evaluate, preferably with examples.

Write text here...

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

Describe, analyse and evaluate, preferably with examples.

Write text here...

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**

Describe, analyse and evaluate, preferably with examples.

Write text here...

Write text here...

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

Describe, analyse and evaluate, preferably with examples.

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

Describe, analyse and evaluate, preferably with examples.

Write text here...

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

Describe, analyse and evaluate, preferably with examples.

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**

Describe, analyse and evaluate, preferably with examples.

Write text here...

1. **Other**

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

Write text here...

## Compulsory appendices

General syllabus for third-cycle programmes

Programme syllabus (first- and second-cycle)

Overview of qualitative targets

Endnote

The description should be based on each criterion. In this context, the term *describe* means to report on the current situation; for example, how many teachers that are working in the programme and what their skills are, what special educational support is being offered to students with disabilities and what modes of assessment are being used in the programme. Another example is to specify how the qualitative targets of a degree are covered by the learning outcomes of the courses included in a programme

Based on your description, an analysis should be conducted of whether or not the programme is functioning well: what are its strengths and what needs to be developed. In this context, the term *analyse* means to weigh up the various elements against one another based on the facts/description; for example, weighing up whether the competence of teachers meets the needs of the programme, or whether modes of assessment are appropriate given the knowledge or skills being examined.

In this context, the term *evaluate* means to draw conclusions about how things are working based on your analysis. In the example of teaching skills versus the needs of the programme, this may involve drawing conclusions concerning whether or not the skills in question are fit-for-purpose and examining the basis on which you have reached your conclusions. In the example of modes of assessment, this may involve drawing conclusions concerning whether or not the chosen modes are fit-for-purpose and examining the basis on which you have reached your conclusions. Based on your conclusions, state the strengths and areas of development of the programme.