

SKH's key process

Process description for conducting course evaluations

Description of key processes at SKH

The description of key processes is part of our systematic quality improvement activities. The purpose is to ensure the quality of education, research and academic support/administration by having clear processes that define the different steps and specify which functions and organisational units are involved in the process. Linked to the key processes are procedure descriptions that specify in more detail what, for example, a department, subject unit or administrative department should do in relation to the event in question. The procedure descriptions are developed by those involved in the process.

Each key process has an associated matrix. The purpose of the matrix is to clarify in general terms how a process is followed up and developed. The matrix states which process is covered, the objective of the process, the data used for follow-up, where the results of the follow-up are checked and analysed, and who is/are responsible for ensuring that measures are taken based on the follow-up carried out. The matrix also states the governing and support documents that can be linked to the process.

Disclaimer: In case of a discrepancy between the Swedish and the English version of the decision, the Swedish version will prevail.

Process matrix

Process	Overall responsibility for action	Objective(s)	Governing and support documents	Verification and follow-up	Input for follow-up
conducting course evaluations	Head of subjects and Vice-rector for research Board for education and research	The students/doctoral students are given the opportunity to submit their views on the completed course through course evaluation according to the guidelines decided by the Board of education and research	Guidelines for course evaluations Template for course report Template for Yearly compilation of course evaluations at an overarching level by the Head of subject /Head of third-cycle subject area	Heads of subject and Vice-rector for research Board for education and research Operational dialogues Management groups Vice-chancellor's meetings each semester with the student unions	Analysis of results from follow-up of the course evaluation process Yearly compilation of course evaluations at an overarching level by the Head of subject /Head of third-cycle subject area

Process description including procedures

Course evaluations are carried out in order to obtain students'/doctoral students' views on the completed course. These views, together with the teacher's analysis, are important elements of SKH's quality assurance and course development work.

Functions and organisational units involved in the process

Subject unit (e.g. head of subject, teacher in charge of courses, administrator), Research Centre (e.g. vice-rector for research, head of third-cycle subject area, course-coordinating teacher), Board for Education and Research (NUF), Educational Administration Department (UA), (responsible for evaluation tools), Management Office (quality coordinator).

Standards and guidelines for quality assurance in the european higher education area (ESG)/other national standards and guidelines

ESG 1.7: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

ESG 1.9: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Higher Education Act, Chapter 1, Section 4: Quality assurance procedures are the shared concern of staff and students at higher education institutions.

Higher Education Act, Chapter 1, Section 4: Students shall be entitled to exert influence over the courses and study programmes at higher education institutions. Higher education institutions shall endeavour to enable students to play an active role in the continued development of courses and study programmes.

Higher Education Ordinance, Chapter 1, Section 14: The higher education institution must provide students who are participating in or have completed a course with the opportunity to present their opinions about the course through a course evaluation organised by the institution. The higher education institution must compile the course evaluations and provide information about the results, as well as any actions prompted by the course evaluations. The results must be made available to the students.

Governing documents

Guidelines for systematic quality enhancement work, Guidelines for course evaluations.

Support documents

Template for course report, template for Yearly compilation of course evaluations at an overarching level by the Head of subject /Head of third-cycle subject area.

External parties

The Swedish Higher Education Authority's reviews of higher education institutions' quality systems and study programmes.

Support systems

Digital evaluation tool.

Prerequisites and related processes and procedures

This process includes course evaluations according to the guidelines for course evaluations. The process of course evaluations is closely linked to the process of course development and internal educational evaluations.

How social equality (incl. gender equality) is taken into account in the process

The opportunity to submit comments through course evaluation according to the guidelines for course evaluations applies to all students and doctoral students.

How sustainable development is taken into account in the process

N/A

How student and doctoral student perspectives are taken into account in the process

Course evaluations are an important part of the students' and doctoral students' influence over their education and study environment. The aim of the process is to ensure that the students/doctoral students are given the opportunity to provide feedback on the completed course in accordance with the guidelines for course evaluations. That the students/doctoral students are given the opportunity to carry out course evaluations is checked at regular semester meetings that the Vice-Chancellor has with the student unions and at the operational dialogues.

Employment (Co-Determination in the Workplace) Act

N/A

Events in the process based on governing and supporting documents and procedures for the functions and organisational units involved in the process

1. Planning/preparation for the conduct of course evaluation

Activities:

- Planning of an evaluation session at the end of the course, time is allocated in the timetable.
- Compilation of material for written evaluation (SKH-wide questions and any course-specific questions) and any supplementary oral evaluation.
- According to the procedures of the subject units/Research Centre.

2. Conduct the course evaluation

Activities:

- Distribution of written questions via digital evaluation tool, according to the procedures of the Education Administration Department. The students/doctoral students should be allowed to do the evaluation anonymously.
- Comments from any oral course evaluation are documented.
- According to the procedures of the subject units/research centre.

3. Compilation, analysis and measures

Activities:

- Compilation from evaluation tool (according to the Educational Administration Department's procedures), paper questionnaires and/or oral supplementary course evaluation.
- Course report by the course-coordinating teacher, according to the template established by the Board for Education and Research.
- Yearly compilation of course evaluations at an overarching level by the Head of subject/Head of third-cycle subject area, according to the template established by the Board for Education and Research.
- According to the procedures of the subject units/Research centre.

4. Feedback

Activities:

- The course report (i.e. a compilation of the students'/doctoral students' answers to the quantitative questions, the teacher's analysis and any measures) is fed back to the students/doctoral students who have taken the course and within the subject unit/Research centre, according to the procedures of the subject units/Research centre.
- A course begins with a presentation of the results of the course evaluation from the previous similar course(s) and an account of the measures taken on the basis of the experiences from the previous one, according to the procedures of the subject units/Research centre.
- The course report is archived and kept available electronically, according to the procedures of the subject units/research centres.
- A yearly compilation of course evaluations by the Head of subject/Head of third-cycle subject area is submitted to the Board for Education and Research no later than 1 September each year, according to the procedures of the subject units/Research Centre and the quality coordinator.
- The Head of subject and Head of third-cycle subject area are invited to the Board's October meeting for dialogue and reflection over the academic year's course evaluations.
- In consultation with the Head of subject and Head of third cycle subject area, the Board decides whether joint measures need to be implemented or in-depth follow-up carried out in any area.

5. Follow-up of measures

Activities:

- Follow-up of measures at subject unit/Research centre level, according to the procedures of the subject units/Research centre.
- Follow-up of measures on the basis of the academic year compilations and the dialogue with heads of subject/Head of third-cycle subject area, according to the Board for Education and Research's procedures.
- Follow-up at operational dialogues, according to the quality coordinator's procedures.
- Reporting in the annual quality report to the university board, according to the quality coordinator's procedures.

Follow-up and development of the key process

Activities:

- Follow-up at operational dialogues (procedures, administrative support, etc.) and the Education and Research Board, according to the Board's and the quality coordinator's procedures.
- Measures to develop the process, according to the Board's and the Quality Coordinator's procedures.

Any revisions to the process description and procedures, according to the procedures of the organisational units/functions involved.

Process arrow for the key process

