# Guidelines for self-evaluation report for periodic programme evaluation, non-degree-granting programmes of study of 60 credits or more

Please note that the Norwegian text is the official and authoritative text. This translation is for convenience only.

## Field of application

These guidelines apply for all non-degree-granting programmes of study of minimum 60 credits on bachelor’s and master’s level.

## Purpose

These guidelines shall contribute to the faculty’s preparatory work for the external programme evaluation for this type of study programme at NMBU. These guidelines shall in particular contribute to assure that the faculty’s self-evaluation report forms a basis that is as good as possible for the external committee’s work on the programme evaluation.

## Contents

These guidelines give an overview of what the self-evaluation report shall contain and which enclosures that should be included.

The self-evaluation report shall discuss the quality of the programme and indicate strengths, challenges and issues in the programme and the academic environment. The report should be closely linked to the programme reports from the previous years. The report is intended as background material for the evaluation committee and should support the issues that one wishes that the committee assess.

Please note! It is also recommended to use the *Guidelines for requirements for non-degree-granting programmes of study of 60 credits or more* for periodic programme evaluation.

# Self-evaluation report

## Brief description of the preparing of the report, anchoring and processing

Describe briefly:

* how the report is prepared
* any possible anchoring of the report in the academic environment and the student community
* processing of the report in councils and committees

## Background for the evaluation

Describe the background for the evaluation, including:

* the programme’s main challenges
* the academic environment’s purpose of the evaluation and relevant issues on which there should be shed light (the programme reports for the past five years and other knowledge that the faculty has about strengths and challenges in the programme must be used as a starting point)
* any possible conditions related to the evaluation, the composition of the committee and the plan for the committee’s work and deliverables

## General information on the programme of study

Give an overarching description of the programme of study, including:

### The programme’s history

### Assessment of the programme of study

* Describe and assess the programme’s correspondence with the strategy and social mission, including interdisciplinary competences, competences in sustainability and exploitation of synergies across programmes and faculties.
* Describe and assess overarching learning goals and the programme’s learning outcomes (assess this in relation to the National qualifications framework (NQF) and comparable programmes at national and international institutions).
* Describe and assess the programme’s contents, programme structure and progression.
* Describe learning activities, forms of assessment and learning philosophy; and assess the correspondence between learning activities, forms of assessment and expected learning outcomes.
* Describe and assess the link to research and academic development and how this is concretely used in the programme.
* Describe and assess the programme’s academic relevance for working life and/or further academic studies.
* Describe and assess internationalisation in the programme (learning goals and learning processes) and student exchange if there are arrangements for student exchange in the programme (including the arrangement’s relevance for the programme’s level, scope and distinctiveness).

### Organisation of the programme

* Describe the overarching organisation and the work on developing the programme, as well as the inclusion of external parties in the development of the programme.
* Describe and assess the academic environment[[1]](#footnote-2) associated with the programme of study, including, among other things:
	+ the academic environment’s composition, size, overall competence including educational and digital competences, robustness and suitability
	+ proportion of FTEs related to the programme that is carried out by academics in primary positions at NMBU
	+ links to national and international collaborations and networks (if relevant)
	+ when relevant: the academic environment’s experience from the field and that of supervisors of professional training
	+ how the academic environment meets the requirements set in national regulations
* Assess support functions and infrastructure, including among other things:
	+ student guidance, premises, library services, administrative and technical services, ICT resources and working conditions for the students (non-exhaustive list)
	+ the faculty’s local arrangements to support and promote the students’ physical and psychosocial learning environment
* Assess the financing and the economic sustainability of the programme.

### Assessment of recruitment, successful completion and results

Please note! There is not available data for all key statistics for non-degree-granting programmes of study as there is for degree-granting programmes of study. It is encouraged that the faculties explore other data sources, e.g. course evaluations or their own student surveys etc.

Assess:

* recruitment of students (including marketing of the programme)
* student throughput
* grade distribution
* perceived quality of education and the students’ assessment of the programme
* the graduates’ attractiveness

# Enclosures

Include enclosures (or links to websites etc.) that shed light on the points above, including:

* NMBU’s vision and strategy
* NMBU’s learning philosophy
* NMBU’s guidelines *Requirements for non-degree-granting programmes of study of 60 credits or more* and accompanying checklist
* programme description [[2]](#footnote-3)
* study plan[[3]](#footnote-4) with course descriptions
* tables with:
	+ statistics regarding applicants, admission and graduates (number of applicants, number of admitted students, candidates arrived[[4]](#footnote-5), average grade of admitted students, graduates)
	+ credit production, student drop-out and successful completion in stipulated time
	+ student exchange (incoming and outgoing students)

Feel free to use numbers from [the Database for Statistics on Higher Education (DBH),](https://dbh.hkdir.no/) [Tableau](https://rapport-dv.uhad.no/#/signin) (log on with username@nmbu.no and ordinary NMBU password) or [Innsikt](https://eduumb.sharepoint.com/sites/NMBUInnsikt) if there is data available.

* expected scope of work for the students (number of hours of teaching, independent study, academic supervision, examination preparations, other)
* overview of the academic environment[[5]](#footnote-6), including the academic environment’s total R&D production, and description of the academic and pedagogical competences of those involved in the programme
* annual programme reports
* reports from previous programme evaluations
* student evaluations of programmes and/or essential courses
* graduate surveys of current interest

Other relevant information on NMBU, the faculty and the programme can be enclosed if needed.

1. For non-degree granting programmes of study of 60 credits or more, which have a considerable variation in the courses that can be included in the programme and where the courses are offered at many faculties, the evaluation of the academic environment may be limited to the courses students most often take in the programme. [↑](#footnote-ref-2)
2. The “programme description” is here understood as the written description of the programme of study that is registered in FS and online. [↑](#footnote-ref-3)
3. The “study plan” is a part of the “programme description” and is here understood as a table with an overview of the courses in the programme of study, compulsory and optional courses, progression and any progression requirements, and any programme options (profiles) and requirements for specializations. [↑](#footnote-ref-4)
4. In Norwegian: *antall møtt*. [↑](#footnote-ref-5)
5. Please see footnote 1. [↑](#footnote-ref-6)