

Guidelines for course evaluations

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

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

Quality work, student influence and course evaluations are regulated in the Higher Education Act and the Higher Education Ordinance.

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

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 (Chapter 1, Section 4a of the Higher Education Act).

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 (Chapter 1, Section 14 of the Higher Education Ordinance).

To ensure that this is done, the Board of Education and Research has decided on the following guidelines for course evaluations. The guidelines are also based on the Swedish Higher Education Authority's supervision of Stockholm University of the Arts in 2018, where course evaluations were one of the areas under review, as well as European Standards and Guidelines (ESG). Course evaluations are carried out for courses at the first-cycle, second-cycle and third-cycle level and in contract education.

The course evaluation process is as follows:

1. In connection with the start of the course, the course-coordinating teacher (or equivalent) informs the students about when and how course evaluation will take place. The course-coordinating teacher (or equivalent) also informs new students in an equivalent course about measures implemented based on an earlier course evaluation, for example by publishing the latest course report in Canvas.
2. Summative and anonymous course evaluations are carried out at the end of the respective course, and time for course evaluation is set aside in the schedule. The course evaluations are carried out in SKH's evaluation system.
3. The following common questions are used for all courses. The questions use a scale of 1–6: Strongly disagree to Strongly agree. In connection with each question, the students are given the option of supplementing with free-text responses.
 - a. I felt that the intended learning outcomes and content of the course were clearly communicated at the beginning of the course.
 - b. I think that the instruction given in the course created good conditions for me to achieve the course's intended learning outcomes.

- c. I think that the materials used in the course (documentation, literature, music, texts, etc.) were relevant and useful in the course.
 - d. I feel that the forms of examination in the course enabled me to demonstrate what I had learned.
 - e. I think that the organisation of the course worked well as a whole.
 - f. I believe that what I learned during the course will be valuable to me in the future.
4. In addition to the common questions, the teacher/subject unit/department/research centre may choose to add further questions e.g. both for the course and the module. These shall also be answered in writing in the joint evaluation system at SKH.
5. Supplementary oral evaluations may also be carried out during the course.
6. The course-coordinating teacher (or equivalent) compiles a course report once the course evaluation is complete. This consists of the teacher's analysis of the responses, and suggested measures to be implemented the next time this course, or a similar course, is offered. The analysis is based on the quantitative responses, any comments made by students as free-text responses, and any supplementary oral evaluations. The compilation of the quantitative questions is attached to the course report. Compilations are carried out regardless of the number of responses (see "Course report template", approved by the Board of Education and Research).
7. The course-coordinating teacher (or equivalent) is responsible for disseminating the course report within the subject unit/research centre, e.g. to the subject coordinator/vice-rector for research.
8. The subject unit/research centre is responsible for ensuring that the group of responding students is given feedback on the course report and measures implemented.
9. The course reports are archived kept available electronically.
10. Written procedures for working with course evaluations and course reports should be available at subject units and research centres (see Process description for conducting course evaluations, approved by the Vice-Chancellor).
11. The subject coordinators and the head of third-cycle subject area write an annual compilation of completed course evaluations at an overarching level (see "Yearly compilation template", approved by the Board of Education and Research). The compilations are submitted to the Board of Education and Research by 1 September each year.
12. 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.

13. 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.

These guidelines are effective from 1 August 2023.