



**LUNDS**  
UNIVERSITET

Education Board

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## **Guidelines for evaluation of first- and second-cycle courses and study programmes**

Lund University's policy for quality assurance and quality enhancement of education outlines the basis for quality management at the University. These guidelines are based on the policy and provide proposals for conducting evaluation of first- and second-cycle courses and study programmes. In other words, the aim of the guidelines is to exemplify how the evaluation task can be carried out in practice.

The faculty boards are responsible for implementation of, and decisions relating to, education evaluations on the basis that all degree-related courses and study programmes at all three levels of education (first, second and third cycle) are to be evaluated at least once every six years. The faculties decide individually if, and how, courses and study programmes are to be best grouped in appropriate clusters for evaluation. The basis for possible groupings is that the evaluations are to be able to generate meaningful information based on the criteria with an aim to secure and enhance the quality of the courses and study programmes.

Various methods can be used to evaluate the quality of education. For the evaluation to be meaningful, have legitimacy and reflect the diversity of courses and study programmes, it is not reasonable to have one method that fits all. As support, the University provides various services, tools and supporting documents that can be used for course and study programme evaluations (see the website<sup>1</sup> and appendix to this document or contact the expert functions in the university-wide administration). The use of these support resources is optional and can be an inspiration for continued method enhancement within the faculties.

As stated in the policy, student and doctoral student influence is crucial in quality enhancement work, which is why the students are to be given the opportunity to take part in planning, execution and follow-up of course and study programme evaluations.

### **Criteria**

The evaluation criteria are based on targets in the Higher Education Act, the Higher Education Ordinance (including qualitative targets), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG),

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<sup>1</sup> <https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/kvalitetsarbete>

the Strategic Plan for Lund University and other internal policy documents. The criteria, which are from the LU policy for quality assurance and quality management, are as follows:

- That the actual study results correspond to learning outcomes and degree targets.
- That the education focuses on students'/doctoral students' learning.
- That the education is based on scientific and/or artistic foundations as well as proven experience.
- That teaching staff, including supervisors, have appropriate expertise in terms of the subject, teaching and learning in higher education, subject-teaching and other relevant skills, and that the teaching capacity is adequate.
- That the education is to be relevant for the students and doctoral students, and meet society's needs.
- That students and doctoral students have influence in the planning, execution and follow-up of education.
- That an appropriate study and learning environment with well-functioning support activities is in place and accessible to all.
- That continuous follow-up and development of education takes place.
- That internationalisation and international perspectives are promoted in education.
- That gender equality and equal opportunities perspectives are integrated in education.
- That subject-relevant perspectives regarding sustainable development are promoted in education.

### **Aim**

The aim of the evaluations is to generate the knowledge that is required to ensure and enhance the quality of the courses and study programmes. This aim is achieved in accordance with the policy through peer assessment of the quality of education.

### **Assessment panel**

The policy emphasises the importance of peer review, which can be realised by engaging scientific/artistic and educational experts, for example from other higher education institutions in Sweden or from abroad, who together with student representatives act as an assessment panel. The assessment panel can be complemented with assessors from another faculty within the University. Such an assessor can contribute interdisciplinary knowledge and assist in knowledge transfer within the University. Assessors who represent working life and other possible target groups can also contribute to the evaluations, for example as members of the assessment panel. Within the scope of this proposal, the assessment panel can be composed in different ways. The main principle, in accordance with the policy, is that the assessment panel is to have the legitimacy and opportunity to evaluate the quality of the education.

The Faculty Board, which has the collective responsibility for the quality of its own operations, can, in consultation with the courses and study programmes to be evaluated, decide on the composition of the assessment panel. Student

representatives are appointed by the faculties' students' unions, or Lund University Students' Unions.

### **Supporting documents**

To facilitate the assessment panel's work, the environment to be evaluated can draw up a self-evaluation or similar documentation that presents and analyses strengths and areas of improvement. Other material can also form part of the supporting documentation.

Interviews can be used as part of the evaluation. The main aim of interviews is to complement the supporting documents that the assessment panel has received and enable discussions between the assessment panel and the environment to be evaluated. In general, the interviewees include the programme directors at the various levels, teaching staff and students. Decisions on interviews and the way in which they are to be conducted are made by the Faculty Board in conjunction with the planning of the evaluation.

The students may be given the opportunity to write a statement in which they can express their views on the course or programme to be evaluated. This can be communicated directly to the assessment panel or as a response to the evaluation.

Decisions on what constitutes supporting documents for evaluation are made by the Faculty Board. In this process it can be a good idea to consult with affected parties, e.g. the courses and study programmes to be evaluated and the assessment panel, to ensure that the supporting documents are adapted to what is to be evaluated. As a starting point, most of the documentation is already included in the regular follow-up and does not need to be produced solely for the evaluation.

### **Evaluation**

The assessment panel, in a report or statement, can compile its evaluations on the course or programme's strengths and areas of improvement as well as recommendations based on the criteria used for the evaluations. The details of how feedback is to be relayed and the form of the evaluations can be decided by the Faculty Board following consultation with the affected parties.

### **The faculty's response**

Based on the assessment panel's statement, the faculty can develop an action plan that describes measures or other activities resulting from the evaluation. The action plan can be used, for example, as a supporting document in connection with the quality discussions and to enable the university-wide Education Board to follow the quality enhancement work. To ensure student influence, the students can be given the opportunity to comment on both the assessment panel's conclusions and the faculty's continuing work. The faculty is responsible for ensuring that measures are taken based on the evaluation results.

### **Publication**

The Faculty Board is responsible for making the material accessible. For example, the documentation concerning the evaluation can be collected on a dedicated website.

**Follow-up**

The vice-chancellor annually follows up the continued quality management work stemming from conducted programme evaluations in quality discussions with the faculties. Prior to the discussions, the faculties can present a summary of conducted evaluations and ongoing enhancement work resulting from them.

## **Appendix 1. Proposal for supporting documents and areas of enquiry in the evaluation of first- and second-cycle courses and study programmes**

Here are some proposals for areas that the courses and study programmes to be evaluated can discuss in the material submitted to the assessment panel. The areas are not to be considered as compulsory or delimiting, but to serve to give ideas for how the courses and study programmes can demonstrate that they fulfil the evaluation's criteria.

In conjunction with the writing of the material, the following can act as supporting documents:

- Statistics on throughput and other relevant key figures (see Kuben etc.).
- Programme syllabi and course syllabi.
- Documentation that describes forms of teaching and staffing of courses.
- Course evaluations and course evaluation reports.
- Various forms of final report or other compilations.
- Random selection of exam questions and answers, independent projects and other supporting documents concerning results.
- Assessment criteria for exams.
- Publication lists of teaching staff.
- Compilation of teaching staff with information on form of employment, academic expertise, professional expertise and training in teaching and learning in higher education.
- Participation of teaching staff in educational development projects and research projects.
- Student statements.
- Documentation that shows internal work on follow-up and enhancement.
- Business intelligence.
- Surveys, evaluations, exam forms or similar documentation about students' and alumni's experiences of the programme.

## The study programme

Describe and analyse using examples

- How the programme is structured in regard to the scientific/artistic content.
- How the programme (degree and main area) is delimited regarding breadth and depth.
- How a gender equality perspective is integrated in the design and implementation of the programme with regard, for example, to course syllabi, reading lists, student population and throughput of male and female students.
- How relevant and current research is communicated to the students.
- The way in which activities are run so that there is a close connection between research and education.
- The way in which the students through their programme are able to participate in research contexts and adopt a research approach.
- How the programme's design, implementation and assessment ensures that the students have achieved the targets when the degree is awarded.
- How the programme's design shows a progression and that there is a connection between degree targets, intended learning outcomes, learning activities and assessment.
- How the programme's design and implementation promotes the students' learning and takes into consideration the students' conditions and needs, and the students are given the opportunity to complete the programme within the planned study period.
- How the programme is geared to enable the students to develop the ability to take responsibility for their own learning.
- How the programme is systematically followed up and how the result of the follow-up, if required, results in measures for quality enhancement that are relayed back to relevant stakeholders.
- How internationalisation and an international perspective are promoted in the programme, for example with the help of mobility, and courses and reading lists in languages other than Swedish.
- How subject-relevant perspectives on sustainable development are promoted in the programme.

**The staff**

Describe and analyse using examples

- How teaching staff and their collective expertise (scientific/artistic/educational/profession-related) stand in relation to the programme, that it is sufficient and in proportion to teaching, supervision and assessment.
- How conditions are created at the level of education so that teaching staff can take responsibility for, and develop, their expertise both individually and as a group.
- How the collective expertise and professional development of the teaching staff is systematically followed up and how the follow-up, if required, leads to measures for quality enhancement.
- The extent to which the teaching staff pursue their own research and to what extent it has relevance for the programme being evaluated.
- The extent to which the programme's teaching staff work on the enhancement of teaching and learning in higher education.

**The students**

Describe and analyse using examples

- How student influence is ensured in the programme.
- How students' viewpoints on the programme are collected, compiled and reported for the students and used in quality assurance and enhancement of the programme.
- How access is provided to support resources, such as study guidance, study workshops, support for students with disabilities, and student health.
- How a good physical and psychosocial work and study environment is ensured for the students.
- How the programme is geared so that the students are to take an active part in enhancing the programme.
- How access is provided to infrastructure such as library resources, IT-related equipment, teaching platforms/study website for course administration, information and communication etc.

**Wider society**

Describe and analyse using examples

- The ways in which working life issues are touched on in the programme, for example with the help of visiting lecturers, case-based teaching, study visits, placements, external supervisors and degree projects on an assignment from a stakeholder or advisory body connected to the programme.
- How the programme ensures that the content has relevance for wider society and/or the labour market.
- Whether regular alumni follow-ups are carried out and the way in which the results are used as support for enhancement of the programme.
- How long it takes for alumni to get established in the labour market. Do the alumni find jobs that correspond to the programme's level and orientation?
- The way in which programme directors collect information that is relevant for the programme's quality assurance and enhancement regarding its usability and preparation for working life.