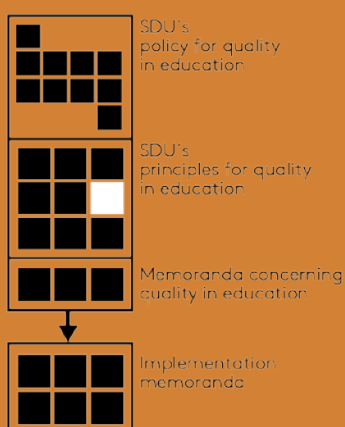


SDU's principles for student evaluation of entire programmes



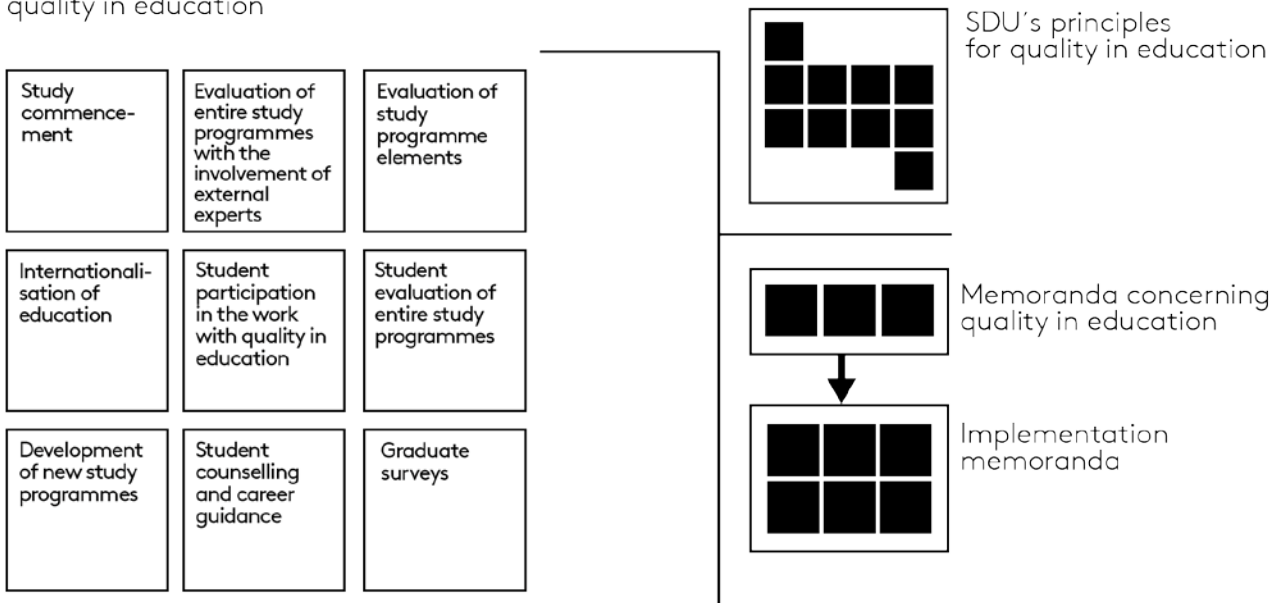
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SDU's principles for student evaluation of entire programmes

Preview over documents for SDU's Quality in Education

SDU's principles for quality in education



SDU's principles for student evaluation of entire programmes

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Purpose

The purpose of the principles for student evaluation of the university's programmes is to ensure that the programmes have the correct level, academic content and coherence, as well as a pedagogical quality that supports the learning and achievement of the programme's objectives.

Principles

Student evaluation of entire programmes shall ensure:

1. That students who have completed or are close to completing a programme are included in the evaluation of this.
2. That the results hereof are used systematically in further quality and development work with the programme.
3. That all programmes are student-evaluated within a specific questionnaire, which will ensure that students are asked about the level, academic content and pedagogical quality of the programme, as well as whether the programme's objectives have been achieved.

Procedure

1. A plan for systematic programme evaluation exists at faculty level. The plan ensures that the evaluation is prepared in such a way that the interview guide specified in Appendix 1 is included. Furthermore, it is up to the individual faculty to include any other relevant subject and focus areas in the evaluation. This

can be implemented by either supplementing the common interview guide in Appendix 1 with a maximum of 12 questions from the optional pool set out in Appendix 2, or by supplementary surveys in the form of oral dialogues with the students. The plan must include a follow-up plan and a plan for using evaluation results.

2. The results of the programme evaluations in connection with the programme report are followed-up on (as a minimum).
3. The common questionnaire and any supplementary questions are submitted to the students by the faculties in connection with the completion of a programme, regardless of its level. It may be advantageous to submit this immediately after the students have returned their final project/assignment/Master's thesis, but it is the individual faculty that sets the time and frequency for the individual programmes to submit the interview guide. The time and frequency are set out in the implementation memoranda of the faculties.

Appendix 1: Common interview guide

The interview guide below contains 24 compulsory questions that are common to all programmes. The Council for Education approved it on 20 September 2017.

The interview guide was prepared by taking inspiration from the British model “The National Student Survey”. SUND's member of SAK KVAL is responsible for annually inspecting whether there are any changes in the survey design for “The National Student Survey”, as well as adopting it to SAK KVAL in the event of any possible changes that may affect SDU's compulsory questionnaire.

Compulsory questions	Counterpart in The National Student Survey	English translation of compulsory questions
Undervisning		
1 Mine undervisere har været gode til at forklare det faglige indhold i de enkelte fag ¹	Staff are good at explaining things	My teachers have been good at explaining the academic content in the courses
2 Mine undervisere har gjort fagene interessante	Staff have made the subject interesting	My teachers have made the courses interesting
3 Fagene har udfordret mig til at gøre mit bedste	My course has challenged me to achieve my best work	My courses have challenged me to achieve my best work
Læringsmuligheder		
4 Mit uddannelsesforløb har givet mig mulighed for at gå i dybden med teorier og metoder	My course has provided me with opportunities to explore ideas or concepts in depth	My education has provided me with opportunities to explore ideas or concepts in depth
5 Mit uddannelsesforløb har givet mig mulighed for at anvende det, jeg har lært.	My course has provided me with opportunities to apply what I have learnt	My education has provided me with opportunities to apply what I have learnt
Eksamen og feedback		
6 Kriterierne for bedømmelse af eksamener har været klare på forhånd	The criteria used in marking have been clear in advance	The criteria used in marking have been clear in advance
7 Bedømmelsen af mine eksamener har generelt været fair	Marking and assessment has been fair.	Marking and assessment has been fair

¹ Instead of the term ‘course’, another relevant term for the individual programme may be written, which should be changed correspondingly in the other questions

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8	Jeg har i løbet af min uddannelse modtaget brugbar feedback på min arbejdsindsats	I have received helpful comments on my work/ Feedback on my work has been timely	I have received helpful comments on my work
Støtte undervejs i min uddannelse		Support	
9	Jeg har kunnet få kontakt med undervisere, forskere osv. når jeg havde behov for det	I have been able to contact staff when I needed to.	I have been able to contact teachers, researchers etc. when I needed to
10	Jeg har kunnet få kontakt med administrativt personale, når jeg havde behov for det		I have been able to contact administrative staff when I needed to
11	Jeg har modtaget passende vejledning og rådgivning i løbet af mit uddannelsesforløb	I have received sufficient advice and guidance in relation to my course/ Good advice was available when I needed to make study choices on my course	I have received appropriate guidance and counselling during my education
Organisation og administration		Organisation and administration	
12	Mit uddannelsesforløb har generelt været velorganiseret	The course is well organised and running smoothly	My education has generally speaking been well organised and running smoothly
13	Oversigter over undervisningen (skema, læseplaner mm.) har givet mig et godt overblik over mine studieaktiviteter	The timetable works efficiently for me	The timetable, syllabus etc. have provided a good overview of my study activities
14	Løbende ændringer i mit uddannelsesforløb har været kommunikeret hurtigt og effektivt	Any changes in the course or teaching have been communicated effectively	Any changes in the courses or teaching during my education have been communicated effectively
Studenterinddragelse		Student involvement	
15	Jeg har haft passende muligheder for at få indflydelse på min uddannelses indhold, tilrettelæggelse og studiemiljø gennem regelmæssige evalueringer	I have had the right opportunities to provide feedback on my course	I have had the right opportunities to provide feedback on the content, planning and study environment of my education through regular evaluations
16	Det har været tydeligt, at studerendes evalueringer er blevet brugt til arbejdet med at udvikle uddannelserne.	It is clear how students' feedback on the course has been acted on.	Students' evaluations have been used in developing the education.
17	Jeg har følt mig repræsenteret af medstuderende i universitetets foreninger, råd, nævn og udvalg	The students' union (association or guild) effectively represents students' academic interest.	I have felt represented by fellow students in the university's associations, councils, boards and committees
Sammenhæng i uddannelsesforløbet		Coherence and progression	
18	Der har generelt været en god sammenhæng mellem eksamensformen og undervisningen/målet for det enkelte fag på min uddannelse	(Added because of SDU's quality policy)	Generally, there has been a proper coherence between the form of exam and the teaching/learning goal for the individual course

19	Sammenhængen mellem fagene på min uddannelses enkelte semestre ² har generelt set været hensigtsmæssig	(Added because of SDU's quality policy)	The courses in each semester have generally been related to each other
20	Sammenhængen mellem fagene fra første til sidste semester på min uddannelse har generelt set været hensigtsmæssig	(Added because of SDU's quality policy)	The coherence between the courses from the first to the last semester has generally been appropriate
Kompetenceprofil			Competence profile
21	Gennem mit uddannelsesforløb har jeg opnået viden, færdigheder og kompetencer som beskrevet i studieordningen.	(Added because of SDU's quality policy)	Through my education, I have achieved the specific knowledge and understanding, skills and competences as described in the curricula
Projektorienterede forløb			Internship/ project-oriented study
22	Mit praktikophold/klinikophold/projektorienterede forløb har bidraget positivt til mit uddannelsesforløb	(Added because of SDU's quality policy)	My internship/clinic internship/project-oriented study has contributed positively to my education
Internationalisering			Internationalisation
23	Mit internationale ophold/internationalisation at home har bidraget positivt til mit uddannelsesforløb	(Added because of SDU's quality policy)	My study period abroad / international semester at SDU has contributed positively to my education
Overordnet tilfredshed			Overall satisfaction
24	Overordnet set er jeg tilfreds med kvaliteten af min uddannelse	Overall, I am satisfied with the quality of the course	Overall, I am satisfied with the quality of the education.

The following scale is used:

Scale	The National Survey
Helt enig	Definitely agree
Overvejende enig	Mostly agree
Hverken enig eller uenig	Neither agree nor disagree
Overvejende uenig	Mostly disagree
Helt uenig	Definitely disagree
Ikke relevant	Not applicable

² 'module' or other relevant term may be written for programmes that do not have a semester structure

Appendix 2: Optional questions pool

It is possible for faculties to supplement the compulsory questions in Appendix 1 with a maximum of 12 questions from the optional pool below. The addition of new questions to the optional pool is discussed in SAK KVAL.

Optional questions	Authoring faculty	Comments	English translation of optional questions
Hvad var det bedste ved dit uddannelsesforløb	NAT		What was the best thing about your education programme?
Hvad kunne med fordel have været bedre?	NAT		What could have been better in terms of your benefit?
Har du været mere end 3 år om at færdiggøre din bacheloruddannelse	NAT		Has it taken you more than 3 years to complete your Bachelor programme?
[Hvis ja] Hvorfor blev du forsinket [10 valgmuligheder]	NAT		[If yes] Why were you delayed? [10 options]
Har du været mere end 2 år om at færdiggøre din kandidatuddannelse?	NAT		Has it taken you more than 2 years to complete your Master's degree programme?
[Hvis ja] Hvorfor blev du forsinket [10 valgmuligheder]	NAT		[If yes] Why were you delayed? [10 options]
Mine undervisere har været gode til at relatere fagene til praksis	SAMF		My teachers have been good at relating the courses in practice
Mine underviseres engelsksproglige kompetencer har generelt set været tilfredsstillende	SAMF		The English language skills of my teachers have generally been satisfactory
Undervisningen på min uddannelse er generelt set blevet gennemført på et tilfredsstillende pædagogisk niveau	SAMF		The teaching in my programme has been carried out on a generally satisfactory pedagogical level
Det faglige niveau på min uddannelse har generelt set været tilfredsstillende (uddyb gerne)	SAMF		The academic level of my programme has generally been satisfactory (please elaborate)
Det faglige indhold på min uddannelse har generelt været tilfredsstillende (uddyb gerne)	SAMF		The academic content of my programme has generally been satisfactory (please elaborate)
Jeg kan anbefale min uddannelse til andre	SAMF		I would recommend my programme to others

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Fagene har været intellektuelt stimulerende	SUND	Questions under the 'Teaching' category in The National Student Survey	The courses have been intellectually stimulating
Mit uddannelsesforløb har givet mig mulighed for at arbejde på tværs af min uddannelses forskellige fagligheder	SUND	Questions under the 'Learning opportunities' category in The National Student Survey	My programme has provided me with the opportunity to work across the various disciplines of my programme
Jeg har haft adgang til IT-ressourcer, når jeg havde behov for det.	SUND	Questions under the 'Learning resources' category in The National Student Survey	I have had access to IT resources when needed
Bibliotekets ressourcer og service har været passende	SUND	Questions under the 'Learning resources' category in The National Student Survey	Library and service resources have been adequate
Jeg har kunnet få adgang til specialudstyr, særlige faciliteter eller lokaler, når jeg havde behov for det.	SUND	Questions under the 'Learning resources' category in The National Student Survey	I have been able to gain access to special equipment, specific facilities or premises when needed.
Igennem mit studieforløb har jeg følt mig som en del af et fagligt fællesskab med undervisere og medstuderende	SUND	Questions under the 'Learning communities' category in The National Student Survey	I have felt a part of an academic community, together with my teachers and fellow students, throughout the course of my programme
Jeg har igennem mit uddannelsesforløb haft gode muligheder for at arbejde sammen med andre studerende	SUND	Questions under the 'Learning communities' category in The National Student Survey	I have been provided with good opportunities to work with other students throughout the course of my programme
Undervisernes har sat pris på de studerendes holdninger og synspunkter om fagenes indhold og tilrettelæggelse	SUND	Questions under the 'Student involvement' category in The National Student Survey	The teachers have appreciated the students' opinions and points of view regarding the content and organisation of the course
Hvor i Danmark har du boet igennem størstedelen af din uddannelse [9 valgmuligheder]	TEK		Where have you lived for the most part of your programme in Denmark? [9 options]
Hvilket samarbejde har du haft med erhvervslivet under din uddannelse (sæt gerne flere kryds) [8 valgmuligheder]	TEK		What kind of collaboration have you had with the business community during your course of study? (you may tick more than one option) [8 options]
Har du haft studiejob ved siden af din uddannelse? (kun én svarmulighed) [3 valgmuligheder]	TEK		Have you had a student job while studying? (only one answer is possible) [3 options]
I gennemsnit – fordelt ud over din uddannelse – hvor mange timer har du så brugt ugentligt på studiejob [3 valgmuligheder]	TEK		On average, how many hours per week have you used on a student job throughout your course of study [3 options]
Hvor har du primært haft studierelevant arbejde? Nævn gerne virksomheden	TEK		Where was your primary study-relevant job? Please name the company if possible
Samarbejde med erhvervslivet gennem min uddannelse har i høj grad styrket mig til mit kommende arbejdsliv som ingeniør	TEK		Collaboration with the business community throughout my programme has been very beneficial in regard to my future work as an engineer
Ingeniøruddannelsernes projektbaserede arbejdsform i grupper har fungeret godt for mig	TEK		The engineering programme's project-based teaching method in groups worked well for me

Udover det faglige har uddannelsen rustet mig godt til at samarbejde med andre mennesker omkring projekter og løsninger	TEK	In addition to the academic aspect, the programme has taught me how to collaborate well with other people regarding projects and solutions
Undervisningen har generelt været baseret på forskning (f.eks. har der været anvendt eksempler fra nyeste forskning?)	TEK	The teaching has generally been based on research (e.g. have examples from the latest research been used?)
Generelt har semestrene understøttet semesterprojektet	TEK	The semesters have generally supported the semester project
Overordnet set er jeg tilfreds med min egen indsats i løbet af min uddannelse	TEK	I am generally satisfied with my own efforts during the course of my programme
Har du kommentarer – ris som ros – du gerne vil bringe videre til uddannelsen og fakultetets ledelse, kan du skrive det herunder	TEK	If you have any comments or suggestions that you would like to pass on to the programme and faculty management, please add them below