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Guidelines for Programme 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

Programme evaluations are part of the systematic quality work at Stockholm University of the Arts (SKH). The systematic quality work consists of various structured activities for information gathering to ensure and develop the quality of the SKH's programmes, programme evaluations are one of those activities. Programmes are evaluated on a six-year cycle, which means that each programme is evaluated every six years. The Board for Education and Research (NUF) is responsible for overall planning, quality monitoring and quality development of core activities. The Board decides on the priorities for quality monitoring and quality development of education and research at SKH and decides on the planning and implementation of quality reviews of educational programmes. (See the Vice-Chancellor's Guidelines for Systematic Quality Work.)

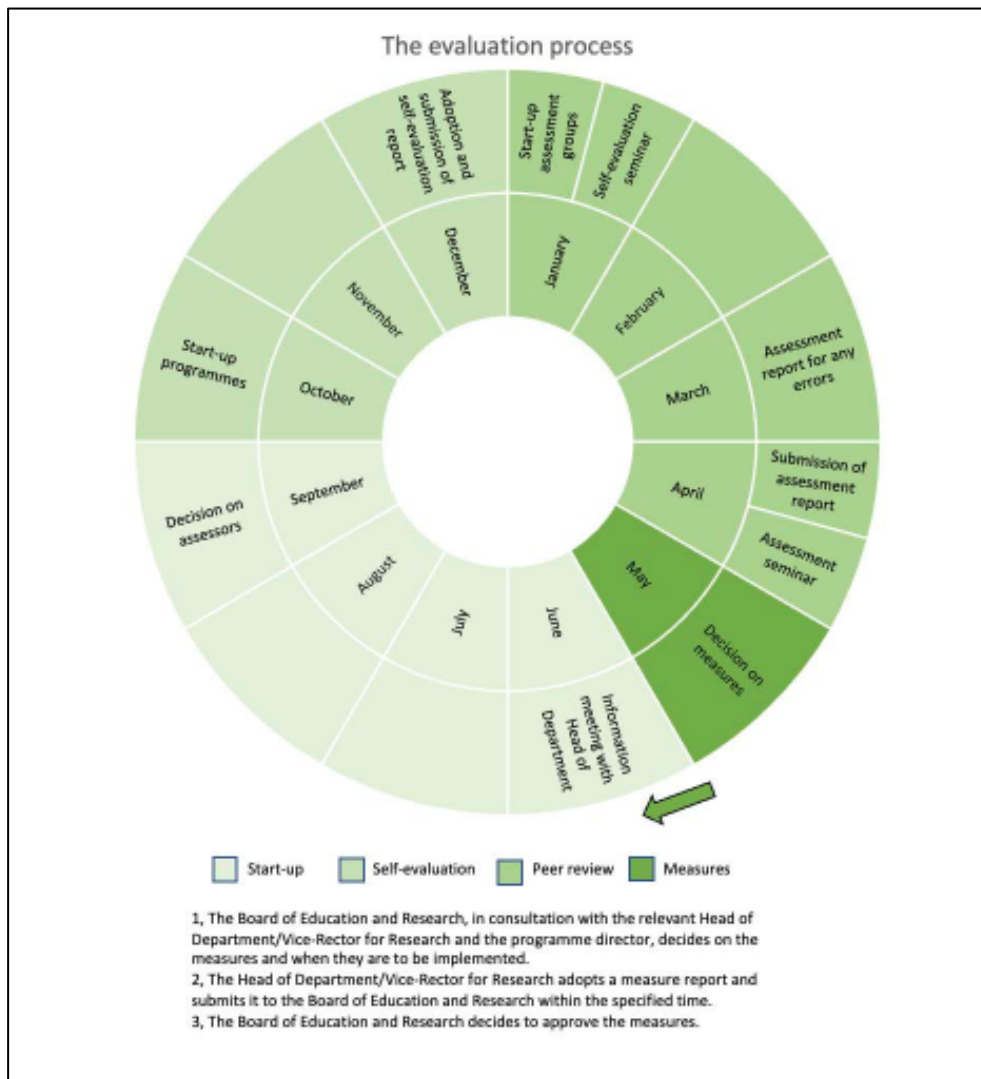
The purpose of the programme evaluations is to generate regular and systematic knowledge needed to ensure and develop the quality of the SKH's educational programmes. Evaluations should be quality-driven, highlighting strengths and identifying and addressing areas for development.

All programmes at first-, second- and third-cycle level leading to a degree and where there are students who have graduated shall be evaluated. This also applies to programmes where minor changes have been made to the programme without students having graduated. Programmes for which a decision has been taken to close them shall not be evaluated, nor shall programmes that have been evaluated by the Swedish Higher Education Authority (UKÄ). Programmes shall be evaluated on a six-year cycle, which means that each programme is evaluated every six years. It also means that several programmes are evaluated every year.

The purpose of this governance document is to describe the process of programme evaluation and the guidelines that govern such work. It also describes the roles and responsibilities of those involved in the evaluation process.

2. Programme evaluations

A programme evaluation consists of four steps: start-up, self-evaluation, peer review and measures. The evaluation process, including an approximate timetable, is illustrated in the figure on the next page. The different steps are described in more detail later in the document.



2.1 Roles and responsibilities

There are various roles and responsibilities involved in the evaluation process, which are listed below. The different tasks and activities are described in more detail in sections 2.3–2.6.

The *Board of Education and Research* has overall responsibility for the evaluations carried out. The Board will set a timetable for the programmes to be evaluated within the six-year cycle. The timetable shall be established well in advance of the start of the cycle. If the timetable is revised, this should be done well in advance of the start of the year's programme evaluations. The Board decides, on the basis of a proposal from the relevant Head of Department/Vice-Rector for Research, on the members of the evaluation groups and appoints the chairperson of the group. The Board is also responsible, in consultation with the relevant Head of Department/Vice-Rector for Research and the Programme Director, for deciding on measures to be taken based on the recommendations of the Assessment Group. The

Board follows up on the measure report established by the relevant Head of Department/Vice-Rector for Research in response to the Board's decision on measure. The Board decides whether the measures have been implemented and establishes the necessary guidelines and templates for carrying out the evaluations. The Board is also responsible for continuously evaluating the model, conditions and process for programme evaluations and for revising and deciding on these guidelines and the related compulsory templates as necessary.

The *Head of Department* for the programme being evaluated is responsible for appointing a responsible for the self-evaluation and a self-evaluation working group, and for allocating time in the timetables of the staff concerned to participate in the programme evaluation. The Head of Department is responsible for ensuring that students are involved in the self-evaluation report and the measure report (see section 2.4 and 2.6). The responsible for the self-evaluation is the contact person for the responsible officer at the Research Office or the Educational Administration Department, as well as the Quality Coordinator. The responsible for the self-evaluation is also responsible for ensuring that the self-evaluation timetable is adhered to. The Head of Department makes proposals to the assessors and chair (see section 2.3.1), establishes the self-evaluation report and is responsible for ensuring that the self-evaluation seminar is held on time (see section 2.5.3). The Head of Department is responsible for ensuring that the relevant departmental staff attend the assessment seminar (see section 2.5.4). The Head of Department is also responsible for submitting a measure report to the Board within the time limit set by the Board (see section 2.6).

The *Vice-Rector for Research* has the same responsibility as the Head of Department as described above when evaluating the doctoral programme.

The *student units* are responsible for ensuring that student/doctoral student representatives are involved in the self-evaluation, peer review and measure report (see sections 2.3.1, 2.4, 2.5 and 2.6) as agreed with the Head of Department/Vice-Rector for Research for the programme being evaluated.

The *Head of the Research Office* and the *Head of the Educational Administration Department* are responsible for ensuring that adequate support is provided during programme evaluations. Each head appoints an officer to support the working group appointed by the Head of Department/Vice-Rector for Research. The responsible officer is in charge of providing the basis for the self-evaluation report (see self-evaluation report template) and various templates available for support. The relevant head also appoints an officer to act as a contact person for the assessment group and to support the start-up meeting of the assessment group, the self-evaluation seminar and the assessment seminar. There should be different officers for the self-evaluation phase and the assessment phase. Heads are also responsible for ensuring that time is allocated for the officer to carry out the tasks.

The *Quality Coordinator*, together with the responsible officer from the Research Office or the Educational Administration Department, is responsible for ensuring that the programme to be evaluated receives the necessary information and support to enable it to carry out the self-evaluation. Similarly, the Quality Coordinator,

together with the responsible officer from the Research Office or the Educational Administration Department, is responsible for ensuring that the assessment group gets the necessary support. The Quality Coordinator is also responsible for presenting the self-evaluation report, the assessment report and the measure report to the Board, and for recommending decisions on possible measures.

The assignment and responsibilities of the *Assessment Group* and the *chairperson of the Assessment Group* are set out in section 2.5 below.

2.2 Assessment criteria

Programmes shall be assessed against the following criteria, which are based on the The Association of Swedish Higher Education Institutions' (SUHF) criteria developed in light of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

1. that the programme meets the requirements of the Swedish Higher Education Act (SFS 1992:1434) and the System of Qualifications, Annex 2 to the Swedish Higher Education Ordinance (SFS 1993:100) in that the intended learning outcomes correspond to the qualitative targets and that examination is legally certain
2. that teaching focuses the students'/doctoral students' learning
3. that the content and form of teaching activities rests on an artistic and/or scientific foundation and proven experience
4. that the programme is useful to students/doctoral students in their future careers
5. that those working in the programme have relevant, up-to-date knowledge of the subject and competence in subject didactics and higher education pedagogy
6. that students/doctoral students can exert influence over the planning, implementation and follow-up of the programme
7. that all students/doctoral students are offered an accessible, fit-for-purpose study environment
8. that the programme is continuously monitored and developed, including through the use of course evaluations and, for doctoral students, individual study plans
9. Specific to third-cycle programmes:
 - that doctoral students have access to an active research environment with adequate depth, breadth and scope in their subject
 - that doctoral students have opportunities to collaborate on research nationally and internationally and with the surrounding community

See also self-evaluation report template and assessment report template.

2.3 Start-up

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

held approximately three months before the start-up meeting for the programmes (see section 2.3.2).

2.3.1 Assessors

For each programme being evaluated, the Board of Education and Research appoints, on the basis of a proposal from the Head of Department/Vice-Rector for Research, an Assessment Group and a chairperson for the Assessment Group. The Assessment Group shall consist of four to five people. The chairperson should be external. A balanced gender distribution in the Assessment Group should be aimed for.

When evaluating first- and second-cycle programmes, the Assessment Group should consist of at least one expert from the subject/artistic programme at another higher education institution (in Sweden or another country); one expert with a teaching position at a department at SKH other than the programme being evaluated; one working life representative (from the sector to which the programme being evaluated belongs); and one student representative from a department at SKH other than the programme being evaluated.

When third-cycle studies are evaluated, the Assessment Group should consist of at least two experts working in artistic research at another higher education institution (in Sweden or another country); one working life representative (from the sector to which the programme being evaluated belongs); and one doctoral student representative from the discipline, but from a different higher education institution.

The members of the Assessment Group should be appointed about three months before the work of the group begins.

2.3.2 Start-up meeting for the evaluated programme

Before each evaluation round, the Quality Coordinator, together with the responsible officer from the Research Office or the Educational Administration Department, is responsible for arranging a start-up meeting for the programmes to be evaluated. The start-up meeting is preferably held on site, but can also be conducted online. The meeting is addressed to the Head of Department /Vice-Rector for Research, the responsible for the self-evaluation and the working group appointed by the Heads of Department/Vice-Presidents for Research. Student/doctoral student representatives should also be invited to the meeting. The meeting will present the evaluation process, timetable, current guidelines, template for the self-evaluation report, etc. The meeting will also provide time for questions and discussion, for example on how to write statements for the different criteria.

The responsible officer at the Research Office or the Educational Administration Department will provide a template for the activity plan and timetable of the evaluation process.

2.4 Self-evaluation

The programme to be evaluated will conduct a self-evaluation, which will result in a written report. The report must be written in an established template. The report should be a maximum of 20–30 pages, including the "template text" (see self-evaluation report template).

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

Background information and key figures (see self-evaluation report template) are provided by the responsible officer at the Research Office or the Educational Administration Department.

Compulsory appendices to the self-evaluation report are: programme syllabus (first and second cycle), general syllabus (third cycle) and overview of qualitative targets.

Student/doctoral student representatives should be offered to take part in the work on the self-evaluation report, for example as being part of the working group or by having the opportunity to read the draft of the self-evaluation report and to give feedback.

The Head of Department/Vice-Rector for Research shall adopt the self-evaluation report and shall submit the final version of the report and the compulsory appendices to the responsible officer at the Research Office or the Educational Administration Department.

The time between the start-up meeting (section 2.3.2) and the submission of the self-evaluation report is approximately three months.

2.5 Peer review

The next step in the evaluation process is peer review, which is carried out by a group of assessors (see 2.3.1 on assessors).

2.5.1 Start-up meeting of the Assessment Group

Before each round of assessment, the Quality Coordinator, together with the responsible officer from the Research Office or the Educational Administration Department, is responsible for arranging a start-up meeting for the Assessment Group. The meeting is preferably held on site, but can also be conducted online. At the meeting, the assignment is reviewed and the Assessment Group is given the opportunity to ask practical questions.

Self-evaluation reports and compulsory appendices are provided by the responsible officer at the Research Office or the Educational Administration Department.

Assessors will be given a description of SKH, and assessors from countries other than Sweden and from working life will also be given a description of the Swedish higher education system. The descriptions will be provided by the responsible officer at the Research Office or the Educational Administration Department.

Part of the start-up meeting can be productively used by the relevant Assessment Group; for example, the chair of the Assessment Group goes through the planning and timetable for the Assessment Group's work.

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

2.5.2 The Assessment Group's mission and the assessment report

The peer review is intended to contribute to the development of SKH's programmes.

The chair of the Assessment Group convenes the group and is responsible for planning and ensuring that the timetable is adhered to. The chairperson is also the contact person for SKH (see below for SKH's contact person for the chairperson and under section 2.1).

Compensation is paid to assessors according to a special order.

The work of the assessment group shall result in a written report. The report must be written in accordance with an established template. The report should be a maximum of 15–25 pages, including the "template text" (see assessment report template). The content of that template mirrors the template for the self-evaluation report.

The basis for assessment is the self-evaluation report and the compulsory appendices: programme plan (first and second cycle), general syllabus (third cycle) and overview of qualitative targets. If the Assessment Group has requested additional documentation for assessment, this must be stated in the assessment report.

On the basis of the criteria (see section 2.2), the assessment report should contain recommendations, both strengths and areas for development, aimed at developing the programme. A recommendation should be problem-based and thus differ 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 shall clearly justify its assessment, preferably illustrated with examples. The assessment should **not** result in a grade for the entire programme.

Before the assessment report is submitted to SKH, the programme that has been evaluated shall be given the opportunity to correct any factual errors or misconceptions. 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 officer at the Research Office or the Educational Administration Department is responsible for the report being journalized and archived.

The assessment report shall be published on SKH's external website.

Support for the Assessment Group, and contact person for the chair of the Assessment Group, is the responsible officer at the Research Office or the Educational Administration Department, respectively. This support is provided, for example, at the start-up meeting of the Assessment Group, the self-evaluation seminar and the assessment seminar. The responsible officer in the Research Office or the Educational Administration Department provides a template for the timetable of the assessment phase.

The time between the start-up meeting of the Assessment Group (see section 2.5.1) and the submission of the assessment report to SKH is approximately three months.

2.5.3 Self-evaluation seminar

The peer review begins with the responsible for the self-evaluation and the working group presenting the self-evaluation report to the Assessment Group at a seminar. During the seminar, the Assessment Group has the opportunity to ask questions to clarify the content of the report. The seminar is preferably held on site, but can also be conducted online. The seminar is conducted with the support of the responsible officer at the Research Office or the Educational Administration Department. Internal staff are also invited to the seminar. The relevant Head of Department/Vice-Rector for Research, the Chair and Secretary of the Board of Education and Research, representatives from the relevant student union or doctoral student union and the Quality Coordinator must always be invited. The responsible officer at the Research Office or the Educational Administration Department will provide a proposal for the agenda of the seminar.

The seminar should be held no later than one month after the self-evaluation report has been adopted by the Head of Department/Vice-Rector for Research.

2.5.4 Assessment seminar

The peer review concludes with the Assessment Group presenting the report to SKH at a seminar. During the seminar, SKH has the opportunity to ask questions to clarify the content and recommendations of the report. The seminar is conducted with the support of the responsible officer at the Research Office or the Educational Administration Department. Internal staff are also invited to the seminar. The responsible for the self-evaluation, the working group, the Head of Department/Vice-Rector for Research, the Chair and Secretary of the Board of Education and Research, representatives from the relevant student union or doctoral student union and the Quality Coordinator must always be invited. The

responsible officer at the Research Office or the Educational Administration Department will provide a proposal for the agenda of the seminar.

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

2.6 Measures

The final step in the evaluation process is to take up the recommendations made by the Assessment Group.

The Board of Education and Research, in consultation with the relevant Head of Department/Vice-Rector for Research and the relevant programme director, shall decide on the measures to be taken on the basis of the recommendations of the Assessment Group in order to develop the programme. The Board shall also decide when the measures are to be completed. A form for proposing measures is available to support the decision.

Decisions on measures to be taken must be published on SKH's external website.

The Head of Department/Vice-Rector for Research is responsible for submitting a report on the measures to the Board within the specified period. The measure report must be written in an established template (see measure report template). A template for a measure plan is available to support the work on the measure report.

Student/doctoral student representatives should be offered to take part in the work on the self-evaluation report, for example as being part of the working group or by having the opportunity to read the draft of the measure report and to give feedback.

The Board of Education and Research will decide on the completion of the measures.

2.7 Results of the programme evaluations

The results of programme evaluations are an important part of SKH's quality work. They form part of the basis for activity dialogues and operational plans and for the annual quality report to SKH's Board. The results are also a valuable basis for exchanging experience between programmes (see the Vice-Chancellor's Guidelines for Systematic Quality Work).