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| Ref. no. | Enter ref. no. |
| Template established byReplaces | Board of Education and Research2025-05-12, ref. no. SKH 2025/24/1.2.4SKH 2022/643/1.2.4 |

# Template for Self-Evaluation Report – Education

**Programme**:

**Subject area**:

**Date of adoption for the self-assessment report**:

**Head of Subject/Vice-Rector for Research**

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

**Contact person(s)**:

## 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 needed to ensure and develop the quality of the university's educations. An educational evaluation consists of four steps: start-up, self-evaluation, external review and measures. All educations at first cycle, second cycle and third cycle leading to a degree must be evaluated. Educations will be evaluated on a six-year cycle, meaning that each education will be evaluated every six years. All educations will be assessed against criteria based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Each education evaluated will be assessed against all criteria.

The student/doctoral student representative should be offered a place in the work on the self-evaluation report, for example by being part of the working group or by being given the opportunity to read the draft self-evaluation report and provide comments.

The Head of Subject/Vice-Rector for Research shall approve the self-evaluation report and the overview of qualitative targets after presentation by the responsible Administrative Officer.

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

* The report shall be descriptive and, where appropriate, analytical and valuative, and, where relevant, illustrated with examples. Strengths and areas for development should also be identified. See endnote.
* The report should be based on current conditions and planned developments.
* Together, the different parts of the report should provide a comprehensive picture of the education, without links to additional information.
* The criteria are numbered. It is therefore possible to refer between different criteria.
* The report should not exceed 20-30 pages, including 'template text'. The number of pages per criterion may vary depending on the education to which the self-evaluation relates.
* "Template text" and criteria may not be removed, except those that apply specifically to third cycle studies when the self-evaluation is for first cycle or second cycle courses. New subheadings may be added.
* Mandatory appendices to the self-evaluation report are the general study plan (third cycle), the programme syllabus (first cycle and second cycle) and the overview of qualitative targets.

## Executive summary

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

Approximately 1/3 page.

Type text here...

## Introduction

**About the programme**

Describe the ambition/idea/purpose of the programme.

Approximately 1/3 page.

Type text here...

**Organisation of the education and key figures**

Documentation is prepared by the responsible Administrative Officer.

**Language of instruction:**

**Main field of study:**

**Specialisations:**

**Admission:**

**Eligibility:**

**Specific entry requirement:**

**Selection:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Course and credits** | **Course and credits** | **Course and credits** | **Course and credits** |
| **Semester 1** |  |  |  |  |
| **Semester 2** |  |  |  |  |
| **Semester 3** |  |  |  |  |
| **etc** |  |  |  |  |

**Key figures \***

|  |  |  |  |
| --- | --- | --- | --- |
|  | 20XX | 20XX | 20XX |
| **First cycle and second cycle** |  |  |  |
| Number of applicants and students admitted (including proportion of women and men, legal gender) |  |  |  |
| Number of full-year students (full-time equivalents) |  |  |  |
| Number of full-time equivalents (FTEs) |  |  |  |
| Number of degrees |  |  |  |
| **Third cycle** |  |  |  |
| Number of applicants and admitted doctoral students (including proportion of women and men, legal gender) |  |  |  |
| Number of doctoral students (including proportion of women and men, legal gender) |  |  |  |
| Net study time |  |  |  |
| Number of degrees |  |  |  |

\* Data are taken from existing systems and the annual reports.

**Commentary**

Approximately 1/3 page.

Type text here...

Self-assessment

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**

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

Type text here...

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

Describe, analyse and valuate, preferably with examples.

Type text here...

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

Describe, analyse and valuate, preferably with examples.

Type text here...

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

Describe, analyse and valuate, preferably with examples.

Type text here...

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

Describe, analyse and valuate, preferably with examples.

Type text here...

Type text here...

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

Describe, analyse and valuate, preferably with examples

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

Describe, analyse and valuate, preferably with examples.

Type text here...

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

Describe, analyse and valuate, preferably with examples.

Type text here...

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

Describe, analyse and valuate, preferably with examples.

Type text here...

1. **Other**

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

Type text here...

## Mandatory annexes

General study programme (third cycle studies)

Curriculum (first cycle and second studies)

Overview of qualitative targets

Endnote [To be removed before the self-assessment is finalised].

#### Describe

The description should be based on what is stated for each criterion. Describingin this context means describing an actual situation. Examples include stating how many teachers there are at the education and their qualifications, what Targeted study support students with disabilities can receive and what forms of examination are used in the education. Another example is to account for how the work of checking that the objectives of a degree are covered by the intended learning outcomes of the courses included in the education.

#### Analyse

Based on the description, an analysis should be made so that the education can evaluate whether what is described works well or not, i.e. what strengths exist and what needs to be developed. In this context, analysingmeans weighing different elements against each other based on the facts/description. One example is to compare the competence of the teachers with the needs of the education. For the example of examination forms above, this would mean comparing the description of examination forms with what is to be assessed.

#### Valuate

Valuatingin this context means being able to draw conclusions about how something works based on the analysis that has been done. In the example of the teachers' competences and the needs of the education, this would mean drawing conclusions about whether the competences are appropriate or not and what one bases that conclusion on. For the forms of examination, it would mean drawing conclusions about whether or not the forms of examination are appropriate and what one bases that conclusion on. Based on this, strengths and areas for development should then be identified.