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| Ref. No. | Enter Ref. No. |
| Template established by | Board of Education and Research2025-05-12, SKH 2025/108/1.2.4 |

# Template for self-assessment report of independent courses at an overall level

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

**Head of Department of the co-creative team for independent courses, in consultation with the Head of Department**:

**Student 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. The purpose of evaluations is to generate regular and systematic knowledge that is needed to ensure and develop the quality of the university's education. An evaluation consists of four steps: start-up, self-evaluation, external reviews and measures.

Independent courses are evaluated every six years.

Student representatives should be invited to participate in the preparation of the self-evaluation report.

The Head of Department of the co-creation team for independent courses, in consultation with the other Heads of Department, shall establish the self-evaluation report after presentation by the responsible Administrative Officer of the Educational Administration Department.

The self-evaluation report template is part of the Guidelines for the evaluation of independent courses 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 of development should also be identified. See endnote.
* The report should be based on current conditions and planned developments.
* The report should not exceed 5-10 pages.
* 'Template text' may not be removed. New subheadings may be added.

## Executive summary

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

Approximately 1/3 page.

Type text here...

**Key figures**

Data refer to the last three academic years and are reported by department. The data also includes courses within Kulturskoleklivet and any contract education.

|  |  |
| --- | --- |
| **Department 1 (circus, dance, dance pedagogy, opera, acting)** |  |
| Number of courses  |  |
| Number of applicants and admitted students (including proportion of women and men, legal gender) | Applicants | Admitted |
|  |  |
| Number of full-year students (full-time equivalents) |  |
| Number of full-year achievements (full-time equivalents) |  |
| Performance level |  |
| Level of education | First cycle | Second cycle |
|  |  |
| Credits | 1-10 credits | 11-20 hp | 21-30 hp |
|  |  |  |
| Language of instruction | Swedish | English  |
|  |  |
| Number of distance learning courses |  |

|  |  |
| --- | --- |
| **Department 2 (film and media and performing arts)** |  |
| Number of courses  |  |
| Number of applicants and admitted students (including proportion of women and men, legal gender) | Applicant | Admitted |
|  |  |
| Number of full-year students (full-time equivalents) |  |
| Number of full-year achievements (full-time equivalents) |  |
| Performance level |  |
| Level of education | First cycle | Second cycle |
|  |  |
| Credits | 1-10 credits | 11-20 hp | 21-30 hp |
|  |  |  |
| Language of instruction | Swedish | English  |
|  |  |
| Number of distance learning courses |  |

Comment:

Self-assessment

**The role and functions of the range of course within the university**

* **anchoring in the university’s strategies for education**
* **relation to programmes**
* **role of finance and missions**

Describe, analyse and valuate, preferably with examples.

Type text here...

**Organisation and conditions for the production and implementation of the course**

* **process for planning the range of courses**
* **process for the implementation of a course and defining the course syllabus**
* **infrastructural and human resources conditions for the implementation of the course**

Describe, analyse and valuate, preferably with examples.

Type text here...

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

#### Describe

The description should be based on what is stated for each criterion. Describing in this context means describing an actual situation. Examples include stating how many teachers are involved in an education/course and their qualifications, what targeted educational support students with disabilities can receive and what forms of examination are used in the education/course. Another example is to describe how the work of checking that the aims of a degree are covered by the intended learning outcomes of the courses included in a programme.

#### 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, analysing means weighing different elements against each other based on the facts/description. One example is to compare the competence of teachers with the needs in education/course. For the example of examination forms above, this would mean comparing the description of examination forms with what is to be assessed.

#### Valuate

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