

Se mottakertabell

Saksbehandler: Ingvild Andersen Helseth

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### Mal for selvevaluering - midtveisevaluering av Sentre for fremragende utdanning (SFU) 2017

Vedlagt følger mal for selvevaluering i forbindelse med midtveisevalueringen av henholdsvis bioCEED, CEMPE og MatRIC som Sentre for fremragende utdanning (SFU). Vi minner om at fristen for innsending av selvevalueringen er 3. april kl. 12.

Vi ønsker dere lykke til med evalueringen.

Med hilsen

Ole-Jacob Skodvin  
analysedirektør

Ingvild Andersen Helseth  
rådgiver

*Dokumentet er elektronisk signert.*

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## Interim evaluation – Centre for Excellence in Education (SFU): Template for self-evaluation

### Introduction

Status as a Centre for Excellence in Education (SFU) is awarded for a period of five years, with a possible extension of another five years. An interim evaluation carried out by an expert panel serves as a basis for the decision of NOKUT's board on whether to prolong the status. One part of the material that the expert panel assesses, is a self-evaluation from the Centre.

The main purpose of the self-evaluation is evaluation, but we recommend that the Centre also use it as a processual and developmental tool to enhance the work of the Centre. The Centre's annual reports are also part of the evaluation material. While the annual reports to a large extent cover the Centre's activities etc., the focus of the self-evaluation should be on documentation of results and impact.

This document outlines the Centre's self-evaluation. All questions in the template should be answered, with a maximum of 15 pages in total<sup>1</sup>.

The deadline for sending the self-evaluation to NOKUT is **3 April, 2017** at 12 (noon). Please send the self-evaluation to [postmottak@nokut.no](mailto:postmottak@nokut.no) and [sfu@nokut.no](mailto:sfu@nokut.no).

### Assessment dimensions

The interim evaluation builds on the [Standards and Guidelines](#) used for assessing the Centre's application in 2013 and emphasizes the following dimensions:

- I. The goals that the Centre put forward in its application
- II. The centre-specific goals given in the Standards and Guidelines
- III. The impact of the Centre; dissemination and sustainability
- IV. Plans for the second period

The template for the self-evaluation is based on these four dimensions.

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<sup>1</sup> Written in Times New Roman, 12-point types, with lines spaced 1.5 and margins of 2 cm.

## Questions for the self-evaluation

### **I. The goals that the Centre put forward in its application**

1. Please list the aims and objectives specific to the Centre at the start of the period; and for each one reflect on the degree to which these have been achieved. Please add any objectives that emerged as the centre developed, and reflect on these and the degree to which they have been achieved.
2. What have been the greatest achievements of the Centre to date? How will you build on this in the second period and take it further?
3. What has been the most innovative features of the Centre's work so far? Please provide examples of cases where you have been particularly innovative (regardless of whether the results have been successful or not).
4. What did you expect to achieve that has not been achieved? What prevented the Centre from reaching these aims? How will this impact further developments in the Centre?
5. How has the internal and external organisational and management structure contributed to or hindered the achievement of the Centre's goals?
6. At this stage what changes, if any, would you like to make to your aims and objectives? Why?

### **II. The goals set for the Centres for Excellence (SFUs)**

7. Please reflect on how effective the Centre has been in meeting the objectives set out for SFUs:
  - a. Provide excellent R&D-based education
  - b. Develop innovative ways of working with R&D-based education
  - c. Stimulate and reward work that takes place in the interaction of students, teachers, support services and the knowledge base of the education.
  - d. Contribute to the development and dissemination of knowledge about educational methods that are conducive to learning.

### **III. The impact of the Centre, dissemination and sustainability**

8. How has the work of the Centre made a difference for students' learning (within the host institution(s), nationally and internationally)?
9. What impact has the Centre had nationally and internationally
  - a. within its discipline(s);
  - b. on other educational communities;
  - c. on the wider society?

10. To what extent has the awarding of centre status triggered effects that would not have been achieved without SFU status and funding (additionality)?
11. How have you evaluated results/impact at the centre, project and personal level?
12. Please describe and provide documentation of which types of dissemination that have been the most successful.
13. What exit strategies are in place for when the SFU funding period ends?

#### **IV. Plans for the second period**

14. What are the three most important steps for the Centre to take in the second period if funded?