

# Guidelines for educational evaluations

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

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# 1. Introduction

Educational evaluations are part of the quality system of Stockholm University of the Arts (SKH). The quality system consists of various structured collection activities to ensure and develop the quality of the university's education and research, where educational evaluations are one of the activities.

The purpose of the educational evaluations is to generate regular and systematic knowledge, which is needed to ensure and develop the quality of the university's educations. The educational evaluations are intended to drive quality, by highlighting strengths as well as identifying and addressing areas for development. The programmes will be evaluated in a six-year cycle, which means that each will be evaluated every six years. This also means that a number of programmes are evaluated every year (see Guidelines for systematic quality enhancement work).

All programmes at first cycle, second cycle and third cycle that lead to a degree and where there are students who (already) have a degree should be evaluated. This also applies to programmes where minor changes to the have taken place without students graduating. Programmes for which a decision has been made to discontinue should not be evaluated, nor should educations that has been evaluated by the Swedish Higher Education Authority (UKÄ).

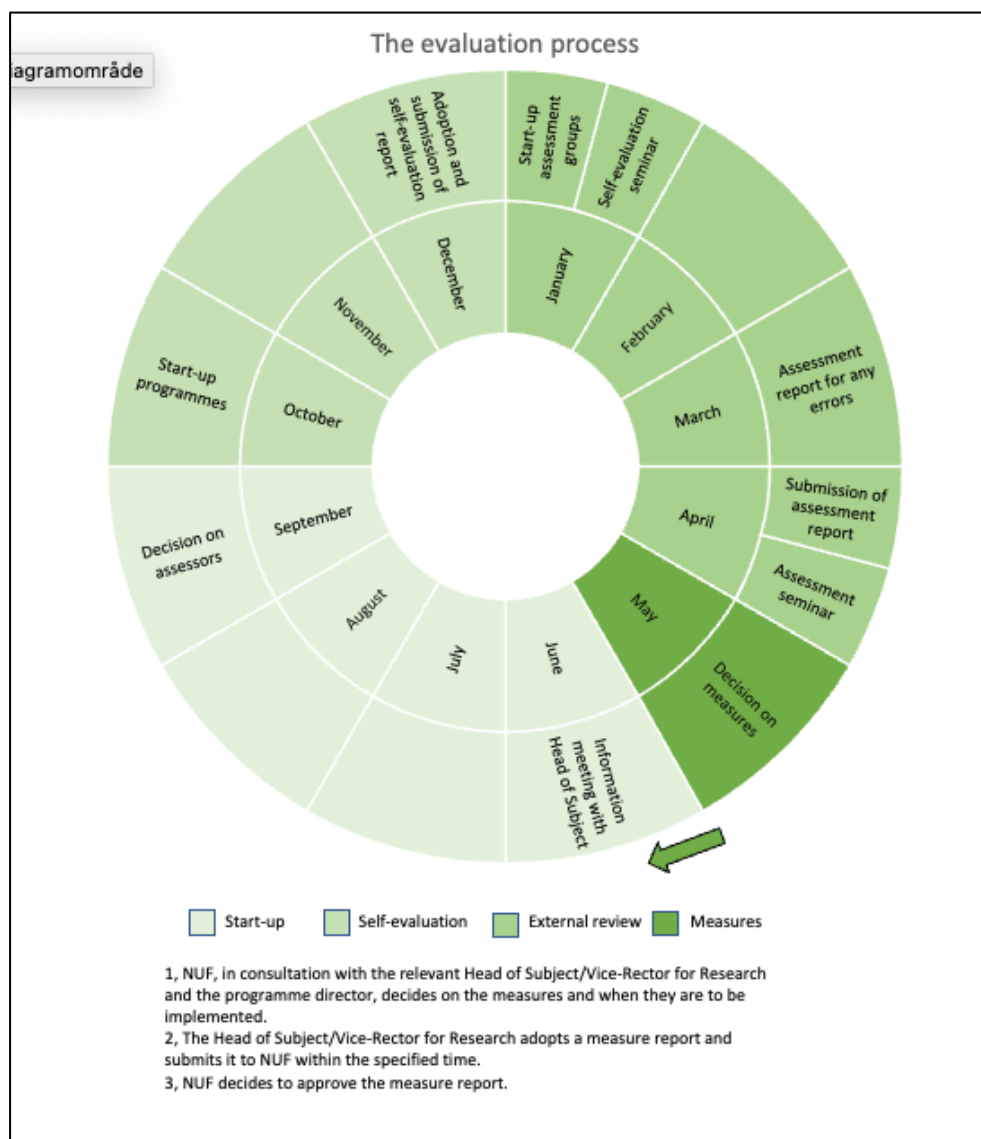
The purpose of this governing document is to describe the process of the educational evaluation as well as the responsibilities and roles in the evaluation process.

# 2. Educational evaluations

An educational evaluation consists of four steps:

- start-up
- self-evaluation
- external review
- measures

The evaluation process, including the timetable, is illustrated in the figure on the next page. The different steps are described in more detail later in the document.



## 2.1 Responsibilities and roles

In the evaluation process, there are different responsibilities and roles, which are listed below. The different tasks and steps are described in more detail in sections 2.3-2.6.

### Board of Education and Research (NUF)

- is responsible for ensuring that overall strategic quality development and quality monitoring of all core activities take place. NUF is responsible for the planning, development and monitoring of the systematic quality enhancement work. NUF decides on the prioritisation of areas for quality development, on quality monitoring of education and research, and on the planning and implementation of quality reviews of education and research (see Rules of Procedure with delegations),

- establishes the guidelines and templates needed to implement the evaluations,
- establishes a timetable for the programmes that will be evaluated under the six-year cycle. The timetable shall be established well in advance before the start of the cycle. If the timetable is revised, this shall be done well in advance before the start of the academic year's educational evaluations,
- decides, based on a proposal from the relevant Head of Subject/Vice-Rector for Research, on the persons to be included in the assessment groups and appoints the chair of the assessment group,
- decides, in consultation with the relevant Head of Subject/Vice-Rector for Research and Head of Programme, on measures based on the recommendations of the assessment group,
- follows up on the measure report established by the relevant Head of Subject/Vice-rector for research following NUF's decision on measures,
- decides to approve the measure report; and
- is responsible for the continuous evaluation of the model, the prerequisites and process for educational evaluations and for revising and adopting these guidelines and associated mandatory templates as necessary.

#### Head of Subject

- is responsible for appointing a person responsible for the self-evaluation and a self-evaluation working group (see points 2.3 to 2.6), and for ensuring that time to participate in the educational evaluation is allocated in the Work task plans of the relevant teachers,
- is responsible for ensuring that students are involved in the preparation of the self-evaluation and the measure report (see points 2.4 and 2.6),
- proposes and consults assessors and the chair of the assessment group (see point 2.5.1),
- establishes the self-evaluation report after presentation by the responsible Administrative Officer (see point 2.4),
- is responsible for the participation of relevant personnel from the subject area in the self-evaluation seminar (see point 2.5.4) and the assessment seminar (see point 2.5.5); and
- is responsible for submitting a measure report to NUF within the time specified by NUF (see point 2.6).

#### Vice-Rector for Research

- has the same responsibilities as the head of subject above when evaluating the third cycle studies.

#### Student Union's

- is responsible for ensuring that a student/doctoral student representative participates in the work on the self-evaluation and the measure report (see points 2.4 and 2.6) as agreed with the Head of Subject/Vice-Rector for Research for the education being evaluated and in the external reviews (see point 2.5).

#### Head of the Educational Administration Department/Head of the Research Office

- is responsible for ensuring that administrative support is provided during the educational evaluations (see points 2.3-2.5). For first and second cycle studies, the support is provided by the Educational Administration Department, for third cycle studies, the support is provided by the Research Office, and
- is responsible for ensuring that time is allocated for the Administrative Officer to implement the tasks.

#### Quality Coordinator

- is responsible, together with the Administrative Officer in charge, for ensuring that the education to be evaluated receives the necessary information and induction to carry out the self-evaluation (see point 2.3.1),
- is responsible, together with the responsible Administrative Officer, for ensuring that the assessment group receives the necessary information and induction to carry out the reviews (see point 2.5.2),
- is responsible for ensuring that NUF is informed of the self-evaluation report, the assessment report and the measure report,
- presents the decisions on assessors and decisions on possible measures based on the recommendations of the assessment group (see points 2.5.1 and 2.6),
- files and archive the measure report (see point 2.6); and
- publishes the self-evaluation report, assessment report, decision on measures and measure report on SKH external website.

The tasks and responsibilities of the assessment group and the chair of the assessment group are set out in point 2.5 below.

## 2.2 Assessment criteria's

Programmes will be assessed against the following criteria, which are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

1. the education fulfils the requirements of the Higher Education Act and of the degree descriptions in the ordinances related to the Act, i.e. the intended learning outcomes correspond to the qualitative targets and they are examined in a legally secure manner
2. that the teaching supports the students'/doctoral students' learning
3. that the content and form of the teaching activities rests on an artistic and/or scientific foundation and proven experience
4. that the education is useful to students/doctors and their future careers
5. that those working in the education have up-to-date knowledge of the subject and competence in subject didactics and higher education pedagogy
6. that students/doctors can exert influence over the planning, implementation and follow-up of the education

7. that all students/doctoral students are offered an accessible, and appropriate study environment
8. that the education is continuously monitored and developed, inter alia through the use of course evaluations and, for doctoral students, also individual study plans
9. Only for third cycle studies:
  - a. that doctoral students have access to an active research environment with adequate depth, breadth and scope in their subject
  - b. that doctoral students have opportunities to collaborate on research nationally and internationally and with the surrounding community

See also the template for the self-evaluation report and the template for the assessment report. The templates also include sections on background information and key figures for the programme.

## 2.3 Start-up

The first step in the evaluation process is the start-up of the evaluated education.

Before the start of each new evaluation round, the Quality Coordinator is responsible for organising a pre-meeting with the relevant Head of Subject/Vice-Rector for Research. At the pre-meeting, the evaluation process, responsibilities and roles are reviewed.

The meeting should be held at least three months before the start-up meeting of the programme (see point 2.3.1).

### 2.3.1 Start-up meeting of the evaluated programme

Before each evaluation round, the Quality Coordinator, together with the responsible Administrative Officer, is responsible for organising a start-up meeting for the programmes to be evaluated. The start-up meeting is held on site or digitally. The meeting is aimed at Heads of Subject/Vice-Rector for Research, the person responsible for the self-evaluation and the working groups appointed by the heads of subject/vice-rector for research. A student/doctoral student representative must also be invited to the meeting. At the meeting, SKH's model for educational evaluations, the evaluation process, timetable, current guidelines, template for self-evaluation reports, etc. are presented. At the meeting, there will also be time for questions and discussion, for example on how to write descriptions, analyses and evaluations for the various criteria.

The start-up meeting is booked by the responsible Administrative Officer.

The responsible Administrative Officer provides a template for the activity plan and timetable of the evaluation process to the person responsible for the self-evaluation.

## 2.4 Self-evaluation

The next step in the evaluation process is self-evaluation. The programme to be evaluated must carry out a self-evaluation, which will result in a written report. The report should be written in an established template. The report should not exceed 20-30 pages, including the 'template text' (see Template for self-evaluation report).

The self-evaluation should be written based on the criteria presented in section 2.2. The self-evaluation should include a description, analysis and valuation for each criterion. Strengths and areas for development should also be identified. The report should be based on current conditions and planned developments. The different parts of the report should combined provide a comprehensive picture of the education, without links to additional information (see Template for self-evaluation report).

Background information and key figures (see Template for self-evaluation report) are provided by the responsible Administrative Officer.

Mandatory appendices to the self-evaluation report are programme syllabus (first cycle and second cycle studies), general study plan (third cycle studies) and an overview of qualitative targets.

The student/doctoral student representative should be offered a place in the work on the self-evaluation report, for example by being part of the working group or by being given the opportunity to read the draft of the self-evaluation report and provide comments.

The person responsible for the self-evaluation is the convener of the working group and is responsible for planning and ensuring that the timetable for the self-evaluation is followed. The person responsible for the self-evaluation is the contact person for the responsible Administrative Officer and the Quality Coordinator.

The Head of Subject/Vice-Rector for Research shall approve the self-evaluation report after presentation by the responsible Administrative Officer. The responsible Administrative Officer is responsible for ensuring that the report is filed<sup>1</sup> and archived.

The self-evaluation report is published on SKH external website by the Quality Coordinator.

The time from the start-up meeting (point 2.3.2) to the finalisation of the self-evaluation report is approximately three months.

## 2.5 External reviews

The next step in the evaluation process is external reviews, which are carried out by an assessment group.

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<sup>1</sup> Each evaluation has its own file number where all the documents are collected. The file number is requested by the Quality Coordinator.



### 2.5.1 Assessors

NUF decides, based on a proposal from the Head of Subject/Vice-Rector for Research, on an assessment group and a chair of the assessment group for each programme to be evaluated. The assessment group must consist of four people. The chair should be external. A gender balance in the assessment group should be sought and any conflict of interest taken into account.

When evaluating first cycle and second cycle studies, the assessment group shall consist of

- an external expert from the subject/education in fine, applied and performing arts at another higher education institution (in Sweden or another country)
- an external expert with a teaching position from a different subject area at SKH than the education being evaluated
- a representative of the labour market (from the sector to which the evaluated education belongs)
- a student/doctoral student representative from a different subject area at SKH than the education being evaluated

When evaluating third cycle studies, the assessment group shall consist of

- two external experts working in artistic research at another higher education institution (in Sweden or another country)
- a representative of the labour market (from the sector to which the evaluated education belongs)
- a doctoral student representative from the subject, but from a different higher education institution

Decisions on assessors should be taken approximately three months before the assessment group starts its work.

### 2.5.2 Start-up meeting of the assessment group

Before each assessment round, the Quality Coordinator, together with the responsible Administrative Officer, is responsible for organising a start-up meeting for the assessment group. The meeting is held digitally. At the meeting, the Quality Coordinator goes through the assignment and the model for educational evaluations established by NUF, and the assessment group has the opportunity to ask questions.

Assessors must receive a description of SKH and the assessors from countries other than Sweden as well as the assessors from the labour market must also receive a description of the Swedish education system. The descriptions as well as the self-evaluation report and mandatory appendices are provided by the responsible Administrative Officer.

Part of the start-up meeting can be used to advantage by each assessment group, for example, the chair of the assessment group reviews the planning and timetable for the assessment group's work.

The start-up meeting is booked by the responsible Administrative Officer.

The start-up meeting should be held approximately two weeks before the self-evaluation seminar (see point 2.5.3).

### **2.5.3 The assessment group's mission and the assessment report**

The external reviews should contribute to the development of the university's education.

The chair of the assessment group is the convener of the group and is responsible for planning and keeping to the timetable. The chairman is also the contact person towards SKH, see about SKH's contact person to the chairman below and under point 2.1.

Compensation is paid to assessors according to a special order. The responsible Administrative Officer provides the assessment group with information on compensation.

The work of the assessment group will result in a written report. The report should be written in an established template. The report should not exceed 15-25 pages, including "template text" (see Template for assessment report). The content of the template mirrors the template for the self-evaluation report.

The basis for assessment is the self-evaluation report and mandatory appendices: programme syllabus (first cycle and second cycle studies), general study plan (third cycle studies) and an overview of qualitative targets.

Based on the criteria (see section 2.2), the assessment report should include recommendations, strengths as well as areas for development, which aims to improving the education. A recommendation must be problem-based and thus differs from more general tips and advice, which may be included in the assessment under each criterion but not in the overall assessment. The assessment group's judgement should be clearly justified and preferably illustrated with examples. The assessment should **not** result in a rating for the entire education.

Before the assessment report is submitted to SKH, the education that has been assessed must be given the opportunity to correct any factual errors and misconceptions. The report is sent to the responsible Administrative Officer. The assessment group shall be jointly responsible for the final version of the report.

The final report must be submitted by the chair of the assessment group to SKH within the specified time. The responsible Administrative Officer is responsible for ensuring that the report is filed and archived.

The assessment report is published on SKH external website by the Quality Coordinator.

Support to the assessment group and the contact person for the chair of the assessment group, is the responsible Administrative Officer. This support includes the start-up meeting of the assessment group, the self-evaluation seminar and the assessment seminar. The responsible Administrative Officer provides the timetable for the assessment phase.

The time from the start-up meeting of the assessment group (see point 2.5.1) to the submission of the assessment report to SKH is approximately three months.

The assessment seminar is booked by the responsible Administrative Officer.

#### **2.5.4 Self-evaluation seminar**

The external review starts with the presentation of the self-evaluation report by the person responsible for the self-evaluation and the working group, including the student/doctoral student representative, to the assessment group at a seminar. The seminar is hosted by the person responsible for the self-evaluation, and the presentation of the self-evaluation report is based on strengths as well as areas for development. During the seminar, the assessment group has the opportunity to ask questions to clarify the content of the report. The seminar is held digitally. The seminar is conducted with the support of the responsible Administrative Officer. Internal persons are also invited to the seminar. The relevant Head of Subject/Vice-Rector for Research, head of department, chair and secretary of NUF as well as the Quality Coordinator will always be invited. The responsible Administrative Officer provides a proposal for the seminar programme.

The seminar should be held no later than one month after the self-evaluation report is determined by the Head of Subject/Vice-Rector for Research.

The self-evaluation seminar is booked by the responsible Administrative Officer.

#### **2.5.5 Assessment seminar**

The external review ends with the assessment group presenting the report to SKH at a seminar. During the seminar, SKH will have the opportunity to ask questions to clarify the content and recommendations. The seminar is held digitally. The seminar is conducted with the support of the responsible Administrative Officer. Internal persons are also invited to the seminar. The person responsible for the self-evaluation, working group, student/doctoral student representative, Head of Subject/Vice-Rector for Research, head of department, chair and secretary of NUF and Quality Coordinator will always be invited. The responsible Administrative Officer provides a proposal for the seminar programme.

The seminar should be held no later than one month after the assessment report has been submitted to SKH.

The assessment seminar is booked by the responsible Administrative Officer.

### **2.6 Measures**

The final step in the evaluation process is the consideration of the recommendations made by the assessment group.

NUF shall, in consultation with the relevant head of subject/ vice-rector for research and the relevant programme director, decide on what measures to be taken based on the assessment group's recommendations with the purpose to develop the education. NUF shall also decide when the measures shall be implemented.

Decisions on measures are published on SKH external website by the Quality Coordinator.

The Head of Subject/Vice-Rector for Research is responsible for submitting a measure report to NUF within the specified time. The measure report should be written in an established template (see template for measure report).

The student/doctoral student representative should be offered a place in the work on the measure report, for example by being part of a working group or by being given the opportunity to read drafts of the measure report and provide comments.

NUF decides to approve the measure report.

The measure report is filed and archived and published on SKH's external website by the Quality Coordinator.

## **2.7 Results of the educational evaluations**

The results of the evaluations are an important part of SKH's quality system. They form one of the bases for the operational dialogues, operational plans and for the annual quality report to the University Board. The results are also a valuable basis for the exchange of experience between educations (see Guidelines for systematic quality enhancement work).