



INSTRUCTION

Applies as of
26 Sep 2017

Document number:
V-2016-1044
KS code 1.2

Instruction document on course evaluation and course analysis at KTH

On the 11th of April 1997, the University's president decided that KTH should introduce a course analysis system. The revised instructions below are based on "Instruction document on course analysis" (1 Jun 2007). They aim to provide support for working systematically with course evaluations and course analyses.

KTH puts great effort into systematic, quality-driven course development initiatives in which course evaluations and course analyses are central.

Course evaluations and course analyses are carried out to:

- Contribute to course development.
- Individually support teachers' pedagogic development.
- Strengthen KTH's internal quality management.
- Satisfy the Higher Education Ordinance's requirements (§ 14, chap. 1 and Ordinance 2000:651) that students should be entitled to: give opinions on their study courses and programmes; and, receive feedback on evaluation responses and any resultant measures.
- Satisfy ESG 1.9 – European standards and guidelines for quality assurance in the European Higher Education Area.

Explanation of terms and structure

A *course evaluation* is the students' evaluation of a course that has been given. It is gained via, for example, course questionnaires and meetings of the course board.

A *course analysis* is the course director's analysis of the course based on course results, course evaluation and the impressions of the teachers concerned.

In respect of course evaluations and course analyses, this instruction document sets out basic requirements, recommendations and processes.

Basic requirements

Course evaluation regulations are given in § 14, chap. 1 of the Higher Education Ordinance and Ordinance 2000:651. Additionally, the following apply at KTH:

- The instructions apply to all first-cycle, second-cycle and third-cycle courses.

- There shall be a course evaluation for each completed course.
- Via the course evaluations, and with a focus on course development and the students' goal attainment, students shall be given the opportunity to submit opinions on: the intended learning outcomes and the structure of these; the relationship between learning activities, intended outcomes and examination; and, the student's own endeavours and reflections.
- Unless special reasons for it being otherwise are explained, students shall always be given the opportunity to submit opinions anonymously.
- The integrity of employees and students shall be respected in all work connected with course evaluations and course analyses. An integrity review shall have been carried out before the publication of any free-text responses. Should the Student Union at KTH (THS) or KTH so wish, a THS representative shall be given the opportunity to participate.
- On completion of courses, the input for the course analyses shall be discussed at a course meeting where students and teachers alike are present.
- Feedback on course analyses shall be given to new students and the students who have completed the course.
- Course evaluation and course analysis shall be in the language in which the course was given.
- Course analyses, or a selection of these, shall be discussed in a collegial forum (preferably at department level) at least once a year. The form of collegial discussions and how they are to be held are to be decided by each school.

Recommendations

- A formative course evaluation should be maintained throughout the holding of the course.
- A course board meeting should be held in the middle of major courses.
- The LEQ (Learning Experience Questionnaire) model described in the LEQ guide on KTH's website should be used.
- At least once a year, all teachers should take part in a collegial forum that discusses course analyses.

Processes

The carrying out of a course evaluation and a course analysis is dependent on the number of course participants.

Courses with 10 or more participants

There is to be a course evaluation on course completion. At a final course meeting, the results are to be discussed with student representatives and the teachers who were involved. This meeting shall be documented and the results of the meeting summarised in the course analysis. If the course was an obligatory part of a programme, the programme director (PA), programme student representative (PAS) and/or chair of the study board (SNO) shall also be invited (with the possibility of sending a delegate). After discussion at the course meeting, the course director is to write a course analysis. By making it available on KTH's website, preferably under the course development tab, the course analysis is to be communicated to other participating teachers, the PA, the director of first-cycle/third-cycle studies (GA/FA), the school dean and students. Feedback on each course analysis is to be communicated to the next student group at course start. Course analyses for obligatory programme courses are one of the inputs for programme analyses.

Courses with 10 or fewer participants

A course meeting is not necessary where a course has fewer than 10 participants. A course evaluation shall be completed and compiled into a course analysis that is made available on KTH's website. It is recommended that the course director and course participants discuss content and format as the course progresses. For courses with single individuals, e.g. degree projects and literature study courses, course evaluations are to be completed on a continuous basis and compiled once a year.

Third-cycle courses

The procedures for third-cycle courses are the same as those for first-cycle and second-cycle courses. An adapted course questionnaire may be used. See, for example, the teacher support web.

Responsibilities

Course director

- At course start, gives course participants brief information on the course development process.
- Encourages the students to appoint course representatives.
- Convenes course meetings.
- Writes and communicates the minutes of course meetings.
- Writes and posts a course analysis after course completion.

Programme director (PA)

- As necessary, participates in course meetings for courses in his/her programme.
- Gives feedback on each course analysis to the course director.
- Uses course analyses as input for programme analyses.

Director of first-cycle studies (GA)/director of third-cycle studies (FA)

- At the level in question, has overall responsibility for the work involved in course evaluation and course analysis.
- In quality dialogues, uses the results of course analyses and programme analyses.
- As necessary, participates in collegial discussions of course analyses.

Head of studies or equivalent function

- Uses course analyses in supporting individual teacher's pedagogic development.
- For discussion of course analyses, arranges collegial forums at least once a year.

Communicating/giving feedback on results

No later than one month after a final course discussion has been held, course analyses are to be made available at the place/site indicated by KTH. They are, thereby, available to students, teachers, GAs, FAs, PAs and school deans.

Content of course evaluations and course analyses

Questions used in course evaluations shall investigate:

- The significance of the intended learning outcomes in the teaching provided on the course.
- Whether the course's teaching activities were helpful in attaining the intended learning outcomes.
- The examination's relevance in relation to the intended learning outcomes.
- The student's endeavours.

Minimum content of each course analysis

Data summarising course format and results

Course name, course code, examination sittings (with the higher education credits for each), number of students, performance indicator, completion rate, teaching activities, teachers involved and examiners. When using LEQ, quantitative data is produced automatically. Otherwise, this can be produced through VIS, e.g. VG5 and VG6. A performance indicator is not to be shown for third-cycle course. However, completion rate (or similar) should be shown.

Summary of course evaluation

Response rate in collecting the course evaluation. Each course analysis shall also include a short summary of the students' responses from the completed course evaluation (any formative course evaluations included therein).

Analysis

- A summary of the course director's opinions.
- Based on the course evaluation and the teachers' reflections, the course's strong and weak areas (also in relation to changes implemented before the completed course in question).
- Reasoned proposals for any changes in the course.

The analysis shall demonstrate development in the course's quality.