
Evaluation procedure for teaching at Aarhus BSS

Joint procedure for evaluating courses, seminars, supervision processes and project placement at Aarhus BSS

Approved by the faculty management team on 28 June 2023



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Purpose of the evaluation procedure

The purpose of the course evaluation procedure at Aarhus BSS is partly to create a tool for the quality assurance of the teaching, and partly to create a development tool for lecturers/classroom teachers that will increase the shared knowledge and awareness of what best consolidates the students' learning. The evaluation tool must support ongoing development of the faculty's courses. The purpose of this procedure is to ensure a systematic and transparent evaluation practice with a clear division of responsibilities in all aspects of the evaluation practice, including data collection and follow-up on evaluation results.

The evaluation procedure involves students, lecturers, classroom teachers, course coordinators, directors of studies and boards of studies etc. in an ongoing, institutionalised dialogue about student learning and outcomes of individual courses. The evaluation procedure must ensure an empirical basis for work by study boards and directors of studies on quality assurance of courses.

1.0 Course evaluation at Aarhus BSS

1.1 /Mid-term evaluation of course

A mid-term course evaluation should be carried out when it adds value to the course in question.

The boards of studies establish their own principles for mid-term evaluations. The mid-term evaluation is informal, decentralised and dialogue-oriented, and it is organised by lecturers/classroom teachers or course coordinators themselves, taking into account principles adopted by the boards of studies.

All courses should be subjected to a mid-term evaluation.

The evaluation team supports an automated solution for the mid-term evaluation. The mid-term evaluation can begin when it suits the course at any time during a semester.

1.2 / End-of-course evaluation

All courses must be evaluated.

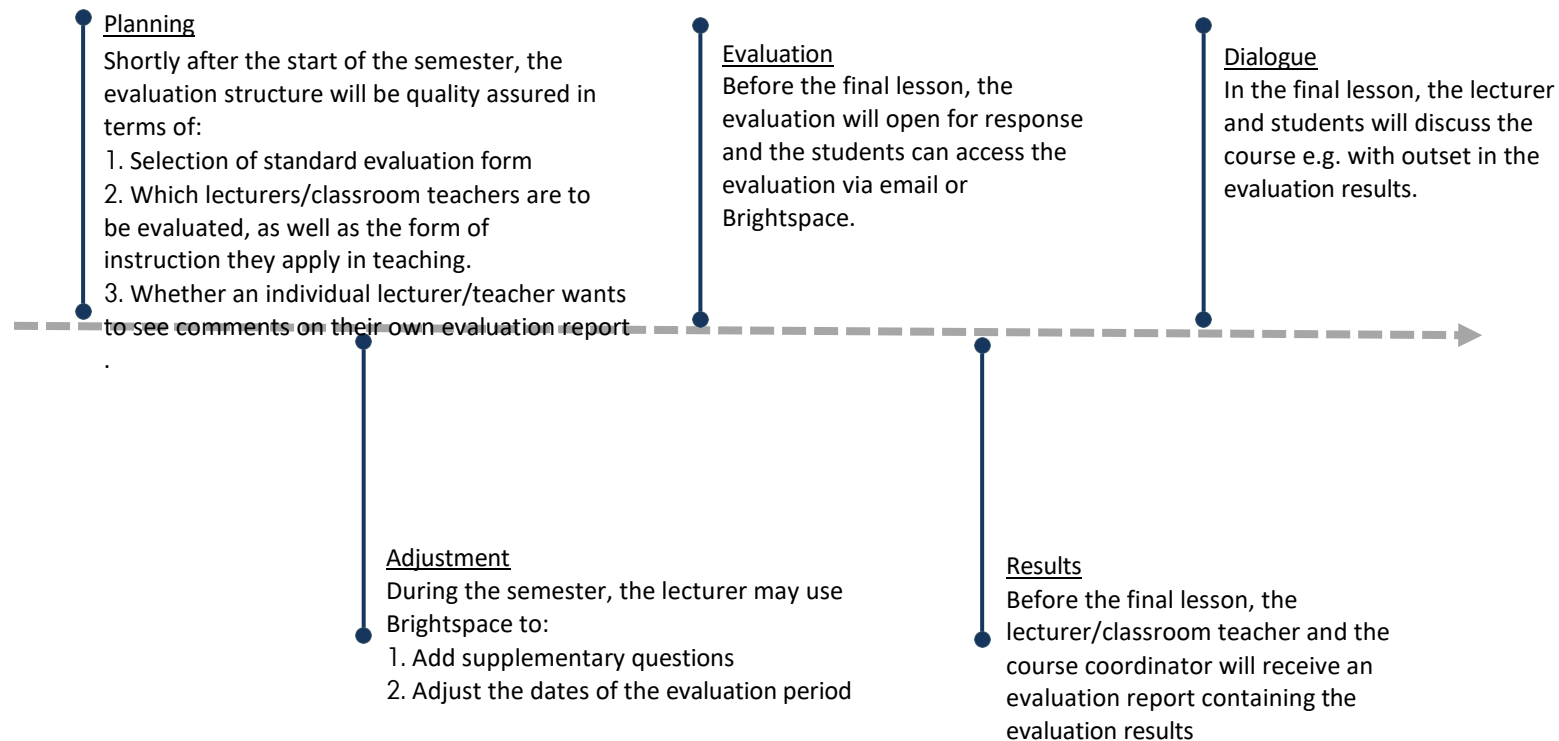
The end-of-course evaluation must be carried out based on a joint digital evaluation form developed in collaboration with the boards of studies, approved by the faculty management team and administrated by the evaluation team at Aarhus BSS. The joint guidelines are described in this document.

In some cases, the individual boards of studies or the department management teams may supplement or specify the joint guidelines. Significant deviations from the joint guidelines are also described in this document.

The evaluation may be conducted in either Danish or English. The language may be changed by the respondent when answering the evaluation form.

1.3 /End-of-course evaluation process:

The following evaluation process is standard for all courses. For each course, the evaluation is specified and quality-assured shortly after the start of a semester. The course coordinator and the lecturer/classroom teacher may change the standard specification of when the evaluation takes place and how to follow up on the evaluation with the students.



1.4 / Evaluation during class

The aim is for the evaluation period to start before the penultimate lesson - typically in the week leading up to the final lesson. When the evaluation is open for response, the lecturer must set aside time during the lesson for the students to complete the evaluation form and to achieve the best response rate. As a rule, the evaluation is open for five days and can be changed by the lecturer/classroom teacher and course coordinator.

During the final lesson, the lecturer/classroom teacher and students will discuss the course as a whole, taking their outset in selected patterns identified in the evaluation report. Another possibility could be to sum up the evaluations e.g. at student panel meetings at the end of the semester.

1.4.1 / Evaluation of courses for which the standard setup does not apply The evaluation period can be adapted to suit the individual course. For courses that are structured such that the standard evaluation procedure does not apply, the course coordinator and the lecturer/classroom teacher may adapt the evaluation period. The evaluation may also be followed up in writing if this is most convenient. Throughout the semester, the course coordinator can adjust the evaluation period, including after the evaluation has closed, if a higher response rate is desired.

1.4.2 / End-of-course evaluation for seminars on the Graduate Diploma in Business Administration (HD)

The aim is for the evaluation to open for response on the last day of the seminar sessions when all the students have defended their individual seminar reports. If possible, 10-15 minutes should be set aside for students to complete the evaluation form, after which the lecturer and students can briefly discuss the seminar.

Reporting is expected to take place in the same way as course evaluations.

1.5 / Evaluation form and supplementary questions

Several standard evaluation forms with joint questions have been developed.

1.5.1 / Standard forms for the evaluation of full-time degree programmes

1.5.1.1 / Standard form (A):

For most courses: Lecture series, seminar teaching, etc. taught by one or more lecturers/classroom teachers

1.5.1.2 / Standard form plus questions for class teaching (B):

For courses that consist of lectures supplemented by classroom teaching by student instructors, PhD students, or part-time/permanent academic staff.

1.5.1.3 / Standard form plus questions for student supervision (C):

For courses that combine teaching with project supervision, e.g. courses that are completed with an assessed take-home assignment or courses that are completed with a Bachelor's project.

1.5.1.4 / Standard form for supervision processes (D)*:

For supervision processes where the form of instruction is only supervision of students either individually or in groups.

1.5.1.5 / Standard questionnaire for evaluation of project placements. For the evaluation of project placements, internships and similar, where teaching is basically at a company. Adapt the standard form to suit the different degree programmes offering these courses.

1.5.2 / Standard forms for evaluation of further and continuing education

Standard forms have been prepared for the individual continuing and further education programmes at Aarhus BSS.

- 1.5.2.1 / Standard form HD:
For courses offered under the Graduate Diploma in Business Administration (HD)
- 1.5.2.2 / Standard form MBA
For courses offered under the MBA
- 1.5.2.3 / Standard form MRUS, Mskat, Mit
For courses offered under the professional Master's degree programmes at Aarhus BSS
- 1.5.2.4 / Standard form for seminar courses (only applies to the Graduate Diploma in Business Administration (HD)): For the seminar courses under the Graduate Diploma in Business Administration (HD).
- 1.5.2.5 / Standard form for supervision processes (D)*:
For supervision processes where the form of instruction is only supervision of students either individually or in groups.

*Evaluation of project placements and supervision follows different processes than course evaluations. The procedures for these types of evaluation are described in more detail in separate sections.

The questions included in the standard evaluation forms are on the website at: www.bss.au.dk/digitalkursusevaluering.

As a minimum, the common questions collect information on the following course elements:

1. Student engagement
2. Mutual expectations and structure
3. Feedback
4. The lecturer/classroom teacher's communication
5. Overall assessment of the outcome

Students' responses are treated confidentially. Access to the data is limited to only a few members of staff. Regardless of the recipient, the evaluation data is always anonymised before the evaluation report is prepared.

The standard evaluation forms are designed to collect information about students' overall learning experience on the course and they are not an evaluation of the lecturer/classroom teacher's performance in a narrow sense.

In addition to the common questions, lecturers/classroom teachers may add supplementary questions to the evaluation form from a question bank, or they may formulate their own questions.

The director of studies and board of studies can add supplementary questions by contacting the evaluation team at kursusevaluering.bss@au.dk.

1.6 / Course evaluation reports after course evaluation

The data processing is automated which means that all lecturers/classroom teachers on the course will automatically receive an evaluation report with the key figures in graph, table and text form. Below is a list of recipients for each report type.

1.6.1 / Reports to lecturers

All lecturers will receive an evaluation report with key figures and text from their own

course. Evaluation reports are generated automatically. Therefore, lecturers can usually access the report via email or Brightspace the day after the students have completed the evaluation.

The report contains presentations of evaluation results in various forms, in the form of tables and comments on open questions from students in the lecturer's own classes. The evaluation report includes questions concerning the course and the lecturer. In connection with questions concerning the lecturer, the lecturer's name is included so that the students are aware of whom the questions relate to. Only the lecturers and their management will get to see the answers to this question.

From E23, it is possible for lecturers to hide display of the students' comments on their own report. This is in consultation with the course coordinator shortly after the start of the semester. If a lecturer opts not to have comments on his or her own report displayed, the comments will still be collected and displayed in the director of studies' report.

In order to ensure that no member of teaching staff has to deal with their evaluation results alone, see the section on course evaluation follow-up, the relevant director of studies and possibly other management will receive a report with the evaluation results at the same time as the lecturer receives his/her evaluation report. The report to the director of studies contains all the data relating to the course evaluation, including the lecturers' individual results.

1.6.2 / Reports to classroom teachers

When standard form B is used for the evaluation, classroom teachers will receive a report with the key figures from their own course. The report only contains responses relating to the questions that concern the classroom teacher. The reports are submitted automatically, so the classroom teacher will usually receive the evaluation report on the day after the evaluation is completed.

The evaluation of the classroom teaching will also be sent to:

- **The course coordinator:**
If the board of studies has decided to give the course coordinator access to the evaluation results, he or she will receive an evaluation report with an overview of the overall course evaluation. The report includes the individual evaluations of the lecturer and the classroom teacher. The content of the reports submitted to the course coordinators might vary across the boards of studies.
- **Directors of studies:**
The course evaluation report to directors of studies contains a section on classroom instruction. The report also provides an overview of the evaluations of the individual classroom teachers including qualitative and quantitative responses.
- Management support in the board of studies receives a copy of the reports to directors of studies for management-support purposes.

1.6.3 / Reports for course coordinators

In addition to the lecturers involved, the course coordinator may also have a legitimate interest in receiving the evaluations. In accordance with the quality assurance of the course description, the course coordinator must be stated as such in the course description. It is up to the board of studies to decide whether the course coordinator should have access to the evaluation results. Decisions by the individual boards of studies on whether the course coordinators should have access to the evaluation results must be announced in the local follow-up procedures.

1.6.4 / Reports to directors of studies and support staff for boards of studies and degree programmes
Directors of studies and management supporters will receive the following reports

- **Overview report**
Each semester, directors of studies and board of studies supporters receive an overview report which is aggregated for each degree programme.
- **Detailed aggregated report**
Each semester, directors of studies and board of studies supporters receive a collated report with results of all course evaluations, incl. individual results of evaluations of lecturers and classroom teachers.

Reports to directors of studies, study board supporters and study secretaries are submitted via an organisational hierarchy indicating who has the rights to see which reports within each board of studies down to programme level. The reports are sent directly to the recipients' personal AU email, and recipients have to log in with SAML to access the results. The organisational hierarchy is administrated by the evaluation team in collaboration with SNUK. Changes in management positions are communicated to the Aarhus BSS evaluation team, who will make the necessary changes to the organisational hierarchy. The organisational hierarchy means that only relevant persons have access to both previous and current evaluation results. When, for example, a new director of studies takes up the position, he/she will have access to the reports that were assigned to the previous director of studies, and the previous director of studies will lose access to the evaluation results that are linked to the role of director of studies.

1.6.5 / Reporting in Power BI

Directors of studies and board of studies supporters also have access to the development history via Power BI. Reports in Power BI are under development and are being adjusted to meet the wishes and needs of the boards of studies. Power BI evaluation results can be accessed through Power BI apps: <https://app.powerbi.com/>.

1.7 / Special reports with in-depth analyses:

Lecturers can order special reports on their own courses by contacting the evaluation team via the AU service portal.

Lecturers, course coordinators, boards of studies, directors of studies, department heads, researchers and other stakeholders can order and apply for special reports in accordance with the guidelines described in the memo on *Principles for processing evaluation data*, Aarhus BSS. The principles are at www.bss.au.dk/digitalkursusevaluering.

2.0 Evaluation of supervision processes at Aarhus BSS

2.1 / Purpose of evaluating supervision processes at Aarhus BSS

The purpose of evaluating supervision processes at Aarhus BSS is to systematically evaluate the extensive teaching that takes place in the form of supervision. The evaluation of supervision processes creates a development tool for supervisors by collecting feedback from students about their experience of the supervision processes.

The purpose of this procedure is to ensure systematic and transparent evaluation practice with a clear division of responsibilities throughout evaluation practice and to support discussions and quality assurance by directors of studies regarding the supervision practices of study programmes.

2.2 / Process for evaluation of supervision processes

All supervision processes for full-time degree programmes are evaluated. Supervision processes typically take place in connection with Bachelor's projects and Master's theses. This section explains the procedure for evaluating supervision processes where supervision is the only form of instruction applied. If a Bachelor's project is supported by both teaching and supervision, the evaluation procedure will be the same as for courses as described above. Courses that only have supervision as the teaching technique will also be evaluated according to this procedure.

The evaluation of supervision processes is on the basis of a common digital evaluation form. This is administered by the evaluation team at Aarhus BSS in accordance with the joint guidelines approved by the faculty management team. The joint guidelines are described in this document.

In some cases, the individual boards of studies or the department management teams may supplement or specify the joint guidelines. Significant deviations from the joint guidelines are also described in this document.

The evaluation may be conducted in either Danish or English. The respondent may change the language.

2.3 / Evaluation at the end of the supervision process

The aim is to start the period for evaluating supervision as standard shortly after students have submitted their Bachelor's project or Master's thesis. There may be local variations in when the evaluation is to be initiated.

Students can access the evaluation via email. They are informed that their responses are not anonymous, and that the results of the evaluation are withheld for 10 weeks so that the exam assessment deadlines and the deadline for complaints have passed.

2.3.1 / Non-anonymous evaluations

Evaluations of supervision processes are NON-anonymous. Supervision is conducted on a one-to-one basis that cannot be anonymised.

Reports containing the evaluation results are retained and will be forwarded to the supervisor and board of studies 10 weeks after the evaluation is completed. The reports are retained

so that the grades can be given and the deadline for complaints has passed before the supervisor can see the evaluation results.

2.4 / Questionnaire for evaluation of the supervision process

The supervision process is evaluated using an evaluation form developed specifically for supervision processes and consisting of closed and open-ended questions. Please find the evaluation form on the website for course evaluation at Aarhus BSS www.bss.au.dk/digitalkursusevaluering.

The joint questions serve to collect information on the following supervision elements:

- Expectations for the supervision process
- Supervision in connection with various elements in the process: developing the research question, searching for literature, etc.
- Feedback
- Relationship between supervisor and student
- General satisfaction and outcome
- The student's own contribution
- Other factors.

2.5 / Evaluation reports when evaluating supervision

Below, please find a description of who automatically receives the supervision evaluation results.

2.5.1 / Reports to supervisors

Supervisors receive an evaluation report for each of the students they have supervised, with students' individual responses to the standard questions. The report includes the name of the student, and the evaluation is not anonymous. The evaluation report is distributed 10 weeks after the evaluation has been completed; after the grades have been given and the deadline for complaints has passed.

In courses that only contain supervision, the supervisor will receive a joint report for the course with one or more respondents. These reports do not reveal the respondents' names.

2.5.2 / Reports to directors of studies

When the evaluation reports from the individual supervision processes and courses are submitted to the supervisors, they will also be submitted to the relevant director of studies.

2.5.3 / Aggregated reports to directors of studies and management supporters

Aggregated reports with key figures are produced annually. Reports with aggregated key figures are submitted to directors of studies and board of studies supporters via the organisational hierarchy as described in section 1.6.4.

2.5.4 / Special reports with in-depth analyses

Supervisors may order special reports with aggregated figures for several of their supervision processes by contacting the evaluation team at Aarhus BSS via the AU service portal.

Supervisors, course coordinators, boards of studies, directors of studies, heads of department, the faculty board of studies, and the faculty management team have access to the data and to order special reports in accordance with the guidelines described in the memo about the *Principles for processing evaluation data*, Aarhus BSS at www.bss.au.dk/digitalkursusevaluering.

2.6 / Discussion and follow-up

Directors of studies and boards of studies establish local procedures for discussion and follow-up according to the principle that no supervisor should have to deal with their evaluation results on their own, cf. the section on the course evaluation follow-up.

3.0 Evaluation of project placements

3.1 / Purpose of the evaluation supervision procedure for project placements at Aarhus BSS

The purpose of evaluating project placements at Aarhus BSS is to systematically evaluate the extensive teaching and learning that happens when students participate in a project placement. The evaluation of project placements creates a development tool for programme management by collecting feedback from students about their experience of the project placements.

The purpose of this procedure is to ensure systematic and transparent evaluation practice with a clear division of responsibilities throughout evaluation practice and to support discussions and quality assurance by programme management regarding the learning in project placements.

3.2 / Process for evaluation of project placements

All academic internships created as courses in the study administration systems are evaluated. Which project-oriented courses are evaluated is quality-assured by the course coordinator specified in the course catalogue. Courses that are named as project placements or internships will generally be evaluated according to this process and with the form for project placement. However, the form can be changed by the course coordinator in connection with quality assurance shortly after the start of the semester.

The evaluation of project placement is on the basis of a digital evaluation form. This is administered by the evaluation team at Aarhus BSS in accordance with the joint guidelines approved by the faculty management team. The joint guidelines are described in this document. In some cases, the individual boards of studies or the department management teams may supplement or specify the joint guidelines. Significant deviations from the joint guidelines are also described in this document.

The evaluation may be conducted in either Danish or English. The respondent may change the language.

3.3 / Evaluation at the end of the project placement

The aim is to start the evaluation period for evaluation of a project placement at the end of the project placement and before the student begins the exam.

Students can access the evaluation via email or Brightspace.

The programme management or, if relevant, the course coordinator for the project placement can set the dates for the evaluation period so that it best matches the individual project placement.

3.4 / Questionnaire for the evaluation of project placements Project placements are evaluated using a standard form developed specifically to evaluate project placements. The standard form has been adapted to suit variations of project placements for individual degree programmes. Please find the standard questionnaire on the website for course evaluation at Aarhus BSS www.bss.au.dk/digitalkursusevaluering.

The joint questions serve to collect information on the following elements in project placements:

- Alignment of expectations
- Supervision with internal and/or external supervisor.
- General satisfaction and outcome
- The student's own contribution

If a student gives a low answer regarding the question about benefits/outcomes, the boards of studies may opt to display contact information for the director of studies or another relevant person. This contact information can encourage students to share information about the host organisation and their experience with the host organisation without any consequences for the students' exams.

3.5 / Evaluation reports for evaluation of project placements

Below is a description of who automatically receives the evaluation results for a project placement.

3.5.1 / Reports to course coordinators, directors of studies and management support

Evaluation reports with results from the individual project placements will be sent to the respective programme management and their management support shortly after the evaluation has been completed.

3.5.1 / Special reports with in-depth analyses

After all evaluations have been completed, the evaluation team prepares a supplementary analysis of the evaluation of project placements in which the evaluation results are linked to information about the host organisation obtained via a form solution administered by the department of analysis and reporting.

3.6 / Follow-up of evaluation of project placements

As far as possible, follow-up on the evaluation of project placements should follow the formal follow-up of the course evaluation, cf. section 4.2.

Follow-up on the evaluation of project placements should follow AU's quality assurance system, which is divided according to whether the individual project placement falls within the range red, yellow or green in the indicator model. The indicator is an average of responses to the question concerning the overall outcome/benefits included in all evaluations of project placements.

3.6.1 / Local follow-up procedure

The course and department management teams are responsible for determining the local follow-up process. They will inform the board of studies and the vice-dean for education in a written memo outlining the locally established division of responsibility. Local follow-up procedures should be published on the teaching evaluation website at Aarhus BSS.

The procedure should include clear guidelines for when and how contact is made with a host organisation. It is recommended that, after each semester in which project placements are offered, the programme management enter into an oral dialogue with the host organisations most frequently used by students on the programme. The dialogue aims to ensure the quality of project placements and the students' learning outcomes.

4.0 Course evaluation follow-up

The following procedure should be followed to ensure the desired level of transparency, a clear division of responsibilities and that action is taken based on the evaluation data collected.

4.1 / Follow-up dialogue

4.1.1 / Dialogue between the lecturer/classroom teacher and students

As a rule, the course will be discussed in the final lesson. The lecturer/classroom teacher may include some of the results from the evaluation report in this dialogue.

4.1.2 / Dialogue between teaching staff

Lecturers/classroom teachers will discuss the evaluations with at least one colleague. The discussions may be organised as part of the routine meetings held by the local departments in connection with course planning. Part-time lecturers may discuss their evaluations with the course coordinator or subject coordinator, for example.

4.1.3 / No member of teaching staff should have to deal with their evaluation results on their own.

It is imperative that no member of teaching staff should have to deal with their evaluation results on their own. The goal is to ensure that the evaluation procedures contribute to the greatest possible openness between lecturers and classroom teachers and to share good and bad course experiences. The course coordinator and board of studies will receive the evaluation report at the same time as the lecturer or classroom teachers to support the principle that no member of teaching staff should have to deal with their evaluation results on their own.

As such, local procedures for this collegial dialogue should be established.

4.2 / Formal follow-up

The board of studies has formal responsibility to ensure that courses evaluated as non-satisfactory are followed up on. The director of studies and/or the head of department have the formal right and duty and are responsible for the actual follow up on the courses in question.

4.2.1 / Mandatory follow-up on course evaluation

The specific intervals follow AU's quality practice, which is described on the AU quality portal.

The course and department management teams are responsible for determining the local follow-up process. They will inform the board of studies and the vice-dean for education in a written memo outlining the locally established division of responsibility. Local follow-up procedures should be published on the teaching evaluation website at Aarhus BSS. Furthermore, the annual report by the director of studies in connection with quality assurance work will briefly describe how the teaching evaluations have been followed-up.

4.2.2 / With regard to the follow-up, it is advisable to comment on:

- a) What worked well in relation to
 - a. the intended learning outcomes of the course
 - b. content
 - c. type of examination and assessment strategy
 - d. teaching and learning activities
 - e. forms of instruction (including online teaching)
 - f. the course organisation/form
- b) what worked less well
- c) what changes are planned if the course is to be offered again
- d) what has been done to address previous advice, requests and requirements from the board of studies in connection with previous evaluations.

4.2.3 / Follow-up on the Graduate Diploma in Business Administration (HD)

Well in advance of the board of studies planning the next semester, the lecturer will forward a cover letter of $\frac{1}{3}$ to one page to the course coordinator and the board of studies on the Graduate Diploma in Business Administration (HD). The board of studies on the Graduate Diploma in Business Administration (HD) sets the deadline and procedure for forwarding cover letters. If possible, cover letters should be submitted after the exam has taken place.

4.2.4 / Follow-up in the board of studies

Reports with key figures at aggregate level are submitted to director of studies and board of studies supporter via email and Power BI at the end of the semester.

The board of studies discusses support of the students' learning and the learning outcomes of the courses each semester of the degree programmes based on the aggregated overviews or evaluation reports, key figures and any other material obtained from students, lecturers, course coordinators etc.

4.2.5 / Delegation of discussion

In exceptional circumstances, on the basis of the reports and cover letters submitted, the board of studies may decide to delegate the discussion of selected courses to other bodies (departments, academic sections). The delegation procedure must be recorded in writing, given that the board of studies hereby relinquishes a formal competence. The vice-dean for education must be informed of such a delegation.

4.2.6 / Councils and requirements

The board of studies may issue advice, requests, recommendations and requirements for individual courses and programmes. Discussions about course evaluations by the board of studies will be recorded in a separate report or separate minutes. In this connection, the boards of studies must pay special attention to what may be included in the minutes. In general, the minutes must state whether a course is in the red, yellow or green category, and discussions about the course (e.g. teaching method, organisation, exam) must also be reported.

It can be difficult to distinguish between course and person, and it is important to make sure that the minutes do not reveal any personal information (e.g. that a lecturer has cancelled a number of lessons due to sickness etc.). If in doubt, contact AU's data protection officer at the Rector's Office.

4.2.7 / Authority

Overall responsibility for following up on course evaluations is in accordance with the University Act and the Aarhus University by-laws, which state that:

- The head of the department or school is responsible for following up on the evaluations of degree programmes and teaching activities, involving the board of studies and the director of studies in this process.
- The board of studies and the director of studies are responsible for ensuring the follow-up on the degree programme and teaching evaluations.

More specifically, the following actors are responsible for the evaluation follow up:

Boards of studies: Each semester, the board of studies discusses the evaluations, and formulates advice, requests and requirements for individual courses and programmes. The board of studies is responsible for ensuring that local procedures are established.

Director of studies: Each semester, the director of studies informs the head of department of the main conclusions of the evaluation, and discusses the need for a follow-up with the head of department.

Head of department: Each semester, the head of department follows up on the evaluations with the director of studies and (if necessary) the board of studies. The head of department is also responsible for any staff-related implications of the course evaluations.

Vice-dean for education/dean's office: Ensures a uniform evaluation procedure across Aarhus BSS. The vice-dean may also request analyses as a basis for assuring the quality of the department's degree programmes and teaching as well as interdisciplinary quality development of the degree programmes. May discuss the evaluation results based on the aggregated reports and in connection with the annual quality processes.

The above actors can request special reports and analyses as described in the *Principles for processing evaluation data at Aarhus BSS*.

4.2.8 / Local follow-up procedures

The study board's local description of how to follow up on course evaluations, guidelines and project placement must be submitted in writing.

The local follow-up procedures should specify the procedure described above and at least contain clear guidelines for the following:

- Collegial sparring so that no one is left alone with their evaluation.
- How to follow up on courses that fall under the different
- traffic light categories cf. section 4.2
- Whether the reports from the course coordinator should generally contain results from responses to questions about all lecturers'/classroom teachers' communication
- Discussion and follow-up on the supervision process
- When and how to contact a host organisation in connection with evaluation of project placements.

The written description of the procedure should be published on the website for the evaluation of teaching in Aarhus BSS: www.bss.au.dk/digitalkursusevaluering. The evaluation team can help with publication on the website.

5.0 Publication

In accordance with the Danish Act on Transparency and Openness in Education, departments are obligated to publish certain information on the teaching quality. Currently, there is a joint Aarhus BSS standard for how to do this. However, the boards of studies may decide to elaborate on this by including comments from the director of studies.

5.1 / Joint standard at Aarhus BSS

The development in selected key figures at aggregate level in relation to the figure for 'self-assessed learning outcome' is calculated as an average for all students on a degree programme - divided into Bachelor's and Master's students.

5.1.1 / [Suggestions for supplementary information](#)

Brief accompanying comments from the director of studies' based on discussions and decisions by the board of studies.

6.0 Evaluation of the evaluation system

At the end of the semester, the Aarhus BSS evaluation team draws up a memo containing the main findings, analyses and proposals for further development of the evaluation system or similar. The memo is presented and discussed at a meeting in the Aarhus BSS Forum for Education: typically at the first meeting after the summer holidays.

The evaluation system itself (technology, questions, procedures) must be evaluated at least once a year. Comments and changes can be sent to the evaluation team on an ongoing basis and throughout the semester.