

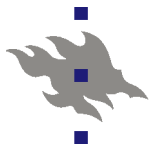


Evaluation of education 2007–2008



**Implementation of the evaluation and
instructions for self-evaluation
9 November 2007**





Implementation of the evaluation 2007–2008 and instructions for self-evaluation

Theme: Management of education

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1 Starting points of the evaluation

The strategic aim of the University of Helsinki is to reinforce its position among leading European universities both in research and teaching. To achieve this aim, the University regularly carries out an international evaluation of its education. The aim and starting point of the evaluation of education is to further develop the university community and its various units. The evaluation is a means for the University to acquire valuable feedback on the implementation of its strategic aims and to obtain support for its development work through peer assessment. The evaluation is a part of the University's quality assurance system.

The previous international evaluation of education at the University of Helsinki was carried out between 2001 and 2002. This evaluation focussed on all the fields of education represented at the University, language and communication studies, and subject teacher education. The evaluation to be carried out between 2007 and 2008 will be more limited in scope than the previous evaluation and is planned to take place along the following lines:

- The focus will be limited.
- The evaluation of under- and postgraduate education will not take place simultaneously. The evaluation of postgraduate education will be implemented in connection with the international evaluation of research in 2011.
- When compiling the evaluation materials, use will be made of the materials produced for the auditing of the University's quality assurance system.
- As far as possible, the evaluation materials will be produced centrally and will draw from the University's existing data resources.

The Helsinki University Academic Affairs Committee has drafted the overall aims and the focus of the evaluation. The implementation and the theme of the evaluation have been discussed in meetings between the vice-deans responsible for education, between heads of academic affairs in faculties and among the leadership of the University. The Rector of the University determined the focus of the evaluation (Rector's Decision No. 088/2007).

2 Aims and focus of the evaluation

The focus of the evaluation to be carried out between 2007 and 2008 will be the management of education on various levels, including the University as a whole, faculties, departments and the Language Centre. The aim of the evaluation is to enhance the management of education by evaluating its present state from a critical perspective, recognising strengths and areas in need of development and by receiving international feedback on the quality of operations.

The evaluation will focus on those academic and administrative leadership practices which faculties and departments apply in the planning and implementation of education leading to the Bachelor's and Master's degrees to ensure that teaching is carried out in accordance with constructive alignment* and that students have the opportunity to complete an academic degree of a high quality. Thus, the management of education will be investigated from a broad perspective involving the entire academic community. Since degree-oriented education is organised differently in the various faculties, the purpose of the evaluation is that units learn from themselves, from each other and from existing good practices. Through this process, the University community will gain a deeper insight into the management of education and its significance for the quality of teaching, learning and degrees.

3 Implementation and timetable of the evaluation

The evaluation will involve self-evaluation conducted at the various organisational levels of the University as well as peer evaluation conducted by an external panel. In the self-evaluation, the present state of the management of education will be investigated, and conclusions will be drawn from this investigation. The materials produced and compiled during the self-evaluation will serve as the basis for the external evaluation. The international review panel will study the self-evaluation materials and also consider previous evaluation data and other background materials. Moreover, the panel will visit the University and its various units. The panel's conclusions and feedback, as well as the best practices discovered by the panel, will be compiled into an evaluation report covering the entire University. All materials accumulated in the evaluation will be public: by observing the principle of transparency the University wishes to encourage the dissemination of good practices and new innovations.

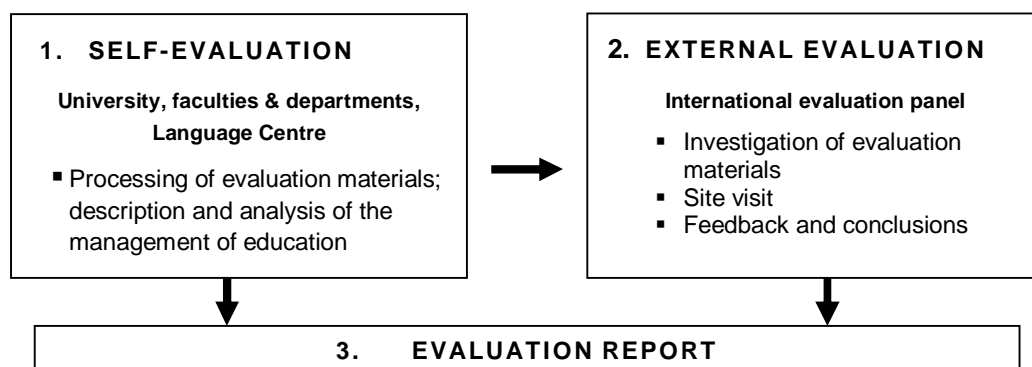


Figure 1: Implementation of the evaluation

* Constructive alignment, or consistency in teaching, is defined in the Programme for the Development of Teaching and Studies 2007–2009 as follows: "In order to be consistent, all the elements of teaching should promote learning and competence to help students achieve high-quality, profound understanding. From the point of view of consistency, teaching is based on four important stages: determination of learning objectives, determination of the subject and content of teaching, determination of assessment methods, and determination of teaching methods. In curriculum design, these four stages must be mutually consistent. When the different stages support each other, teaching has a unified and consistent effect on the learner."

The language to be used in the external evaluation is English. The departments, faculties and the Language Centre will produce the self-evaluation materials in English, Finnish or Swedish. The necessary language revision and translation will be centrally organised. Departments and faculties are requested to contact the Academic Affairs Department of the Administration Office, which is charge of coordinating the evaluation (see p. 8 for contact details) in matters related to translation and language revision.

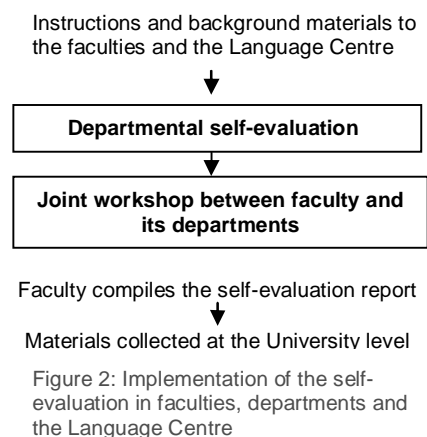
The timetable and division of labour for the evaluation is presented in the table below. The Language Centre may organise the evaluation in a manner best suitable for its administrative structure.

	University	Faculty	Department
August September 2007	Preparation of evaluation instructions -and other materials		
November- December 2007	Instructions for faculties Appointment of the evaluation panel	Additional instructions for departments (incl. division of labour and timetable within the faculty) Appointment of a faculty-specific contact person by 30 November	
December 2007 March 2008	Compilation of background material	Self-evaluation	Self-evaluation
	Support for the organisation of faculty-specific workshops	Joint workshop of the faculty and its departments	
	Self-evaluation	Compilation of faculty-specific self-evaluation reports Submission of the faculty-specific self-evaluation report by 31 March 2008	Submission of the department-specific self-evaluation report by 31 March 2008
April- May 2008	Compilation of evaluation materials; translation and language revision of the materials if needed Preparations for the panel visit		
August 2008	Evaluation materials to the panellists		
October/November 2008	Panel visit and final report		
December 2008	Evaluation results available to the University community		

4 Self-evaluation

The purpose of the self-evaluation is to produce information that can be used in the improvement of the management of education. The self-evaluation involves describing and investigating the strengths and challenges of the management of education as openly and truthfully as possible. A communal learning process and useful feedback from the evaluation panel can only be achieved through an honestly conducted self-evaluation.

The self-evaluation will be implemented in two stages. During **the first stage**, departments and faculties (the academic leadership* of the faculty, academic administration and services) will conduct a self-evaluation. During **the second stage**, in the workshop organised for the faculty and its departments, the units study the self-evaluations made during the first phase and, on the basis of joint discussions, devise the faculty's self-evaluation report. The Language Centre may apply the above method in the compilation of its self-evaluation report where appropriate.



4.1 Stage 1 of the self-evaluation

During the first stage of the evaluation, departments shall

- Describe the management of education in the departments
- Respond to questions concerning the management of education, and on the basis of these responses, analyse its strengths, weaknesses and areas in need of development

A similar self-evaluation process will be carried out at faculty-level (the academic leadership of the faculty, academic administration and services) and in the Language Centre (and where applicable, within its language groups). The maximum length of the self-evaluation materials (description of the management of education and responses to questions) by departments and faculties (the academic leadership of the faculty, academic administration and services) is three pages.

▪ **Description of the management of education (structure and verbal description)**

The description of the management of education is to be based on a diagram illustrating the structure of management and on a verbal description of management practices and the division of responsibilities and duties relating to management at departmental and faculty levels (see Appendix 1). The diagrams and verbal descriptions are directly based on faculty operations manuals. The faculties and departments are to make the necessary corrections and supplements to the materials. For example, it is recommended that arrows be added to the diagrams to illustrate chains of responsibilities between the different levels. The verbal descriptions should be supplemented by those practices and procedures in particular which academic leaders and administrators together in the faculties and departments resort to in the management of education (planning, implementation, evaluation and follow-up). The Language Centre is also expected to describe the management of its education using the diagram and a verbal account.

The Evaluation Steering Group has devised a general description of the management of education at the University of Helsinki (see Appendix 2) to assist faculties and departments in writing their descriptions. The Academic Affairs Department has edited the Evaluation Steering Group's description using faculty operations manuals, Internet and intranet pages and other materials. The above description sheds light on the management of education both from the point of view of academic leadership and administrative functions and services. As the University-level description defines those duties bestowed on faculties and departments on the basis of current legislation and University regulations, these duties need not be described in the materials produced by faculties and departments.

▪ **Questions concerning the management of education**

The Evaluation Steering Group has formulated focal questions concerning the management of education to serve as a basis in the self-evaluation conducted by faculties, departments and the

* Academic leaders include, among others, the rector, the deans and heads of department.

Language Centre. Some questions are directed at faculties and some at departments and the Language Centre. Each unit must respond to the relevant questions in writing.

Answer briefly the questions below and analyse the relevant strengths and areas in need of development:

Management of education at departments and the Language Centre

- How does your unit agree on the contents, methods and development of teaching?
- How does your unit prepare and decide on degree requirements? (*The Language Centre may answer this question in a manner applicable to its operations*)
- How does your unit ensure an appropriate distribution of workloads in teaching?
- How does your unit promote the professional skills and expertise of the teaching staff (research opportunities, pedagogical training, recruitment)?

Management of education at faculty-level

(academic leadership of the faculty, academic administration and services):

- How does the faculty support the implementation of high-quality teaching and the development of teaching in the entire faculty and its departments? How is this support managed?

In addition to answering the questions above, departments and faculties may also describe other pivotal issues related to the management of education and evaluate the strengths and development challenges that emerge from these issues.

4.2 Stage 2 of the self-evaluation

It is highly recommended that the faculties (and the Language Centre) carry out the second stage of the evaluation in the form of internal *cooperation*. In practice this means, for example, setting up a joint workshop for the faculty and its departments (or corresponding units) to investigate and analyse the management of education from the perspectives of the the faculty and departments. In this workshop, the evaluation materials produced by the departments will be synthesised as far as possible into a faculty-specific self-evaluation report. The workshop may be constructed in the following way:

- a. The departmental self-evaluations will be presented and the management-related practices and development challenges that emerged from them will be examined. On the basis of this examination, the workshop will
- b. Devise a synthesis of the responses to the questions concerning the management and leadership of teaching and the related strengths, weaknesses and development challenges. Furthermore, the workshop will
- c. Produce a one-page overall evaluation of the strengths, weaknesses and areas in need of development of the management of education in the faculty. In devising the overall evaluation, the workshop may draw from issues that emerged from the questions concerning the management of education. The main emphasis, however, should be on a comprehensive evaluation of the management of education from the entire faculty's (and Language Centre's) perspective.

In addition to convoking the workshop with the academic leadership (including department heads), the faculty will invite representatives of the teaching staff and students, as well as of other relevant personnel groups from each faculty department. The Academic Affairs Department (for contact details, see p. 8) will provide support in the planning and implementation of the workshop. Faculties may also negotiate with the Academic Affairs Department about the possibility of having an external consultant to lead the workshop. All expenses incurred from the workshops will be covered by the central administration.

In addition to the evaluations produced by the faculties and the Language Centre, the University leadership (academic leadership, academic affairs administration and services) will also devise an overall evaluation of the strengths, weaknesses and areas in need of development in the management of education at the University.

5 Self-evaluation report (faculties and the Language Centre)

5.1 Structure of the report

The self-evaluation reports by the faculties (and the Language Centre) will be compiled on the basis of the materials produced by the departments, the faculty and the joint workshop. The self-evaluation reports by faculties and the Language Centre must contain the following sections:

A. Introduction (1 page*)

The introduction will describe how the self-evaluation was implemented and how the evaluation materials were compiled, and will also indicate who was involved in the evaluation and the production of the materials. The introduction may also elaborate on any special features of the unit which are deemed to affect the circumstances of the management of education.

B. Description of the management of education in the faculty and its departments (2 pages)

C. Summary of the responses to the questions concerning the management of education and an analysis of its strengths and areas in need of development

The length of section C depends on the size of the faculty and the number of its departments:

- The faculties of Theology, Law, Medicine, Veterinary Medicine, Pharmacy, Biosciences and the Language Centre: max. 10 pages
- The Faculties of Arts, Science, Behavioural Sciences, Social Sciences, and Agriculture and Forestry: max. 20 pages

D. A Summary of the strengths, weaknesses and areas in need of development of the management of education in the entire faculty.

5.2 Deadline for the report

The faculties and the Language Centre must submit their self-evaluation reports **by 31 March 2008** in doc format to the Academic Affairs Department (for contact details, see p. 8). Alternatively, the reports may be uploaded to the wiki area of the evaluation project at <http://wiki.helsinki.fi/display/koulutuksenarviointi>. The Academic Affairs Department will compile the materials submitted by faculties, the Language Centre and the University leadership into a comprehensive evaluation report covering the entire University.

The departmental and faculty-level self-evaluation reports shall not be enclosed as such with the faculty's self-evaluation report. The departmental evaluations, recognised strengths and development challenges will be integrated into the faculty's self-evaluation report in the joint workshop. The departmental self-evaluations shall, however, be stored as background material for the evaluation panel. The departments may either upload their materials directly to the wiki area or send them to the faculty's evaluation contact person by 31 March 2008.

6 Benefits offered by the Wiki area for the evaluation

The evaluation documents with background materials will be available on the evaluation wiki area at <http://wiki.helsinki.fi/display/koulutuksenarviointi>. The faculties and the Language Centre may exploit the wiki area by consulting the available material in the writing of their self-evaluation reports and uploading their reports there. The wiki area will have faculty-specific pages (as well as pages assigned to the Language Centre) where the evaluation materials may be processed. Once the self-evaluation stage of the evaluation ends on 31 March 2008, the materials on the wiki area can no longer be edited.

The contact persons in the faculties and the Language Centre will be offered training in the use of the wiki area in the evaluation. Information on this training will be provided later.

* One page = approx. 2500 characters without spaces

7 External evaluation, feedback and final report

The external evaluation will be conducted by an international review panel appointed by the University of Helsinki. In the appointment of the evaluation panel, consideration will be given to an equal representation of various disciplines and versatile expertise in the management and development of education. The panellists will be chosen on the basis of consultations with various experts. The panel will consist of 12 members, including two Finnish academics and a student representative.

During the first stage of the evaluation, the panel will study the evaluation documents and background materials¹ provided to them. The panel will also visit the University for one week in September 2008 and will divide into smaller groups to visit various units. At the end of this week, a series of closing seminars will be organised to offer the University community opportunities to obtain instant feedback from the panellists and the preliminary results of the evaluation.

The panel's conclusions on the strengths and development challenges of the management of education at the University of Helsinki will be compiled into a final evaluation report. This final report will include the University- and faculty-level (as well as Language Centre) evaluation and feedback materials. The editing and publishing of the final report will be the responsibility of the Academic Affairs Department.

8 Consequences of the evaluation

The areas in need of development that will emerge from this evaluation will receive project funding reserved for the development of teaching between 2010 and 2012. Units will not be eligible to apply for this funding unless areas in need of development have been recognised and analysed during the self-evaluation. Also, rewarding best practices indicated by the panel will be considered in the preparations for the performance negotiations for 2010-2012 between the Rector and the faculties. Furthermore, the University will exploit the results of the evaluation and the received feedback when preparing the Development Programme for the Development of Teaching and Studies 2010–2012 as well as the performance agreements for faculties and departments in spring 2009. The preliminary evaluation results will also serve as a basis for the preparation of the University of Helsinki Strategic Plan for the period 2010–2012. Finally, use will be made of the evaluation results in the planning of support services for the management of education, such as in-house training.

9 Coordination of the evaluation

9.1 Faculties, departments and the Language Centre

It is recommended that faculties, departments and the Language Centre appoint coordination groups for the implementation of the evaluation project. These groups should consist of representatives of the academic leadership, teaching staff, students and non-academic staff of the units. This group will be responsible for ensuring large-scale participation within the unit, for the practical implementation of the evaluation and for the production of the evaluation materials. The faculty-level coordination groups and the Language Centre coordination group will also be responsible for planning the joint evaluation workshop. Some units may already have a suitable working group or team which can be assigned with the duties of a coordination group.

The faculties and the Language Centre are requested to appoint an evaluation contact person or coordinator by 30 November 2007 and provide the Academic Affairs Department with their names and contact details so that the use of the wiki area, practical arrangements for the workshop and the panel visit in September 2008 can be agreed upon.

¹ The background materials (including descriptions on the allocation of resources, appointment processes, regulations on education, the degree reform and the Bologna process) may be consulted on the evaluation wiki area at <http://wiki.helsinki.fi/display/koulutuksenarviointi>. Some of the materials will be prepared during the winter 2007-2008.

9.2 University

For the planning of the evaluation project, the Rector of the University of Helsinki has appointed a steering group consisting of representatives of the various campuses and expert groups. The chair of the steering group is Hannele Niemi, the Vice-Rector responsible for academic affairs. The other members of the steering group are Johanna Ahola, student representative; Nina Katajavuori, University Lecturer; Sari Lindblom-Yläne, Professor; Arto Mustajoki, Professor; Jukka Paakki, Professor; Päivi Pakkanen, Head of Development and Minna Frimodig, Planning Officer (secretary).

The Academic Affairs Department of the Administration Office will coordinate the evaluation by collecting and producing materials, organising translation and language revision services, providing instructions and other support, organising the panel visit, collecting the evaluation results for the final reports, and being responsible for communications. Contact details: Planning Officer Minna Frimodig (tel. 191 21710, mobile 050-310 2711, email: minna.frimodig@helsinki.fi) and Head of Development Päivi Pakkanen (tel. 191 22240, mobile 050-356 0752, email: paivi.pakkanen@helsinki.fi). Postal and street address: Academic Affairs Department P.O.Box 4 (Vuorikatu 3, 4th floor), 00014 University of Helsinki.

10 Appendices

The appendices are available on the evaluation wiki area at <http://wiki.helsinki.fi/display/koulutuksentarviointi>.

1. Faculty-specific diagrams and verbal descriptions of the management of education
2. University-level description of the management of education
3. Key figures for faculties and departments

The evaluation will exploit the key indicators of the University's Teaching Evaluation Matrix. The data can be found on the ILMI reporting service (valmisraportit/opintoraportit), which requires user rights for either the AdeEko, Fortime or Oodi systems.

