Clarifications and recommendations for the management of course evaluations and course analyses in the first and second cycles of study

Framework

The management of course evaluations and course analyses is governed by:

- Chapter 1 Section 14 of the Higher Education Ordinance
- Regulations on course evaluations and course evaluation reports at Lund University (Reg. no PE 2010/341)
- Lund University’s records management plan (Reg. no V 2018/1809)
- The rules of procedure for the Faculty of Science and the allocation of responsibility and decision-making powers (Reg. no STYR 2018/1265)

The management of course evaluations and course analyses is also to adhere to the List of Rights for students at Lund University (Reg. no SU 2013/44).

That which is referred to in the framework as a course evaluation report or compilation of course evaluations is hereafter called course analysis.

Summary of framework:

- Course evaluation is to be conducted after every course, including degree project courses and internship courses.
- The course evaluation is to be compiled and commented on in a course analysis.
- Course evaluations and course analyses are to focus on students’ learning and the educational process.
- The integrity of employees and students is to be taken into account in all work.
- The faculty has delegated responsibility for course evaluations and course analyses to the head of department/department, who usually further delegates this to the department’s study programmes board or equivalent.
- Feedback on the course analysis and any measures is to be given to students and teaching staff, and presented at the start of the next course session.
• Course evaluations and course analyses are to be organised systematically and to be easily accessible. Course evaluation documents are destroyed after two years.

Extract from the List of Rights *(text in italics is the faculty’s recommendations)*:

• Time is to be set aside on the course timetable for the completion of a course evaluation *(the forms for this are usually included in the general guidelines for course evaluations, which are decided in the department’s study programmes board or equivalent in which students are represented)*

• Students have the right to complete course evaluations anonymously *(the course evaluation can only be conducted orally in exceptional cases and after agreement with the students)*

• The design, content and follow-up of course evaluations shall be decided after consultation with student representatives *(the forms for this are usually included in the general guidelines for course evaluations, which are decided in the department’s study programmes board or equivalent, in which students are represented)*

The points in the boxes below refer directly to the framework and the List of Rights. To ensure that course evaluations and course analyses are managed in a fair and equal manner within the faculty, the study programmes board at the Faculty of Science has formulated clarifications and recommendations in relation to this framework. These recommendations were prepared in consultation with the Lund science students’ union, in particular with regard to how the requirements for course evaluations in the List of Rights are to be taken into account.

**Responsibility for implementation of course evaluations and course analyses**

*Regulations on course evaluations and course evaluation reports at Lund University (Reg. no PE 2010/341)*

The responsibility for carrying out course evaluations and course evaluation reports lies with the faculty boards and can be delegated to the level at which decisions on course syllabi are taken.

*The rules of procedure and allocation of responsibility and decision-making powers at the Faculty of Science (Reg. no STYR 2018/1265)*

8.3.8 Head of department or equivalent.

Responsibility for implementation and follow-up of course evaluations and course evaluation reports.

The department to which the Faculty of Science has delegated responsibility for study programmes has also been delegated responsibility for the implementation of course evaluations and course analyses for all courses in the first and second cycles of study, including degree project courses and internship courses. The study programmes board of the Faculty of Science, which decides on course syllabi, checks that the course evaluations and course analyses are carried out. Documentation for these checks is to be provided by the departments in conjunction with the annual quality assurance dialogue between the faculty
management, the department and the Lund University science students’ union, LUNA.

*List of Rights for students at Lund University (Reg. no SU 2013/44)*

7.3 The design, content and follow-up of course evaluations shall be decided after consultation with student representatives.

The department should establish general guidelines for the implementation, content and follow-up of course evaluations. These guidelines are established in the department’s study programmes board or equivalent, in which students are represented.

**Course evaluation**

**Course evaluation survey design**

*Regulations on course evaluations and course evaluation reports at Lund University (Reg. no PE 2010/341)*

The course evaluations and course evaluation reports are to focus on the students’ learning and the educational process in the course, in which learning outcomes, learning activities and examination results constitute the basis for reflection on teaching methods.

The course evaluation survey should feature a brief introductory text providing the student with information on:

- which course the survey covers,
- the purpose of the survey,
- the fact that a compilation of survey results (course analysis) will be made available,
- the course’s learning outcomes (or a summary of them).

It is recommended to include in the survey the following five standard questions, which relate to the course’s relevance, the achievement of its learning outcomes, its inner logic, scientific approach and links to research, as well as student influence:

1. I consider that, through this course, I have developed valuable knowledge/skills for my further studies and professional life.
2. On my own assessment, I have achieved all the learning outcomes for the course.
3. I understand that there was a common thread running through the whole course – from learning outcomes to assessment.
4. I consider that the course stimulated me to adopt a scientific approach (e.g. analytical and critical thinking, independent searching for and evaluation of information).
5. I consider that the teaching staff were committed and accommodating, and provided relevant feedback during the course when ideas and views on the course design and content arose.

The inclusion in the survey of the standard questions above is not a requirement. The standard questions are to be considered as an alternative that enables comparisons over time and creates the conditions for in-depth systematic quality assurance work at both the departmental and faculty level.
The use of a standardised response scale is also recommended, enabling students to assess the survey questions on the basis of five categories (1-5 points) where 1 expresses dissatisfaction and 5 expresses appreciation. The application of a standardised grading scale is not a requirement either.

**Implementation of a course evaluation**

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<tr>
<th>Chapter 1 Section 14 of the Higher Education Ordinance</th>
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<tr>
<td>Section 14 Higher education institutions shall enable students who are participating in or have completed a course to express their experiences of and views on the course through a course evaluation to be organised by the higher education institution.</td>
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Course evaluations are to be conducted on all courses in the first and second cycles of study – including degree project and internship courses.

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<tr>
<td>7.1 Time is to be set aside on the course timetable for the completion of a course evaluation. The time allowed and method used are to be such that they encourage responses.</td>
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<tr>
<td>7.2 Students have the right to complete course evaluations anonymously in relation to the lecturer/examiner.</td>
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The relevance and usefulness of course evaluations depend on the participation of as many students as possible. According to the List of Rights, time is to be set aside in the timetable to conduct a course evaluation. This may apply, for example, to how the course evaluation is scheduled in relation to an exam. The department is to establish general guidelines for the implementation, content and follow-up of course evaluations, stating how course evaluations are to be scheduled. These guidelines are established in the department’s study programmes board or equivalent, in which students are represented.

According to the List of Rights, students have the right to take part in course evaluations anonymously. The course evaluations may, only in exceptional cases and after an agreement with the students in the course session in question, be conducted orally and thereby be exempted from the requirement of anonymous participation. If an exception has been applied, it is to be reported in the course analysis.

In order to ensure anonymous course evaluation on courses where students do not submit their course evaluations simultaneously, e.g. on degree project and internship courses, it is recommended to conduct the course evaluations in digital form and to compile the results once per year. In connection with the evaluation of degree project courses, it is also recommended to include questions about the entire study programme in the course evaluation, as this is a very effective way of evaluating a study programme.

With reference to Lund University’s environmental action plan 2010-2011 (BY 2009/114) the Faculty of Science strives for all course evaluations to be
implemented in digital form, preferably using Lund University’s procured survey tool. If a course director considers it appropriate to conduct an analogue course evaluation, this form is acceptable as long as anonymity can be ensured.

**Mid-course evaluation**

While a course is underway, a dialogue with the students is recommended, e.g. through a mid-course evaluation. The dialogue can usefully be held orally with the students or their representative, but can also be designed in other ways. There is no requirement to document the outcome of the dialogue.

**Destruction of course evaluations**

*Lund University’s records management plan (Reg. no V 2018/1809)*

3.4.1 Course evaluations are to be organised systematically during the time they are kept and can be both on paper and in digital systems. They are destroyed two years after their inclusion in a compilation.

The department is responsible for the systematic organisation and destruction of evaluation documents.

**Course analysis**

**Implementation of course analysis**

*Chapter 1 Section 14 of the Higher Education Ordinance*

Section 14 Higher education institutions shall enable students who are participating in or have completed a course to express their experiences of and views on the course through a course evaluation to be organised by the higher education institution.

The higher education institution shall collate the course evaluations and provide information about their results and any actions prompted by the course evaluations. The results shall be made available to the students. Ordinance (2000:651).

*Regulations on course evaluations and course evaluation reports at Lund University (Reg. no PE 2010/341)*

The course evaluations are collated and commented in a comprehensive course evaluation report.

The integrity of employees and students is to be considered in all work on course evaluations and course evaluation reports.

Conducting a course analysis means compiling not only the students’ experiences but also those of the teaching staff. The course analysis is to focus on quality enhancement of education and to clarify the most important measures for change to
be applied in the next course session. The course analysis is to state the number of students on the course and the number of responses to the survey. The course analysis is to be compiled in such a way as to preserve the integrity of students and teaching staff.

Making the course analysis available

**List of Rights for students at Lund University (Reg. no SU 2013/44)**

7.4 Once the course evaluation has been conducted, the course director is to provide feedback in the form of a compilation of the survey results, to the students on the course, the relevant students’ union and future students.

The course analysis is usually sent to the email address of the Lund science students’ union luna@luna.lu.se as well as to the official address of the student council concerned.

The course analysis is usually sent to the director of first and second cycle studies who is responsible for presenting the course analysis to the department’s study programmes board or equivalent, in which students are represented.

The course analysis can, for example, be made available to students in the relevant course session and to future students on the course platform or the department’s website.

**Lund University records management plan (Reg. no V 2018/1809)**

3.4.1 The compilation of course evaluations is to be organised systematically. It may be kept both on paper and in digital systems for evaluation. System support can be the support used by the organisation for evaluation.

The department is responsible for preserving the material through archiving procedures or storage in Lund University’s procured survey tool.

**Presentation of the course analysis in quality assurance dialogue with the faculty**

**Regulations on course evaluations and course evaluation reports at Lund University (Reg. no PE 2010/341)**

The responsibility for carrying out course evaluations and course evaluation reports lies with the faculty boards and can be delegated to the level at which decisions on course syllabi are taken.

The department has an annual quality assurance dialogue with the faculty. Student representatives from the Lund University science students’ union and the relevant student council take part in the dialogue. The quality assurance dialogue is one of several important components in systematic quality assurance work at the faculty and the department. During the dialogue, quality development needs are identified, while feedback on implemented development work is provided in the next dialogue. Before the quality assurance dialogues, the departments submit a compilation of the course evaluations and course analyses implemented over the previous academic year.
Presentation of the course analysis in connection with a new course session

List of Rights for Students at Lund University (Reg. no SU 2013/44)

7.4 On completion of a course evaluation the course director is to provide feedback in the form of a compilation of the survey outcomes to the students on the course, the relevant students’ union and future students.

Regulations on course evaluations and course evaluation reports at Lund University (Reg. no PE 2010/341)

The course evaluations and course evaluation reports are to focus on the students’ learning and the educational process in the course, in which learning outcomes, learning activities and examination results constitute the basis for reflection on teaching methods.

The course analysis can usefully be made available to the students on the relevant course session and to future students, e.g. via the course platform or the departmental website.

In connection with the start of the course, the following points are to be presented:

• the learning outcomes for the course and its structure,
• a summary of the previous year’s course analysis, including changes caused by this analysis.

The content, activities and assessments of the course are to support each other and address the aspects specified in the learning outcomes. Conditions for learning are affected by the course having a clear logical structure with a common thread running through learning outcomes and various course components, as well as between different course components.

In order to clarify to students the internal logical structure of the course, the learning outcomes and how they are addressed in various course activities are to be presented at the start of the course.

The course analysis for the previous year and any changes brought about as a result of it are to be presented at the start of the course. Students are motivated by seeing that their contribution to the course evaluations is an important aspect of our systematic quality assurance work.

Insufficient rate of response

Expressing their views in a course evaluation is a right for the students, but not an obligation.

In some cases, no responses to a survey are received, or very few. This may occur despite the timing and timeframe for the course evaluation being designed to encourage responses and reminders being sent out.
Although it may seem meaningless, a course analysis is to be conducted even in cases where few or no survey responses have come in. The course analysis is to state the number of students and the number of survey responses received, taking note of the absence of responses, where applicable. The teaching staff’s experience of the course is to be documented in the course analysis – even if no responses or very few have been received.

Students are legally entitled to exercise their influence on the education provided at public higher education institutions. Student influence comprises both the right to representation via the students’ unions in all decision-making and preparatory bodies of relevance to the students’ education and situation, and the students’ right to take part in course evaluations.

Approval of the Clarifications and recommendations for the management of course evaluations and course analyses in the first and second cycles of study

The Clarifications and recommendations for the management of course evaluations and course analyses in the first and second cycles of study have been approved by the study programmes board of the Faculty of Science on 5 December 2018 and replace the Rules and recommendations for the management of course evaluations at the Faculty of Science (Reg. no N 2010/136).