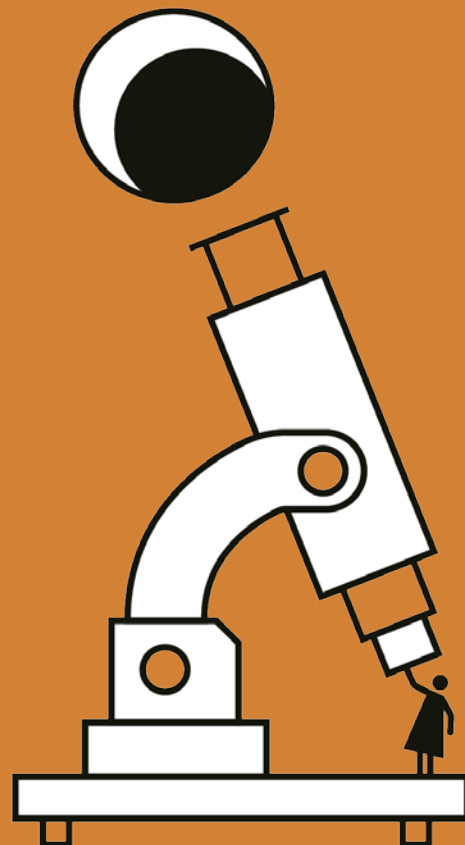
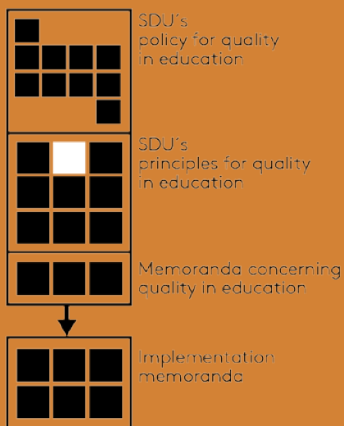


SDU's principles for the evaluation of programme elements



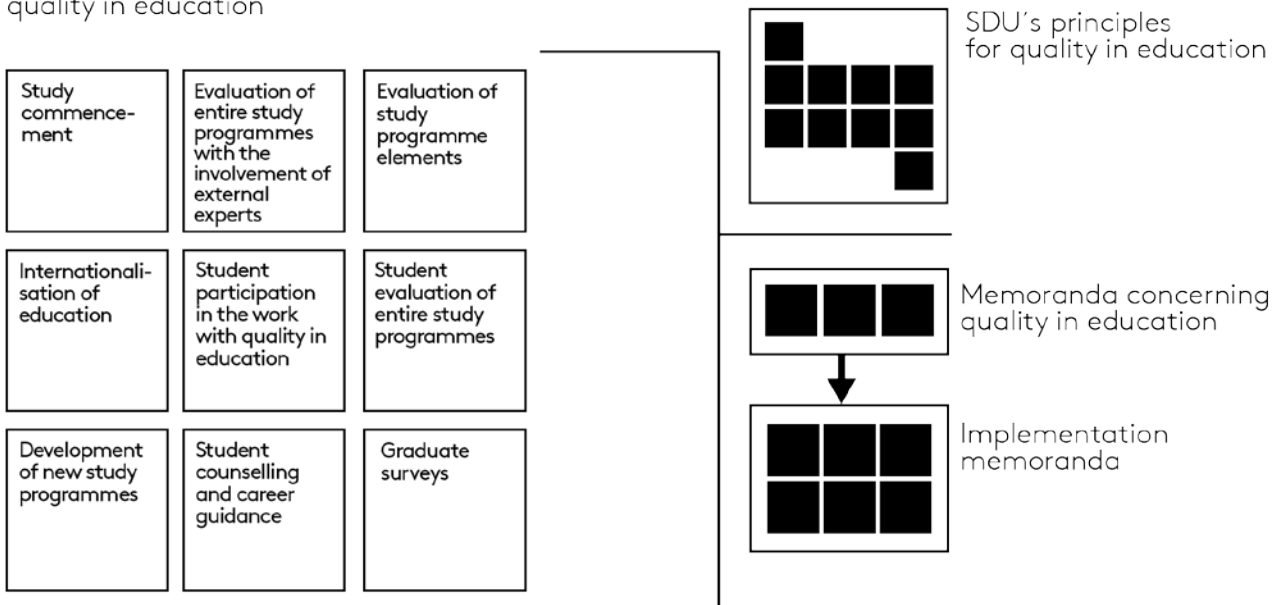
Colophon

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SDU's principles for the evaluation of programme elements

Preview over documents for SDU's Quality in Education

SDU's principles for quality in education



SDU's principles for the evaluation of programme elements

Content

Purpose	3
Principles.....	3
Procedure.....	4
Responsible parties	4
Appendix 1: Designated, practice-oriented programme elements	5

Purpose

The principles for the evaluation of programme elements shall ensure the student experiences that all programme elements have an academic content and pedagogical quality that support the student in achieving the targets set for the learning outcomes. programme elements include all elements covered by the programme regulations, including teaching (subjects, courses and modules), supervision-based courses (including Bachelor projects and Master's theses), project-oriented courses, business courses, compulsory stays, internships, clinical stays, etc.

Principles

The evaluation of programme elements at SDU shall ensure:

1. That all programme elements are evaluated systematically.
2. That the student is systematically involved in the evaluation.
3. That the academic content and pedagogical quality of the teaching and supervision are evaluated as part of the evaluation of the teaching and supervision.
4. That the teacher/supervisor relates to the teaching/supervision as part of the evaluation.
5. That the results are used systematically in further quality and development work with the programme and subject element.

Procedure

1. The faculty has plan(s) for the systematic evaluation of programme elements. This includes that the individual teacher/supervisor relates to his/her teaching/supervision.
2. A description of the model/s used for evaluating the relevant programme elements is included. It is therefore up to the individual faculty to determine the form and method of the evaluation in relation to the faculty's programmes. Exemptions from this are engineer internships (TEK), journalist internships (SAMF) and clinical stays (SUND), which are evaluated and quality-assured according to the framework set out in Appendix 1.

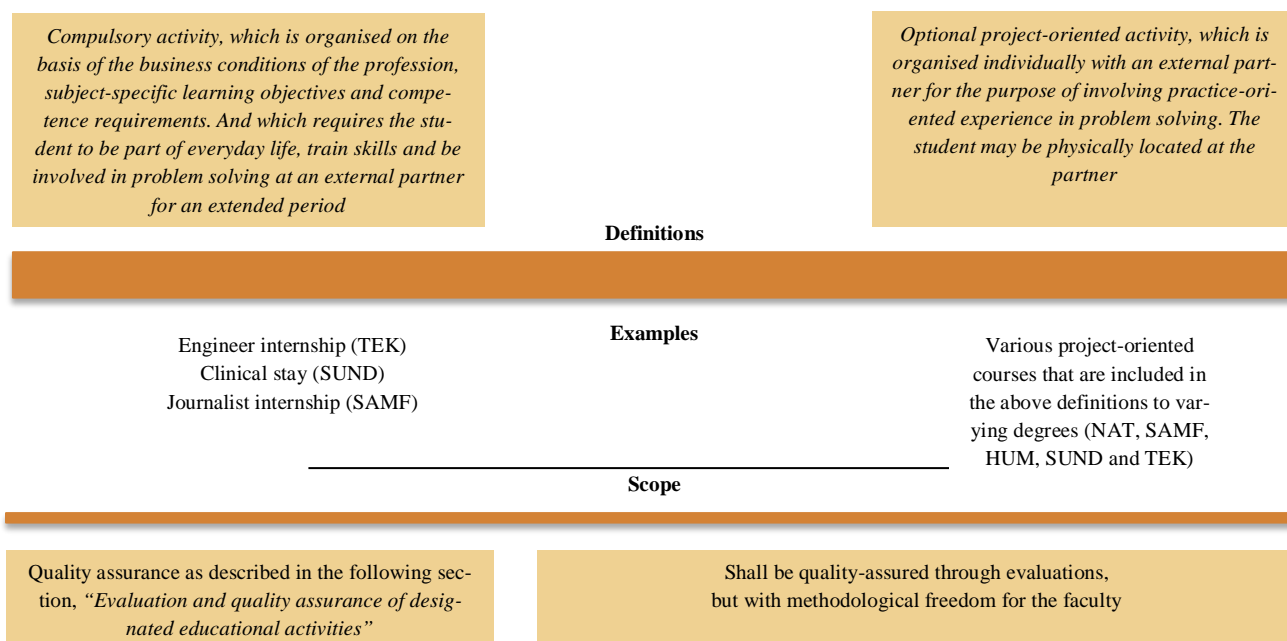
Responsible parties

Faculty management is responsible for ensuring that the form and method of the evaluation for all relevant programme elements is determined, and that this is described and implemented in the faculty's implementation memorandum, as well as submitted to the Study Board.

Appendix 1: Designated, practice-oriented programme elements

There are some aspects of the university's programme elements that to varying degrees take place in practice-oriented programmes outside of the physical framework of the university. In this regard, practice-oriented is defined as activities where a central element of the activity is to link the knowledge, skills and competences the student acquires through the programme directly with (or with an example of) the professional context the student will experience after completion of the programme. 'Designated' is defined as programme elements that, to a greater or lesser extent, are physically conducted outside of SDU's land register – and in this case not at another educational institution.

Varying degrees of designated, practice-oriented programme elements exist at SDU, which may however – in addition to teaching and supervision – be categorised into two main groups (actual internships/clinical stays and various project-oriented courses), as shown in the figure below.



Evaluation and quality assurance of designated programme elements

Compulsory activities that are organised based on the business conditions of the profession, subject-specific learning objectives and competence requirements that require the student to be part of everyday life and be

involved in problem solving at an external partner for an extended period must be evaluated on a quantitative basis, whether this is conducted nationally or internationally.

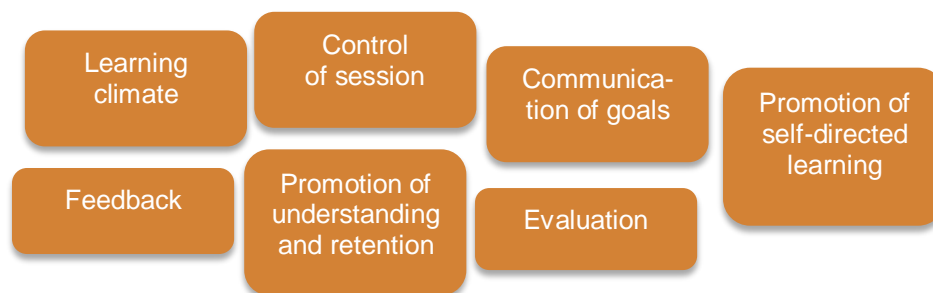
Methodological freedom for the faculty exists as long as the evaluation includes, as a minimum, questions that examine the adequacy of the following five quality parameters, which generally focus on the learning environment in the designated context:

1. **Matching of expectations** between students, internship and programme
2. The actual **learning opportunities** in the context of the planned learning objectives for the stay (congruity)
3. The student's opportunity for **active participation/training** in the internship
4. **Assessment and feedback** of learning activities in the internship
5. The **learning environment** at the place of internship, i.e. the place of internship's ability to create a good environment, in which the student is made to feel stimulated and at ease

The above quality parameters were inspired by research and evidence – including *The Stanford Educational Framework*, which was developed as part of the *Stanford Faculty Development Program* and adapted to Danish conditions.^{1 2 3}

Examples of questions associated with the above five quality parameters

The Stanford Educational Framework contains the following seven learning domains, which together characterise a good learning environment in a designated context:



Programme activities can be evaluated quantitatively on the basis of the above-mentioned learning domains, to which the following questions may serve as inspiration. The scale for the questions and answers (Likert 1-6 scale recommended) can be adapted to the local context, but the essence of the questions must be retained.

1. How was the introduction at the place of internship?
-

¹ Litzelman, D.K., Stratos, G.A., Marriot, D.J., & Skeff, K.M. (1998). Factorial Validation of a widely disseminated educational framework for evaluating clinical teachers. *Academic Medicine*, 73(6), 688-695.

² Kihlberg, P., Perzon, M. et al. Uniform Evaluation of Clinical Teaching – an Instrument for Specific Feedback and Cross Comparison Between Departments (2011). *Högre Utbildning*, Vol. 1, No. 2 December, 139-150.

³ Johansson, J., Skeef, K., & Stratos, G. (2009). Clinical teaching improvement: The transportability of the Stanford Faculty Development Program. *Medical Teacher*. 31: e377-e382.

2. To what extent did you know what the objectives were for your internship?
3. To what extent did you experience that your supervisors knew what the objectives were for your internship?
4. To what extent was your stay well planned (work tasks during the day, times, overall plan, etc.)?
5. Did your supervisors show an interest in you by evaluating your knowledge, skills and competences?
6. Did the stay stimulate you to continue your studies?
7. To what extent were you allowed to carry out practical work?
8. To what extent were you taught practical skills?
9. To what extent did you receive feedback on your activities, skills and competences?
10. Did the various groups of staff at the place of internship show commitment to, and interest in, you and your education?