

**GUIDELINE (RIKTLINJE)****Decisionmaker**

President

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Responsible**department**

Planning, quality assurance and administrative law

Guidelines on course evaluation and course analysis

Course evaluation and course analysis is central in KTH's systematic quality-driven course development work.

Chapter 1, Section 14 of the Higher Education Ordinance provides as follows

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).

Furthermore, Section 1.9 of Standard and guidelines for quality assurance in the European Higher Education Area (ESG)) must be met.

Work on course evaluation and course analysis should contribute to the development of the course, support the teacher's professional development and reinforce KTH's internal quality management.

The policy document applies to all courses at technical Preparatory Year/Semester, first and second cycle and third-cycle levels.

Summary

- Course evaluation must be completed in conjunction with the course (Section 1.1)
- Formative course evaluation is recommended, for example via the course board. (Section 1.2)
- At a closing course meeting (courses with at least 10 participants), the results of the course evaluation will be discussed with student representatives and teachers involved. (Section 1.3.1)
- - If the course is a compulsory part of a programme, the concerned PA and PAS / SNO must also be given the opportunity to participate (Section 1.3.1)
- The course analysis is published on KTH.se (Section 4)
- For courses with few students, such as degree project and literature courses, course evaluation is conducted on an ongoing basis and collated once a year (Section 1.3.2)
- Courses at postgraduate level shall be evaluated and analysed in a similar manner. Customized course surveys and course analyses can be used (Section 1.3.3)
- Course analysis must be completed within one month after the end of a course (Section 4)

1 Implementation of course evaluation and course analysis

Explanation of terms

A *course evaluation* is the students' evaluation (experiences and views) of the course, obtained, for example, through a course questionnaire and course board meetings.

A *course analysis* is the course teacher's analysis of the course based on the course results, course evaluation and the teachers' experience.

1.1 Provisions

- Course evaluation must be arranged in connection with each course
- Through course evaluations, students must be given an opportunity, focusing on course development and goal attainment, to express views on intended learning outcomes and the definition of learning outcomes, the relationship between the learning activities, objectives and the examination and the student's own efforts.
- Students must have an opportunity to express their views anonymously unless there are compelling reasons.
- The integrity of employees and students must be considered in the context of course evaluations and course analyses. When publishing a free text response, an integrity check must be carried out by the course teacher. Upon request from THS or KTH, a THS-representative must be offered an opportunity to participate.
- The material forming the basis of the course analyses must be discussed in a final course meeting (for courses with 10 or more participants) after the relevant course, where both students and teachers are invited to participate.
- The course analyses, including any action taken, should be provided to new students and reported to the students who have completed the course.
- The course evaluation and course analysis must be provided in the given language of the course.
- Course analyses, or a selection of these, must be discussed in a collegial forum, preferably at departmental level, at least once annually. The form and implementation of the collegial discussion is decided by the respective Head of School, or a person to whom the Head of School delegates the task.

1.2 Recommendations

- Formative course evaluation should be arranged during the course
- For large courses, a course evaluation board meeting should be held in the middle of the course
- The LEQ-model (Learning Experience Questionnaire), described in the LEQ guide on KTH's website is recommended
- All teachers should at least once annually participate in a faculty meeting where course analyses are discussed

1.3 How course evaluations and course analyses are implemented

The completion of course evaluations and course analyses is independent of level, but differs depending on the number of participants in the course.

1.3.1 Courses with 10 or more participants

A course evaluation must be arranged in connection with the course. The result of the course evaluation must be discussed with student representatives and involved teachers at a final course meeting. The course meeting must be documented and the result of the meeting summarised in the course analysis. If the course is a compulsory part of a programme, relevant teachers in charge of the programme (PA) and students responsible for the programme (PAS)/study board chairs (SNO) must be offered an opportunity to participate or to appoint a replacement. After the discussion at the course meeting, a course analysis will be drafted by the teacher in charge. Course analyses for compulsory programme courses provide the basis of programme analysis. The course analysis must be published in the manner set out in Section 4.

1.3.2 Courses with less than 10 participants

For courses with less than 10 participants, a course meeting is not necessary. A course evaluation must be completed and collated as a course analysis which is then published according to Section 4. It is recommended that the head of the course and course participants discuss the content and structure of the course while the course is ongoing. For courses with few students, for example master thesis courses and literature study courses, a course evaluation is completed on an ongoing basis and collated once annually. Courses evaluated jointly in this manner must have the same course objective.

1.3.3 Courses at postgraduate level

For courses at postgraduate level, the same implementation processes apply as for basic level and advanced level. A customised course survey can be used and must be collated into a course analysis which is then published according to Section 4.

2 Content of course evaluation and course analysis

2.1 Questions in connection with course evaluations should be investigated

- The significance of learning objectives in relation to learning in the course
- Whether the learning activities in the course have been helpful to achieve the learning objectives
- The relevance of the examination in relation to the learning objectives
- The students' effort

2.2 Course analysis must include the following at a minimum

2.2.1 Summarising data on the completion and result of the course:

Name of course, course code, examination components with number of credits, number of students, performance rate, graduation rate, teacher activities, teachers and examiners. For courses at postgraduate level, no performance rate is reported; however, the graduation rate or similar should be reported.

2.2.2 Summary of course evaluation:

The response frequency of collection of course evaluation. Course analysis must also include a brief summary of student responses from the completed course evaluation including a formative course evaluation, if applicable.

2.2.3 Analysis:

- Measures implemented after a previous course analysis. The strengths and weaknesses of the course based on the course evaluation and the teacher's reflections, including in relation to the changes implemented before the course.
- Summary of the teacher's views
Proposal regarding potential changes to the course

The analysis must indicate improvement in the course quality.

3 Distribution of responsibilities

Course coordinator

- Informs course participants briefly on the course development process at the start of the course
- Instructs the students to appoint course representatives
- Summons course meetings
- Writes and shares the result of the course meeting
- Writes and posts course analysis after completion of the course

Programme Director (PA)

- Participates where needed in course meetings for courses within his/her programme
- Gives feedback on course analysis to the teacher who is course coordinator
- Uses course analyses as a basis for programme analysis

Director of First and Second Cycle Education (GA)/ Director of Third Cycle Education (FA)

- Has overall responsibility for course evaluation and course analysis at the respective educational level
- Uses the results from course analyses and programme analyses in quality dialogues
- Participates where needed in collegial discussions on course analyses

Director of Studies or other function instituted by the school offering the course

- Uses course analyses to support the professional development of individual teachers
- Arranges collegial fora for discussions on course analyses at least once annually

4 Reporting results

Course analyses must be published on "kth.se/kurs- och programkatalogen/om kursen/kursinformation/kursens utveckling och historik" within one month after the final course meeting. The course analysis thus becomes available to students, teachers, Directors of First and Second Cycle Education, Directors of Third Cycle Education and Heads of School. New students must be informed on the implemented measures at the start of a course.