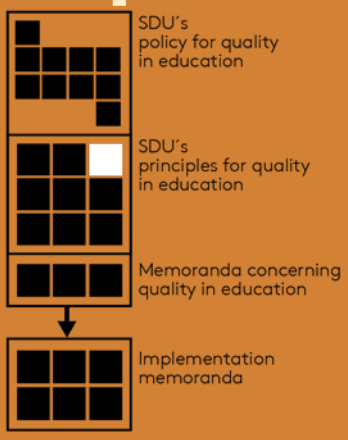
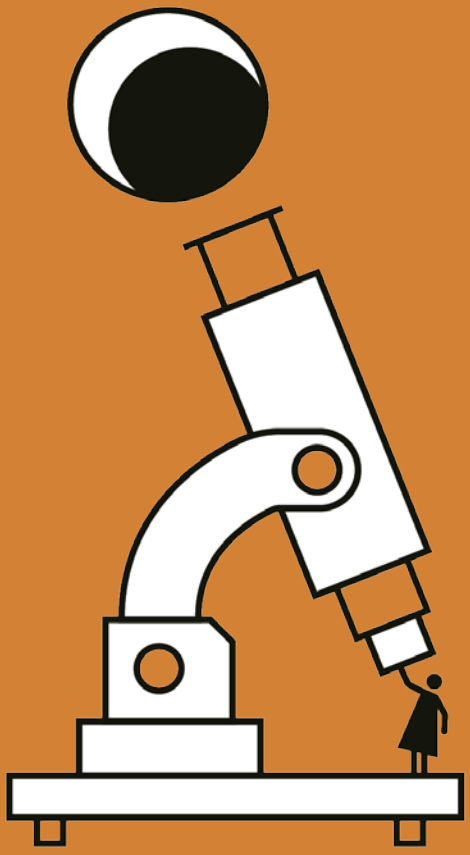
SDU Quality in education

SDU's principles for evaluation of entire programs with the involvement of external experts





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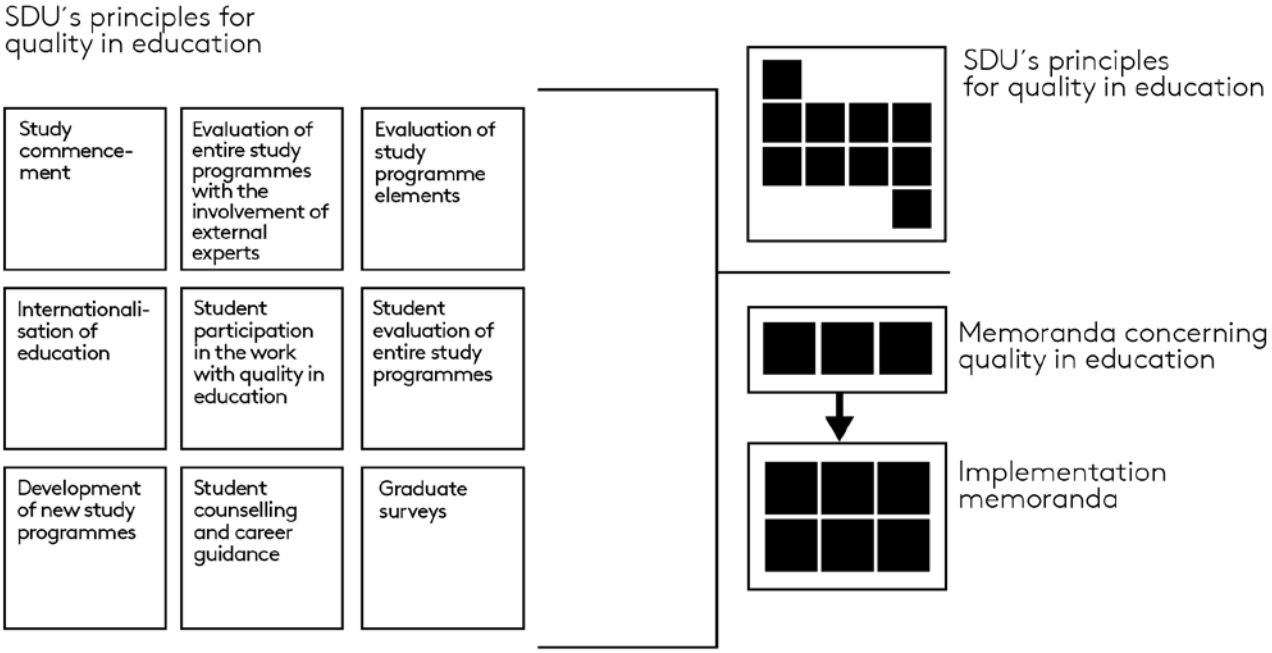
Preview over documents for SDU´s Quality in Education



SDU's principles for evaluation of entire programs with the involvement of external experts

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Purpose

The purpose of these principles is to establish the framework for SDU's regular evaluations of all programs with the involvement of external experts, and that the results from here are included in the further development of the objectives, academic content and planning of the individual program.

Principles

The involvement of external experts when evaluating a program shall ensure that a developing and productive dialog is established between the program and external experts in order to:

1. discuss new angles and ideas in relation to the program
2. challenge and contribute to continuous reflection between the program management and university teachers
3. contribute to the further development of the objectives, content, planning and competence profile of the program.

Definition of external experts

External experts are construed by SDU as being external persons with extensive knowledge of the academic content of the program and its context, as well as persons who can contribute with an interdisciplinary perspective on the program.

For example, this may be:

- core academic experts from other educational institutions/relevant research units.
- representatives from external examiners.
- representatives from the employers' side.
- labor market analysts.
- representatives for interest groups, professional organizations or similar.
- students from other universities.
- persons with in-depth knowledge of quality in education and development.

Composition of expert panel

The expert panel must always be composed in such a way that it is able to relate to the program *as a whole* on the basis of the three points mentioned in the introduction. In addition, the following shall apply:

- An expert panel must consist of at least three persons.
- There must be at least one core academic expert covering the subject area of the program.
- An expert panel may not consist of employers only.
- An expert panel should include a person with in-depth knowledge of quality in education and development.
- An expert panel is always independent of institutions.

Agenda

A program's need for dialog with external experts may vary in nature and form depending on what needs to be clarified. However, an evaluation with the involvement of external experts always involves:

- The most recent program report
- An overview of key figures
- The most recent program regulations

Procedure

A program is evaluated at least every six years based on a faculty-determined rotation schedule. Evaluations may occur more frequently under specific circumstances. The procedure is as follows:

1. A decision on whether the program will be evaluated in the following year with the involvement of external experts is made between the study and faculty management at the program's status review in connection with the program report. Based on the program report, the Head of Studies and faculty management agree on specific educational issues that have been proposed for clarification.
2. A forward-looking action plan stating the desired focus and purpose for the involvement of external experts is prepared, including an explanation of which experts one wishes to involve and why.
3. Once the expert panel has been appointed, the opportunity to raise topics based on the previously submitted material is freely provided.
4. The meeting is held and work is carried out on the development of the program, as stipulated in the faculties' implementation memorandums.
5. The subsequent program report follows-up on the action plans and development initiatives that have emerged during the process with the external experts.

Responsible parties

- The study administration is responsible for pointing out possible areas of development in the program that need to be evaluated with the involvement of external experts in connection with the program report.
- The faculty management is responsible for all of the faculties' programs being regularly evaluated with the involvement of external experts and that the knowledge gained from this is included in the development of programs. The concept for this is described in the faculties' implementation memorandums.

Appendix 1: Examples of the involvement of external experts in an evaluation and educational dialog regarding the program

	Indicators in relation to focus	Examples of external experts	Content in evaluation
Case 1: Development in relation to the employment situation of the program's graduates	• Graduate unemployment • Graduate analysis • Employment forecasts	• Rep. from employment system (unemployment funds, trade unions) • Employer representatives • Futurologists/trend spotters • Peers from other institutions	• Adaptation of program in relation to new employment areas • Adaptation of individual program elements • Adaptation of competence profile
Case 2: Development in relation to the program's core academic content	• Evaluation in relation to associated research environment (sub-policy 5) • Program evaluations • Course evaluations	• Peers from other institutions • Employer representatives with strong academic profiles • Representatives from external examiners	• Level and development of the program's academic content • Academic angle and relation to subject elements of the competence profile • Development of academic/research collaboration across educational institutions
Case 3: Development in relation to program flow – e.g. the students' workload and coherence between subject elements	• Drop-out statistics • Completion statistics • Course evaluations	• Pedagogical expertise • Peers from other subject areas • Peers from other institutions	• Restructuring of program • Development of pedagogical/didactic initiatives • Organization and communication with regards to the program