

Part C: Self-evaluation third-cycle courses and study programmes, ARC21

Each third-cycle subject in a cluster (Research Field) is asked to write a self-evaluation. The self-evaluation for the third-cycle courses and study programmes is then combined with the research evaluation (ARC21) to a single document that is distributed to the expert panel via the faculty.

The self-evaluation is based on criteria in the following areas:

- Preconditions
- Design, implementation and results
- The doctoral student's perspective
- Working life and collaboration

In this self-evaluation, the third-cycle subject is asked to answer the questions under each heading and ensure that the tables are filled in. The self-evaluation is divided according to the headings given below. The third-cycle subject is free to decide on any relevant subheadings.

The third-cycle subject is asked to take a reflective approach in the self-evaluation as much as possible, to identify strengths and weaknesses (examples of good practice and challenges) and how these are handled to ensure a high level of quality in the education programme. The emphasis on self-evaluation should be more on assessment than on description; descriptive responses will instead be collected through the material in the table and the answers to the questions. The third-cycle subject is asked to illustrate with examples.

- The self-evaluation should be based on the current conditions in the education programme.
- The self-evaluation should not exceed 20 pages, excluding the material requested in the Appendix.
- The self-evaluation should be complete on its own, i.e. no links should be included.

As a supplement to the self-evaluation, the tables below are to be filled in. Attach the following supplementary documents¹ :

1. The faculty's requirements for third-cycle subjects.
2. The third-cycle subject's general syllabus
3. Staff (tables)
 - a) Currently active doctoral students²
 - b) Former doctoral students
 - c) Currently active supervisors
 - d) Other researchers
4. Account of the structure of the third-cycle courses and study programme that shows how goal attainment of the qualitative targets is ensured.
 - a) Licentiate degree
 - b) Doctoral degree
5. Individual study plans of currently active doctoral students

Third-cycle subject

Describe the third-cycle subject and the courses and study programme. Provide an overview of how the programme is organised, course structure and specialisation(s) and how long the programme has been offered at Mid Sweden University. Describe how this relates to the general syllabus of the third-cycle subject.

Preconditions

Staff

Assessment basis: The programme has an adequate number of supervisors and teachers with an adequate combined competence level (scientific/artistic, educational) that is proportionate to the volume, content and implementation of the programme in the short term and long term.

¹ Developed by the faculty

² Admitted and registered doctoral students during the fall semester or spring semester 20xx. Do not list doctoral students who were admitted more than 15 years ago.

Description

Describe the staffing situation of the third-cycle subject using Tables 3a–3d.

Analysis and assessment

Considering the responses in Tables 3a–3d, analyse and assess the third-cycle subject's work to ensure that it has the staff needed to ensure that the third-cycle courses and study programmes can be carried out at a high level of quality.

Describe examples of good practice with regard to the number of teachers/supervisors and their collective competence level, as well as how this is proportionate to the volume, content and implementation of the third-cycle courses and study programme over the long term and short term.

Describe the challenges the subject faces with regard to the number of teachers/supervisors and their collective competence level, as well as how this is proportionate to the volume, content and implementation of the doctoral programme over the long term and short term.

Third-cycle courses and study programmes environment

Assessment basis: The research/artistic research at Mid Sweden University is of a quality and scope that third-cycle courses and study programmes can be conducted at a high scientific level and with good general preconditions to deliver quality education. The subject engages in relevant collaboration with the surrounding community, both on the national and international level.

When assessing the third-cycle courses and study programmes environment, the subject must account for the research conducted within the subject, which has been described in the self-evaluation on research.

Description

Describe the preconditions in the third-cycle courses and programmes environment by answering the questions below. The descriptions must specify whether the activities are conducted on campus or remotely.

Based on what you described in the research evaluation, answer the following questions. Provide a narrative description based on the questions.

1. How is supervision organised and implemented?
1. Is there collaboration with other entities, internal and/or external, researchers/research groups/supervisors? What does that collaboration look like?
2. Are doctoral students included in the researchers' networks? How is this done and to what extent?
3. Do you conduct regular seminar activities? If so, what does that look like? (Some examples are: oral conference-like seminars; literature studies that include the discussion of books/scientific articles; project planning discussions).

Analysis and assessment

Analyse and evaluate the third-cycle subject's prerequisites to ensure the delivery of high-quality education by reflecting on the questions above, the information in part D, and the research conducted within the subject that is described in the research portion of the evaluation.

Describe examples of good practice in relation to the third-cycle environment's prerequisites for delivering a high quality third-cycle courses and study programme.

Describe the challenges the subject faces in relation to the third-cycle education environment's prerequisites for conducting a high quality third-cycle courses and study programme.

Design, implementation, results

Goal attainment – knowledge and understanding, competence and skill, and judgement and approach

Assessment basis: Through its design, implementation and examination format, the education programme ensures that when the degree is awarded, the doctoral student can:

In the area of knowledge and understanding:

- *demonstrate broad, in-depth knowledge and understanding in the third-cycle subject, and*

- *demonstrate an understanding of scientific methodology/artistic research methods within the third-cycle subject.*

In the area of competence and skill:

- *demonstrate the ability to plan and apply appropriate methods to conduct research and other qualified (artistic) assignments within given time frames*
- *authoritatively present and discuss research and research results, both orally and in writing, both in national and international contexts, and in dialogue with the scientific community and society in general.*
- *demonstrate the preconditions to contribute to the development of society and support the learning of others, both in research and education and in other qualified professional contexts.*

Within the area of judgement and approach:

- *demonstrate intellectual independence, (artistic integrity) and scientific integrity/research integrity*
- *demonstrate the ability to make ethical assessments in research.*
- *demonstrate insight into the possibilities and limitations of science/art, its role in society and the responsibility for how it is applied.*

Description

Briefly describe in what way the design and implementation of the education programme enables and ensures goal attainment among doctoral students by responding to the following questions. Feel free to use Tables 4a and 4b in the Appendix, which contain the qualitative targets.

1. Describe the courses and other activities that the subject arranges and the courses and other activities in the third-cycle courses and study programme that are arranged by others (e.g. faculty-wide courses or courses that are arranged by other HEIs).
2. Describe how the courses and core activities in the education programme contribute to ensuring the subject's doctoral students attain the above goals.
3. Describe how the subject ensures that doctoral students have access to the courses and core activities needed to attain the goals.

Analysis and assessment

Analyse and assess how the third-cycle subject enables the doctoral students' goal attainment and how goal attainment is ensured. The analysis should include reflection on how specialised study is achieved in the education programme, as well as reflection on the connection between the qualitative targets, learning objectives, core learning activities and examination. The analysis should be based on the background description provided above and, if they are used, Tables 4a and 4b with the qualitative targets, which are found in the Appendix.

Provide an account of the strengths of the education programme with respect to goal attainment and how these are utilised to ensure high quality within the education programme.

Describe the challenges the subject faces with regard to the education programme's goal attainment and how these challenges are addressed to ensure high quality within the education programme.

Equality

Assessment basis: A gender equality perspective is considered, communicated and anchored in the education programme's content, design and implementation.

Description

Provide a narrative description based on the following questions about the third-cycle subject's work with gender equality:

1. What does the subject's gender equality work look like in relation to the university-wide and faculty-wide work with gender equality in third-cycle courses and study programmes³.
2. What concrete activities are carried out with regard to gender equality:
 - a) in the planning and design of the third-cycle courses and study programme (e.g. structure and content)?

³Documentation that describes faculty-wide work is developed by the faculties.

- b) in the implementation of the third-cycle courses and study programme (e.g. access to supervision, teachers and other resources)?
- c) in the design of a well-functioning third-cycle courses and study programme environment (e.g. seminar activities, division of duties such as unpaid assignments)?

Analysis and assessment

Analyse and assess the subject's work with gender equality. The analysis should be based on the background description provided above (as well as relevant appendices).

Give examples of good practice. Describe the challenges the subject faces in working to achieve gender equality.

Follow-up, measures and feedback

Basis of assessment: Systematic follow-up is performed for the content, design, implementation and examination of the education programme. Follow-up results are translated into measures for quality development as needed, and feedback is provided to relevant stakeholders.

Mid Sweden University shall work to ensure that the doctoral student completes the education programme within the planned period of study.

Description

Provide a narrative description of the third-cycle subject's quality assurance work based on the following questions.

1. What do the subject's working methods look like in relation to university-wide and faculty-wide quality assurance procedures within third-cycle courses and study programmes?
2. How is quality assurance done for doctoral students' thesis and other work before a licentiate seminar or doctoral thesis defence?
3. In which forums (e.g. supervisor faculty meeting or research faculty meeting) is the quality development of the third-cycle courses and study programmes subject discussed, and how is it discussed? What issues are typically addressed in these forums?

4. How does the subject work to provide doctoral students with the preconditions needed to complete the education programme within the designated time?

Analysis and assessment

Analyse and assess the subject's systematic follow-up work with respect to the education programme, as well as how the results are translated into quality development measures and feedback to relevant stakeholders. The analysis should be based on the description above.

Provide an account of good practice examples with regard to the education programme's systematic follow up, measures and feedback and how these are utilised to ensure high quality within the education programme.

Describe the challenges the subject faces with regard to the education programme's systematic follow up, measures and feedback and how these challenges are addressed to ensure high quality within the education programme.

Doctoral student perspective

Basis of assessment: The doctoral student is given the opportunity to take an active role in the work to develop the content of the education programme and in the programme's implementation. The education programme ensures the doctoral student has access to a good physical and psychosocial work environment.

Description

Briefly describe the doctoral students' opportunities to participate in the education programme's quality assurance work and in the development of the programme, as well as the information channels used to ensure the doctoral students' views are taken into account. Provide a narrative description based on the following questions.

1. How are the subject's doctoral students able to participate in the education programme's quality assurance work?
2. Doctoral students are represented in the Research Council at central level and at faculty level in boards and third-cycle courses and study

programme councils. What does the doctoral students' formal student influence look like in the different preparatory and decision-making bodies at the departmental level? How does the subject ensure that the student influence works to the benefit of all doctoral students, not just those who sit in the various bodies?

3. What does the student influence of the individual doctoral students⁴ look like?
4. What information channels are available to ensure doctoral students' views are heard?
5. How does the subject ensure a good psychosocial work environment for the doctoral students?
6. How does the subject ensure a good physical work environment for the doctoral students?
7. How does the subject include externally employed doctoral students/municipal doctoral students⁵ and others who complete their studies to a greater extent at a distance, as well as part-time doctoral students, and how does the subject ensure that their student perspective is taken into account?

Analysis and assessment

Analyse and evaluate how the subject considers the doctoral student perspective in the education programme. Describe strengths and weaknesses and how these are handled to ensure high quality. Give examples of good practice with regard to the education programme's handling of the doctoral student perspective.

Working life and collaboration

Assessment basis: The education programme is designed and implemented in such a way that it is applicable in the real world and develops the doctoral student's readiness to handle changes in working life, both within and outside academia.

⁴ Individual student influence concerns efforts to ensure, for example, that the individual doctoral student is able to play an active role in developing their education programme and their learning processes.

⁵Externally employed doctoral students.

Description

Briefly describe the subject's own work practices and activities to develop the doctoral student's readiness to meet the challenges of working life based on the following questions. Also include faculty-wide and university-wide activities in which the subject participates. Provide a narrative description based on the questions.

1. How do you prepare doctoral students for a career outside academia? Does the subject offer career planning, and if so, in what way?
2. How does the subject collect information to determine what is relevant to the education's quality assurance work and development with regard to the programme's usefulness in the real world and the preparation for working life?
3. Does the subject work to incorporate information from the experiences of alumni? How?
4. How does collaboration occur through interactions between academia and various actors in the private or public sector in the world surrounding Mid Sweden University and between the workplaces of any of the externally employed doctoral students or externally positioned doctoral students?

Analysis and assessment

Analyse and evaluate how the subject works to ensure the future careers of doctoral students.

Provide examples of good practice with regard to career planning work and collaboration with the surrounding community and how these are handled in a way that ensures a high-quality education programme.

Describe the challenges the subject faces with regard to its career planning work and collaboration with the surrounding community and how these challenges are handled in a way that ensures a high-quality education programme.