**Template for application to UKÄ for power to award degrees**

This template applies to applications for power to award third-cycle qualifications. If the higher education institution also intends to grant a degree of master (120 credits) in the field, this must be stated in the application.

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| Lärosäte | [State the name of the higher education institution] |
| Område: | [State the subject area] |
| Licentiate degree: | [yes/no] |
| Doctoral degree: | [yes/no] |
| Degree of master (120 credits): | [yes/no]  |

For instructions for the application, see Guidelines for applications for degree-awarding powers General principles, as well as Annexe 3 to the guidance which specifically third-cycle qualifications. Annexe 3 shows which special appendices and which table must be included in the application. All guidance documents are available on UKÄ's website www.uka.se.

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| Subject area |
| Assessment criteria | The specified degree is regulated and is part of the System of Qualifications.The extent and demarcation of the subject area are reasonable and appropriate. The subject area relates to the HEI’s programmes in a credible and reasonable way. The subject area constitutes a credible scientific/artistic whole, in which the parts support the whole and each other.The research within the subject area is of such quality and scale that third-cycle programmes can be offered at a high level of scientific excellence within the entire subject area.The award of the qualification is, from a national perspective, in the public interest. |

See instructions in Annexe 3 to Guidelines for applications for degree-awarding powers General principles. Include the specified appendix (overview of the structure of the education).

**The HEI’s statement:**

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| Staff |
| Assessment criteria | The number of supervisors and teachers and their combined expertise (scientific/artistic/professional and pedagogical) are sufficient and proportional to the volume, content and implementation of the programme in the short term and long term. |

See instructions in Annexe 3 to Guidelines for applications for degree-awarding powers General principles. Include the relvant table.

**The HEI’s statement:**

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| The third-cycle level environment |
| Assessment criteria | The proposed third-cycle level programmes in the subject area can be conducted at a high scientific/artistic level and within a good educational framework in general.The HEI ensures that doctoral students take an active role in developing all aspects of the programme. Relevant collaboration occurs with the surrounding society, both nationally and internationally |

See instructions in Annexe 3 to Guidelines for applications for degree-awarding powers General principles.

**The HEI’s statement:**

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| Resources |
| Assessment criteria | There is access to a stable and effective infrastructure in the short and long term.The financial resources needed to carry out the third-cycle programme are available.Available resources are used effectively to sustain a high standard of operations.. |

See instructions in Annexe 3 to Guidelines for applications for degree-awarding powers General principles. Include specified attachments where applicable (letter of intent or agreement with external parties for resources).

**The HEI’s statement:**

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| Policy documents |
| Assessment criteria | There is a general study plan for the entire educational programme and a template for the individual study plan and these are designed in an adequate way.The policy documents are quality assured. |

See instructions in Annexe 3 to Guidelines for applications for degree-awarding powers General principles. Include specified attachments.

**The HEI’s statement:**

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| Ensuring qualitative targets |
| Assessment criteria | Through the design, implementation, and examination in the programme, it is ensured that doctoral students achieve the targets defined in the System of Qualifications when the qualification is awarded. |

See instructions in Annexe 3 to Guidelines for applications for degree-awarding powers General principles.

**The HEI’s statement:**