



Self-evaluation report

Institutional accreditation of University of Copenhagen

15 April 2016



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Guide to reading the report

Self-evaluation report

This self-evaluation report by the University of Copenhagen (UCPH) complies with the structure stipulated in the Danish Accreditation Institution's Guide to Institutional Accreditation, and the criteria are referred to in the same order as in the Guide.

The self-evaluation report consists of an introductory presentation of the University of Copenhagen, feedback on criteria I–V in the Guide and the management's reflections.

The response to each criterion starts with a blue box reiterating the description in the Guide of the criterion and any sub-points.

The Guide stipulates that the self-evaluation report must describe any differences in the ways in which quality assurance work is done at the University. The response to each criterion starts, therefore, with a description of the elements of quality assurance that are included in the University-wide quality-assurance system. Where faculties implement the University system differently, the University description must be accompanied by a faculty description.

Appendices

The appendices to the self-evaluation report are in two parts: separate documents and collections of links. Some appendices are in Danish.

The separate documents include UCPH's values, strategies, target plans, quality-assurance policy and University-wide guidelines and procedures. They also include descriptions and tangible examples of how the faculties have implemented the key activities laid out in the University quality-assurance policy.

The collections of links include links to other relevant quality-assurance documents. They include a collection for the University as a whole and one for each faculty.

The appendices are numbered according to the order in which they appear in the self-evaluation report, apart from the seven that contain collections of links.

The UCPH quality-assurance system, including links to faculty systems, is also available online at: <http://uddannelseskvalitet.ku.dk/quality-assurance-of-study-programmes/>.

Access to key UCPH data

The key data used in the UCPH quality-assurance system is found under *Uddannelsesstatistik* (Educational Statistics) on the University intranet:

<https://intranet.ku.dk/uddannelsesstatistik/ledighed/Sider/default.aspx>

Only registered users have access to *Uddannelsesstatistik*.



KØBENHAVNS UNIVERSITET



KØBENHAVNS UNIVERSITET
DET HUMANISTISKE FAKULTET



KØBENHAVNS UNIVERSITET
DET JURIDISKE FAKULTET



KØBENHAVNS UNIVERSITET
DET NATUR- OG
BIOVIDENSKABELIGE FAKULTET



KØBENHAVNS UNIVERSITET
DET SAMFUNDSVIDENSKABELIGE
FAKULTET



KØBENHAVNS UNIVERSITET
DET SUNDHEDSVIDENSKABELIGE
FAKULTET



KØBENHAVNS UNIVERSITET
DET TEOLOGISKE FAKULTET





Introductory presentation of the University of Copenhagen

The University of Copenhagen (UCPH) was founded in 1479 and is the largest university in the Nordic Region with approx. 40,000 students and 9,000 employees. It consists of the following six faculties and the central administration:

- HUM – Faculty of Humanities
- LAW – Faculty of Law
- SOC.SCI. – Faculty of Social Sciences
- SCIENCE – Faculty of Science
- HEALTH – Faculty of Health and Medical Sciences
- THEO – Faculty of Theology

The faculties are spread across four campuses:

- **North Campus**, which is home to much of SCIENCE and HEALTH
- **City Campus**, which is home to SOC.SCI. THEO, LAW and parts of HEALTH and SCIENCE
- **South Campus**, which is home to HUM¹
- **Frederiksberg Campus**, which is home to parts of SCIENCE and HEALTH

Taastrup Campus is home to small parts of SCIENCE and HEALTH, and SCIENCE also has facilities in Elsinore, Hørsholm and Nødebo. HUM has a small department in Aalborg but it is being phased out. The central administration is based in the oldest University buildings in the centre of Copenhagen.

Faculty diversity

The six faculties differ from each other in academic range, size and the structure of their departments and study boards. Some of them run a wide range of study programmes, others relatively few. Some run programmes with large numbers of students, others with only a few because UCPH is often the only university in Denmark that offers a particular programme. Other faculties offer relatively few programmes but have large numbers of students.

Some of the faculties have programme-specific study boards that cover one or two study programmes, others have wider-ranging, interdisciplinary study boards covering up to 45 study programmes (see Appendix 1). Some study programmes requisition teaching from a single department, others from up to eight different departments. This is determined by the academic content of the programmes, but is also a result of the ongoing development of UCPH, including university and faculty mergers, especially in the last decade.

¹LAW and THEO are scheduled to move to South Campus in 2017.

Mergers at UCPH

UCPH merged with the Royal Veterinary and Agricultural University and the University of Pharmaceutical Sciences in 2007, and operated with eight faculties from 2007 until 2012. The Royal Veterinary and Agricultural University became the Faculty of Life Sciences and the University of Pharmaceutical Sciences became the Faculty of Pharmaceutical Sciences.

In 2012, the Faculty of Pharmaceutical Sciences and the veterinary parts of the Faculty of Life Sciences merged with the Faculty of Health and Medical Sciences and continued their activities as part of the new expanded Faculty of Health and Medical Sciences (HEALTH). At the same time, the non-veterinary parts of the Faculty of Life Sciences merged with Faculty of Science and continued as the Faculty of Science (SCIENCE). Most recently, the Royal School of Library and Information Science (IVA) became part of the Faculty of Humanities (HUM) in 2013.

Subsequent to these mergers, UCPH now runs 210 study programmes. They cover all disciplines except the technical sciences and commercial subject areas, and are divided up into six different types of programme. Appendix 2 lists the study programmes at UCPH.

Figures 1–3 below illustrate the differences between the faculties, e.g. in terms of student numbers, the number of study programmes, turnover, number of study boards, number of employer panels and the number of departments. Appendix 3 consists of a presentation of the different faculties.

Figure 1. Student numbers per faculty, 1 October 2015

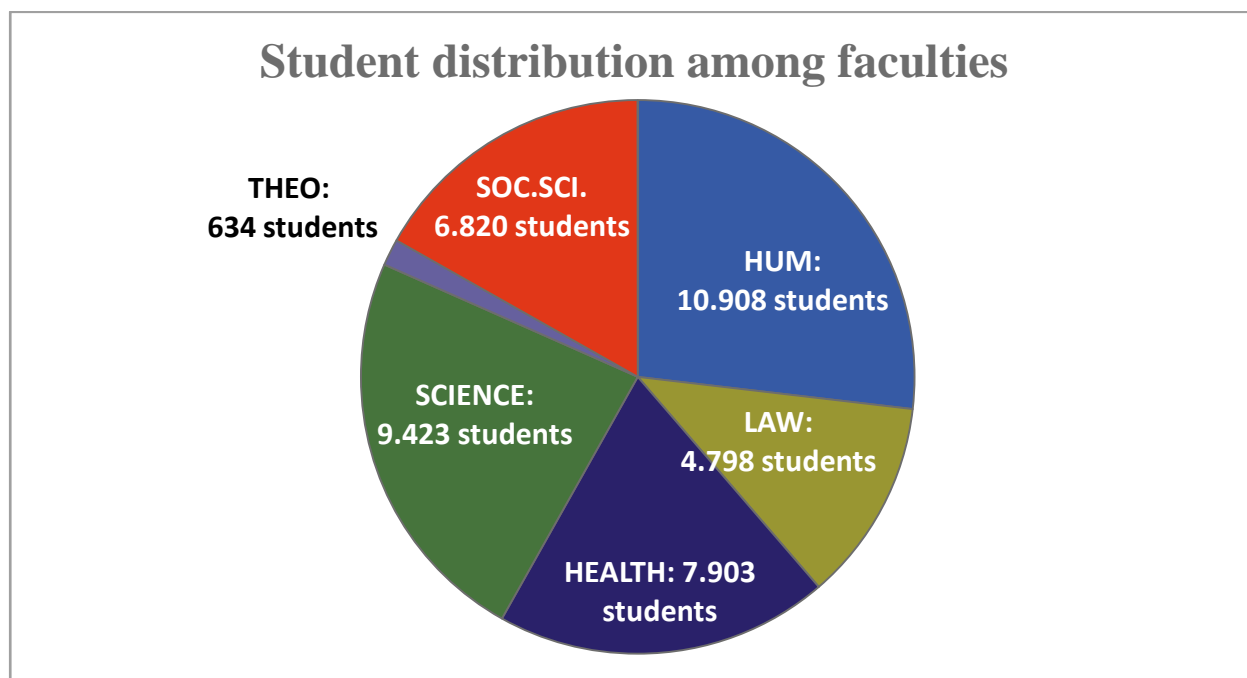


Figure 2. Number of study programmes per faculty, 1 January 2016

Number of study programmes per faculty

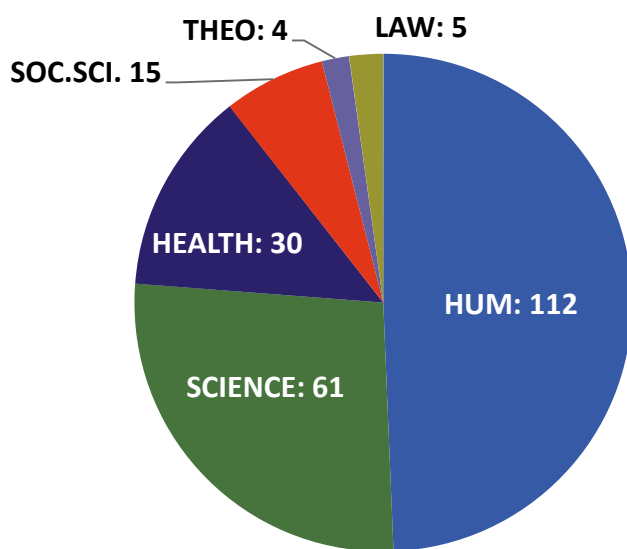
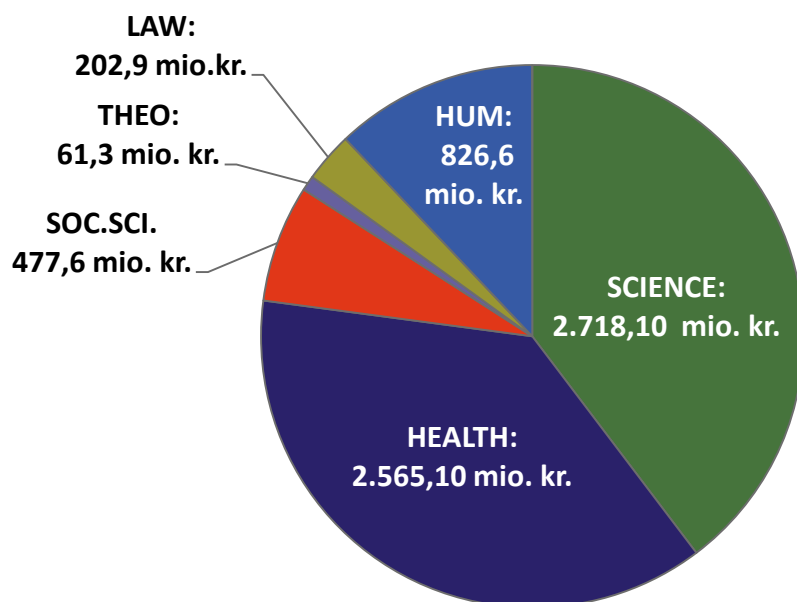


Figure 3. UCPH turnover per faculty (2014)

UCPH's turnover per faculty





The three figures above illustrate the frameworks within which each of the faculties operate, as well as the correlations between student numbers, number of study programmes and turnover.

For example, HUM has the most student numbers and study programmes, but its revenue accounts for only approximately 9% of total UCPH turnover.

SCIENCE and HUM have almost the same number of students, but SCIENCE runs only half as many programmes as HUM and its turnover accounts for approximately one third of the University total. HEALTH also has a high ratio of turnover to student numbers.

LAW and SOC.SCI. both have large numbers of students compared with the number of programmes and their turnover. By way of comparison, THEO has few students, few study programmes and a correspondingly modest turnover.

Study boards

The faculties have different set ups for study boards, but all of them comply with the principles contained in the University's paper on study boards, which is described in Appendix 1. HUM only has a few, broad-based study boards, each of which covers a single department. In other words, the study boards and departments cover the same academic ground.

SOC.SCI. has a few large study programmes and some small ones covered by programme-specific study boards. With a single exception, the study boards are based in the departments.

SCIENCE has slightly fewer study boards than HUM but more departments. The new departmental structure in SCIENCE cuts across study boards because the same departments provide teaching on many different study programmes, all of which are under the auspices of study boards that cover a wide academic field.

HEALTH has programme-specific study boards, which typically cover one or two study programmes. All of the study boards are based at faculty level and cut across the departments.

LAW and THEO are single-unit faculties and are not divided up into departments. They both run a few study programmes, which are covered by programme-specific study boards.

Quality assurance at UCPH

The University's organisational diversity is reflected in the way that the faculties organise work on quality assurance.

For example, the organisation of the quality assurance depends on whether or not teaching involves staff from a single or multiple departments.

The faculties – in the person of the dean as per Section 35 of the University Statutes (see Appendix 4), have always had responsibility for the quality assurance of study programmes at UCPH. The rector has overall responsibility for educational quality.

One way of describing the set up is that the day-to-day work is devolved and reflects the faculties' organisation, quality culture and traditions, but it is done within University-wide frameworks. In other words, the quality assurance of study programmes at UCPH is based on University-wide guidelines that are incorporated into the faculties' local procedures.



UCPH develops and extends its quality-assurance system all the time in order to comply with legislation and to take into account its organisational structure in the field of education.

The development of the UCPH quality-assurance system

At the time of the first scheduled accreditation in 2008, UCPH initiated a process aimed at identifying best practices in the field of education in the faculties. The first area for which guidelines were drawn up was course evaluations. These guidelines contain a series of minimum requirements for the faculties' procedures, e.g. how often a study activity is evaluated and threshold values for when an evaluation triggers changes to a study activity. The guidelines allow faculties the freedom to choose their own methods and decide how to collate data and follow-up on the results, including who is responsible for what parts of the process. This means that the faculties are able to adapt the way in which they conduct course evaluations to suit their study programmes, class sizes, etc. The guidelines also ensure that all faculties comply with the Act on Transparency and Openness on Study Programmes, etc.

During the same period, the faculties also extended their quality-assurance systems to comply with the requirements of the Act on the Accreditation Agency for Higher Education (2007) and the Ministerial Order on criteria for the relevance and quality of university study programmes and about the procedure for approving university study programmes (2009).

The UCPH policy for quality assurance of study programmes

In 2011, when UCPH drew up its first quality-assurance policy, it was based on the principles already used as guidelines for course evaluations. The policy was based upon best practices and useful experiences with quality-assurance work in the faculties, which it was considered would be useful to the University as a whole. The dialogue-based process resulted in a policy that takes into account the different ways in which the faculties are organised. One example of this is the faculties' procedures for the revision of curricula. The faculties were able to retain their own procedures but a University-wide standard was introduced, stipulating that all curricula must be revised at least every three years.

The policy describes elements that must be included in faculty systems but allow the faculties the freedom to decide how to conduct their own quality assurance in practice.

The policy was drawn up in order to underline that UCPH is a single educational institution with an appropriate management structure. It is based on Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Revision of the UCPH policy for quality assurance of study programmes

As a follow-up to the 2013 Act on Accreditation of Institutions of Higher Education, UCPH initiated a process aimed at refining the University's quality-assurance policy. The process focused on the allocation of responsibilities and on extending the quality-assurance system at both University level and faculty level. The faculty and University systems were revised in spring 2014.

The revision resulted in a number of key initiatives at University level. Implementation of these initiatives started in September 2014. The revision included that the allocation of responsibility for completing and following up on quality assurance be made explicit in all procedures, as well as the faculties defining quantifiable standards for all key quality parameters.



The quality-assurance system was also extended with the addition of a requirement for programme evaluations every six years, annual programme reports for all study programmes, annual reporting on the quality of education from the deans to the rector, and follow-up on the reports by the rector. The programme reports and evaluations constitute the basic pillar in the ongoing and systematic quality assurance of the study programmes, about which the deans submit annual reports to the rector.

This reporting is designed to facilitate follow-up by the rector on the work done in the various faculties, to assess whether each faculty is living up to its own quantifiable standards, to identify where there is the potential for improvement and, on the basis of this, to launch initiatives to enhance the quality of the University's study programmes.

Programme evaluations are structured in the same way as programme reports. The difference is that the evaluations involve a greater volume of data, e.g. graduate surveys.

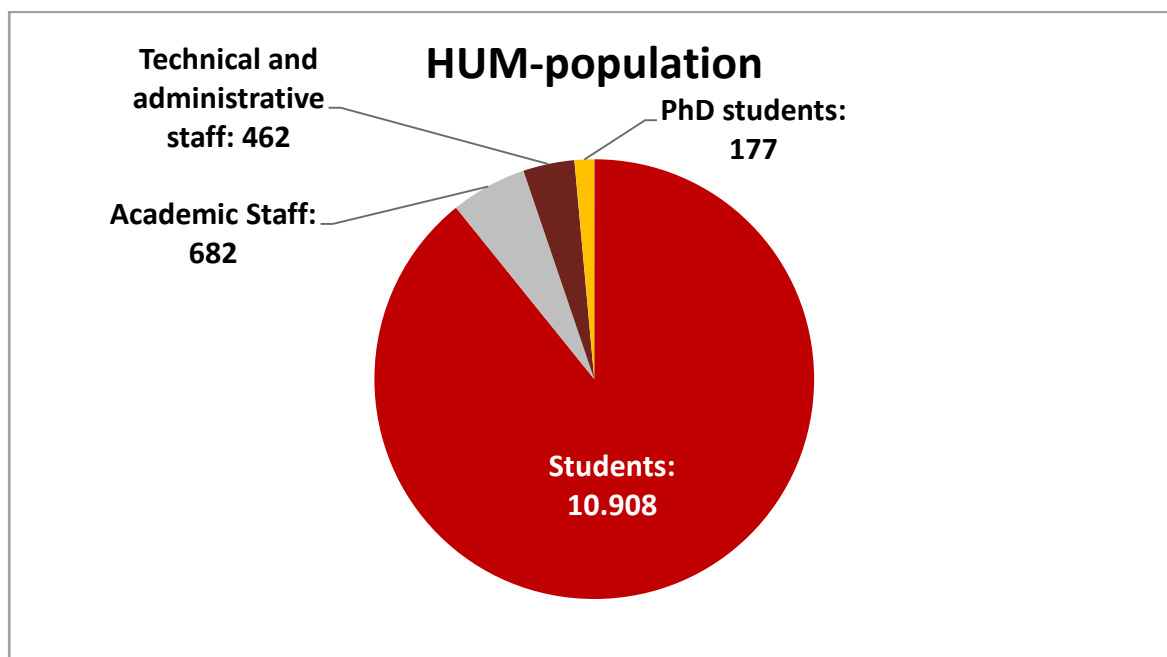
The programme reports are a good example of how UCPH uses best practice to develop its quality-assurance system. The Royal Veterinary and Agricultural University/Faculty of Life Sciences have been using them since 2005 and the new Faculty of Science since the faculty mergers in 2012. The revision process in 2014 identified best practices for programme reports. These have subsequently been shared and tested throughout the University.

The first tests of the quality-assurance system started in 2014. By the start of academic year 2014–2015, the faculties had submitted programme reports for all of their study programmes as well as evaluations of the programmes included in the rota system for programme evaluations. The revised quality assurance system has, therefore, been tested once throughout the whole of the University at the time of the application for institutional accreditation.

Introductory presentations of the faculties follow.

HUM

Figure 4. HUM-population in numbers as of 1 October 2015



HUM runs a wide range of study programmes that revolve around the human dimension in development and innovation, society and politics, language and communication, history and culture, art and aesthetics, modern media and technology.

The programmes are based on a solid and diverse research tradition. The humanities are deployed when the focus is on cultural heritage and clashes of cultures, religiosity and cultural differences, images of friends and of the enemy, concepts of freedom and social cohesion, ethics and animal welfare, historical mistakes and lessons, political spin and the significance of the media in the globalised world.

HUM has eight departments and 30+ research centres covering a wide range of the latest research in the humanities (see Appendix 74 link A).

The study programmes provide students with specific skills though language learning and text interpretation, history and culture studies, IT practice and artistic training. HUM teaches some 40 languages and runs 30 study programmes focusing on history, culture, aesthetics, media, cognition and communication. One of the distinctive features of the faculty is the many small language programmes that make a unique contribution to Denmark's role in the new global society.

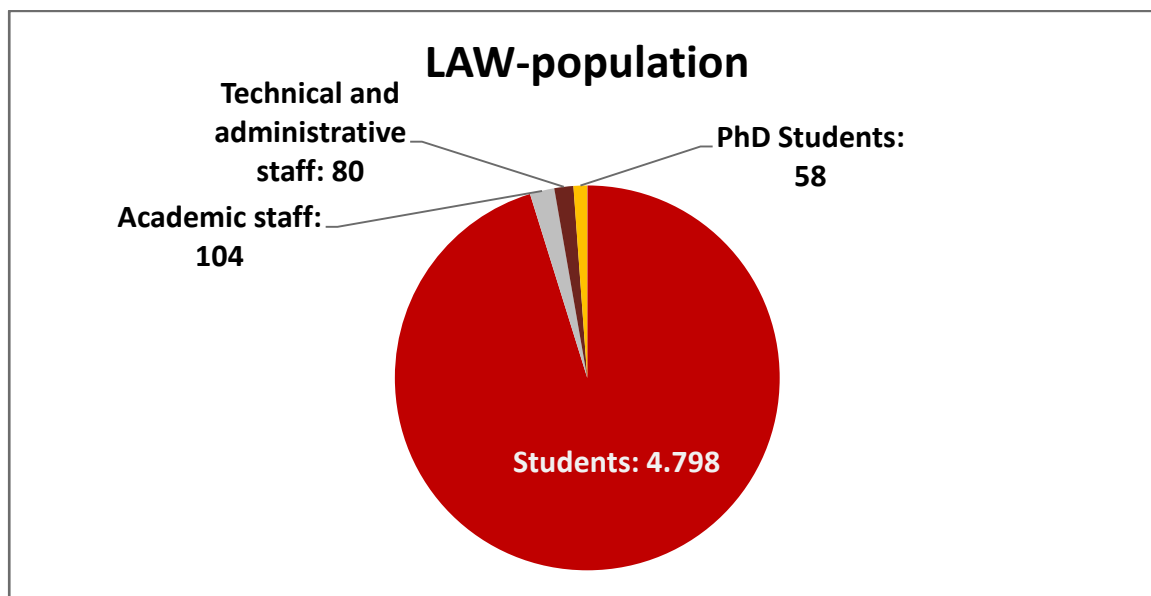
The employment market for HUM graduates has changed considerably. In the 1980s, most found teaching jobs in the public sector. Since then the number of jobs for humanists in the private sector has increased massively and the split between the public and private sectors is now approaching 50-50. In a global economy, companies need to be versatile and flexible. They need strategic competencies such as languages and cultural understanding, and they need human insight when applying technology to major global challenges.

In organisational terms, HUM has a faculty administration and eight departments with associated study boards, research centres and their own administrations. In other words, much of the faculty administration is decentralised. The departments play a key role in quality assurance because the heads of department are part of the faculty management along with the dean's office and the faculty director. Strategic work carried out by the faculty management has resulted in a number of joint initiatives, including TEACH – Teaching Centre Humanities.

After many years spent spread across several addresses in Copenhagen, almost the whole faculty is now in KUA1 and KUA2 in the northern part of Ørestad. These two complexes were built 2000–2013 and now constitute the framework for HUM’s study environment, with study spaces to which there is round-the-clock access, cafés and knowledge centres in green surroundings complete with canals and courtyards.

LAW

Figure 5. LAW-population in numbers as of 1 October 2015



LAW runs five different social science study programmes, all in the fields of law and forensics research. The study programmes are tailored to the needs of the legal profession and are part of a dynamic academic environment with close ties to companies and other organisations. LAW runs basic courses and provides teaching on topical research issues.

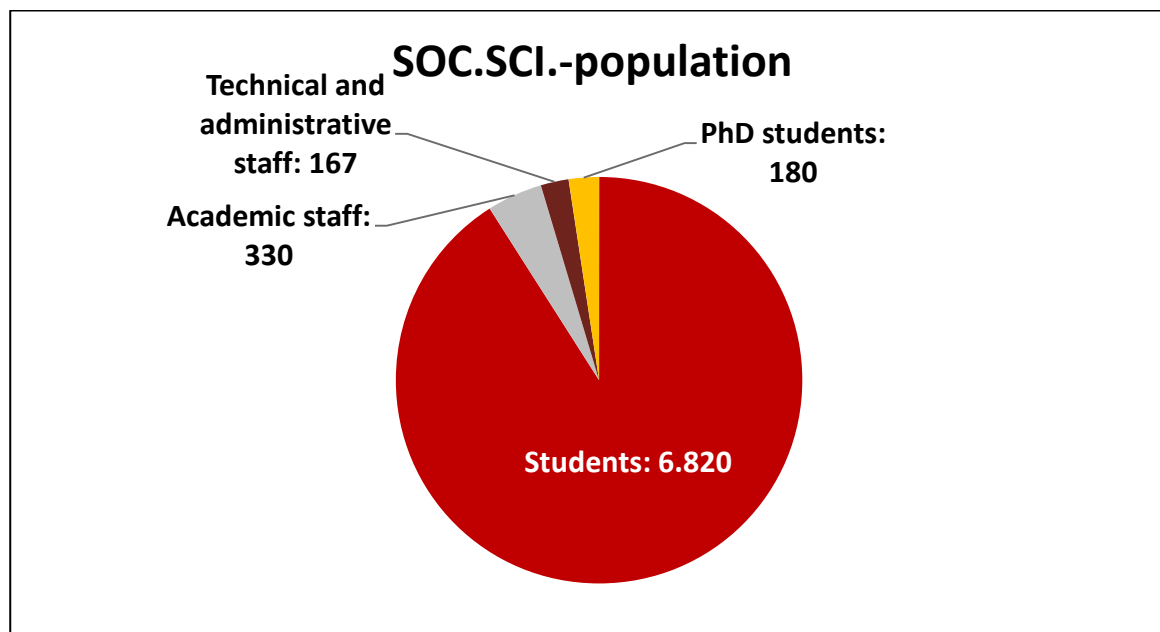
LAW organises its research in centres and research groups (see Appendix 75 link A). The role of the research centres includes enhancing the quality and relevance of LAW’s prioritised research, promoting its international research and helping develop research-based study programmes. The faculty has nine research centres, one basic research centre and four administrative units.

Since 2008, LAW has made efforts to encourage forms of teaching that activate students in order to improve student learning and make it more efficient. This has led to radical reforms of the

bachelor's and master's programmes in law. The experiences gained during this process are also being incorporated when setting up new programmes. All of the study programmes are in line with LAW's learning vision (see Appendix 75 link B), and its principles for learning (see Appendix 75 link C), which are designed to encourage active learning by the students.

SOC.SCI

Figure 6. SOC.SCI.-population in numbers as of 1 October 2015



SOC.SCI. runs study programmes and conducts research in anthropology, psychology, sociology, political science and economics. With approximately 6,800 students, the faculty has a relatively large student population in relation to the number of study programmes.

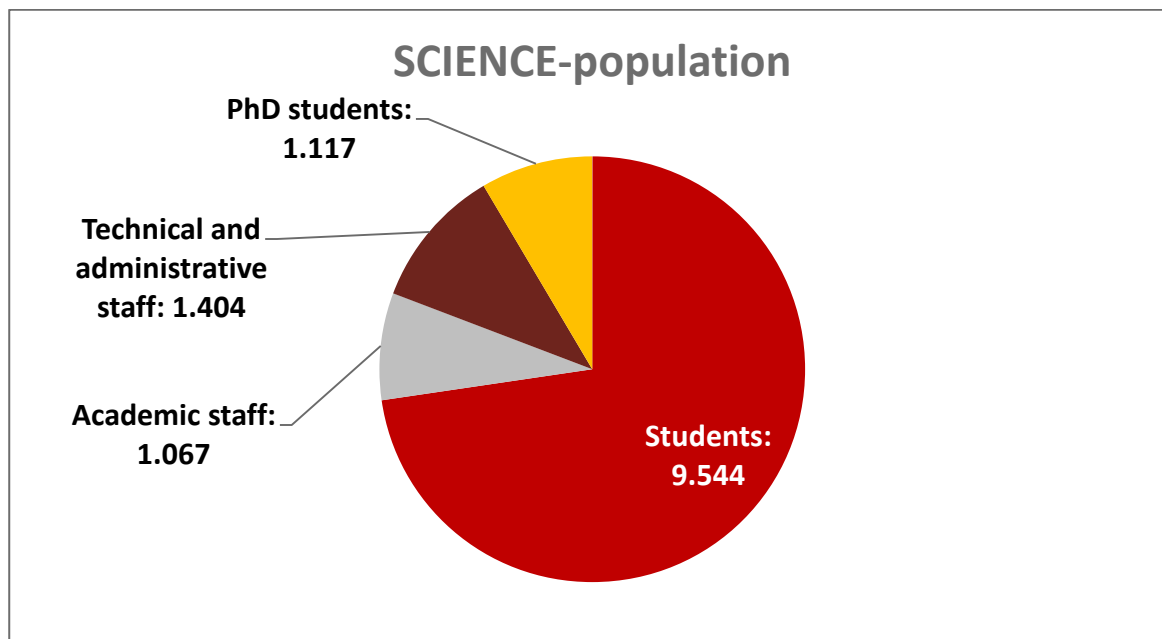
The demand for SOC.SCI. graduates is great in both the public and the private sector. Outside of Denmark, many of the faculty's graduates find relevant employment in the big international consultancy firms, in the EU, the UN, NGOs, etc.

SOC.SCI. has five departments, all of which run study programmes and conduct research. Together, they cover the main subject areas for the social sciences (see Appendix 76 link A). The extensive research conducted by the departments is varied, specialised and of the highest level. It is of a high international calibre and includes both basic and applied research. Although organised according to traditional disciplines, SOC.SCI. researchers are increasingly involved in interdisciplinary projects, often involving partners outside the faculty. The research is evaluated every five years by an external panel. Approximately one-fifth of the faculty's revenue stems from external funding (see Appendix 76 link B). In 2015, SOC.SCI. was ranked number one in the Nordic Region, and number 52 in the world in the Times Higher Education World University Rankings. The quality of the teaching was one of the five parameters on which the ranking was based.

SOC.SCI. consists of a faculty secretariat, the Teaching and Learning Unit of Social Sciences and five departments, each with its own administration. The organisational structure is decentralised and departments enjoy a high degree of autonomy. SOC.SCI. is based in the Centre for Health and Society (CSS), which consists of the refurbished listed buildings that used to house the old Municipal Hospital and surrounding locations.

SCIENCE

Figure 7. SCIENCE-population in numbers as of 1 October 2015



SCIENCE runs study programmes and conducts research covering a wide range of the natural and life sciences. The programmes are divided into six main groups: the bio-science group, the geo-science group, the physics, chemistry and nanoscience group, the food, nutrition and sport group, the mathematics and computer science group, as well as the natural resources and environment group. A number of the study programmes are inter-faculty or inter-departmental and based on formal collaboration agreements.

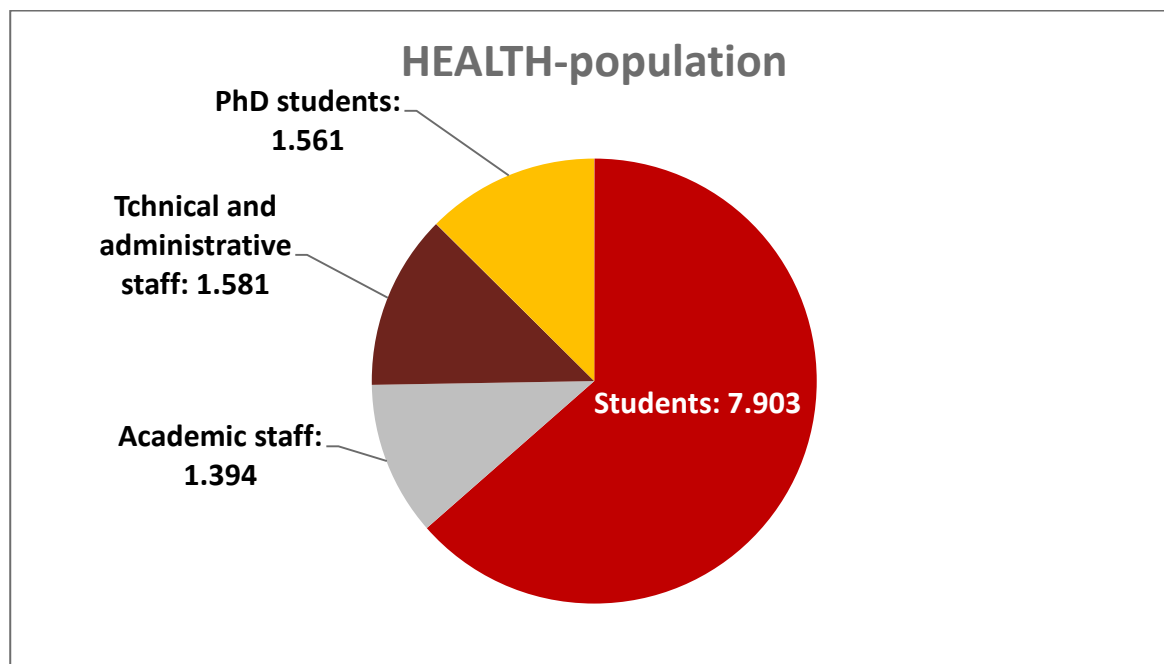
SCIENCE has 12 departments (see Appendix 77 link A) and a faculty administration. The departments provide teaching and conduct research. The Faculty Administration provides a wide range of operating and staff functions and deals with much of the administrative work in the field of education.

SCIENCE is home to 15 basic research centres (see Appendix 77 link B), and has a wide-ranging research portfolio, covering projects involving both the private and public sectors and world-class basic research. The research conducted in SCIENCE is broad-based. It ranges from purely knowledge-driven research to application-oriented research and development, e.g. into climate change, sustainable energy supplies, biological production, environmental challenges, food and water safety, lifestyle diseases and information security.

SCIENCE researchers are key players in two of the four national UNIK grants² and have received 13 grants from the European Research Council (ERC). Under the EU's Seventh Framework Programme, the faculty's researchers attracted approx. half of all the Marie Curie postdoc fellowships in Denmark.

HEALTH

Figure 8. SUND-population in numbers as of 1 October 2015



HEALTH conducts research and runs study programmes in the scientific disciplines of human medicine, public health, veterinary medicine, animal science, pharmaceutical science and odontology.

HEALTH is one of the largest faculties of its type in Europe and features high on international rankings³. The faculty generates new knowledge and understanding in research disciplines ranging from the molecular level to society level, and its graduates, research and inventions contribute to the future health and welfare of both humans and animals.

HEALTH works with understanding illness and disease, prevention, health promotion, health innovation, diagnostics and treatment, and plays a crucial role in addressing some of the biggest challenges facing society. This is made possible by the unique nature of the close links between

² UNIK is short for *Universitetsforskningens Investeringskapital* (University Research Investment Capital), which allocates funding to projects that enhance university research.

³ Ranked no. 24 in the world (Life Science and Medicine, QS World University Ranking, January 2016).



theory in the research units and practice and development in the hospitals with which the faculty has links.

HEALTH's study programmes range from classic ones that provide graduates with professional qualifications in the health and medical sciences, veterinary science and pharmaceutical science to biomedical, research-intensive master's programmes, to programmes in public health and global health, as well as in medical technology and IT. All of the study programmes are embedded at faculty level. The majority of them requisition teaching from multiple departments and sometimes multiple research centres.

HEALTH trains graduates and PhDs for a wide range of jobs, ranging from within the national health service to the private sector. The faculty works closely with the business community on research and innovation, and approximately half of its revenue stems from external funding.

HEALTH is spread over seven different locations in Copenhagen City, Frederiksberg and Taastrup. The majority of the programme administration is undertaken by Faculty Administration. The Mærsk Building and Pharma Science Building open in 2016, offering staff and students state-of-the-art facilities to conduct research into the health sciences.

HEALTH has a number of departments (see Appendix 78 link A), and research centres (see Appendix 78 link B), the School of Oral Health Care and a faculty administration unit that deals with most of the administrative work in the field of education. HEALTH is involved in inter-faculty and inter-institutional projects as both the main and co-provider of study programmes.

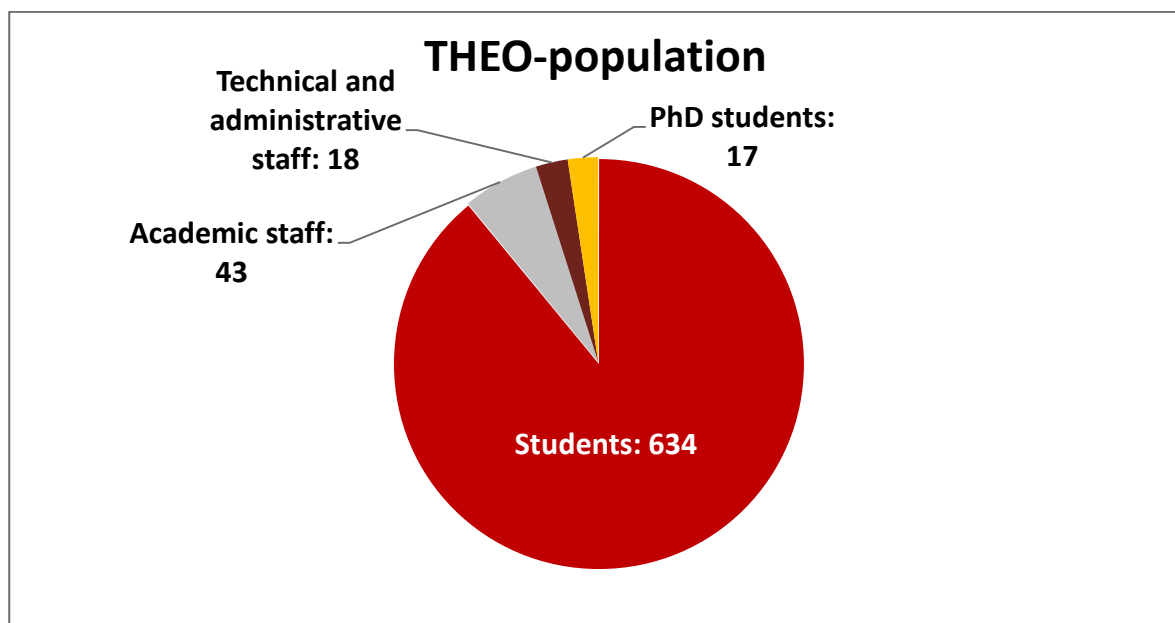
Copenhagen University Hospital (KUH) serves as the organisational framework for collaboration between the Capital Region of Denmark, Region Zealand and HEALTH. 180 doctors employed at hospitals in the two regions are also clinical professors in HEALTH. They have the overall academic responsibility for the clinical parts of study programmes run in the hospitals. Medicine is the HEALTH study programme with the biggest clinical component. The clinical professors also work on health science research with more than 500 PhD students. 500 doctors are also employed as clinical associate professors.

HEALTH runs a dental clinic and two veterinary hospitals and the treatment of patients is a large and important part of the study programmes. The Department of Odontology (School of Dentistry) runs a large clinic that provides treatment (on application) for about 9,000 patients a year. The University Hospital for Companion Animals, part of the Department of Veterinary Clinical and Animal Sciences, treats approx. 22,000 animals a year. The Large Animal Teaching Hospital, which is part of the Department of Large Animal Sciences, treats about 4,000 animals a year.

The School of Oral Health Care (see Appendix 78 link C), is a part of HEALTH and differs from other faculty units by being a professional and vocational school. SKT trains dental hygienists and dental assistants and runs continuing education courses and higher education courses in odontological practice.

THEO

Figure 9. THEO-population in numbers as of 1 October 2015



THEO runs four study programmes. The bachelor's and master's programmes in theology have their roots in classic theological research, which studies Christianity in its historical and contemporary forms. The master's programme Religious Roots of Europe is based on research developed in conjunction with theology that deals with Christianity, Judaism and Islam in their formative periods. The master's programme in African Studies is based on research into the culture, religions, social conditions and development of the continent. The study programmes and research in the faculty are closely interrelated.

THEO mainly conducts basic international research, even when the topics relate to national conditions for historical reasons (see Appendix 79 link A). The faculty has housed four centres funded by the Danish National Research Foundation over the years. One ongoing research project is funded by the European Research Council, ERC.

THEO, which is the oldest UCPH faculty (see Appendix 79 link B), is run as a single unit, i.e. without departments. The faculty comprises four academic units, i.e. three theology sections and a study centre. The research and study programmes are embedded in these units, and so are the five research centres. The Faculty Administration, which also includes the library and a communications department, is responsible for all of the operating, service and staff functions, including programme administration. The organisational structure ensures that the management and administration never feels distant from the academic work.

From 2017, THEO will be housed in new premises on South Campus with better classrooms, a good study environment – including around-the-clock access to study spaces – library facilities and plenty of opportunities for informal interaction between academic staff and students.





Criterion I: Quality-assurance policy and strategy

Criterion I.1

The institution has a formally-adopted quality-assurance policy and strategy for strengthening and developing quality and relevance of the programmes and the local provision of programmes on an ongoing basis. The institution's quality-assurance policy and strategy must be publicly available and must:

- **establish concrete, ambitious objectives for overall quality assurance and development at the institution,**

Criterion I.1 describes the various elements of the UCPH quality-assurance system, as well as the requirements placed on the faculties when implementing it.

The foundations that underpin the day-to-day activities at UCPH are defined in *The Core Values of the University of Copenhagen*: "UCPH contributes to development and growth in society through three inseparable activities: research, education and the exchange of knowledge. The University is unique in its academic diversity and continuously establishes new patterns for interdisciplinary work. Issues are perceived in broad academic and historical contexts" (see Appendix 5).

The day-to-day activities of UCPH are regulated by the University Act, the *Statutes of the University of Copenhagen* (see Appendix 4) and the University's development contract with the Ministry (see Appendix 73 links A1 and A2).

The UCPH quality-assurance system

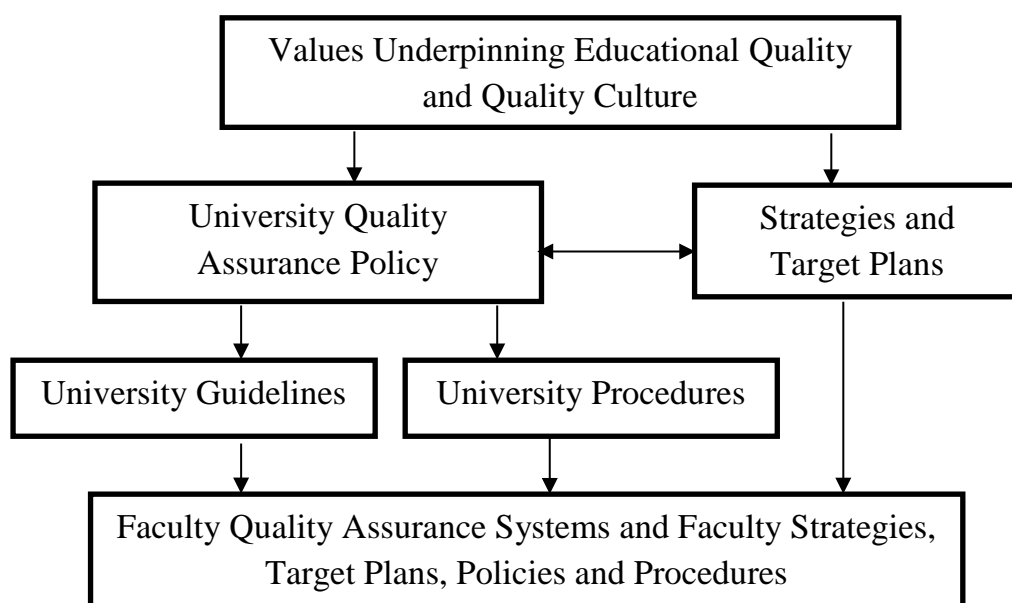
UCPH has a University-wide quality-assurance system which is implemented by the faculties. The system is based on coherent and holistic thinking about quality and clearly defined management responsibilities. According to Section 35 of the Statutes of the University of Copenhagen, the faculties are responsible for study programmes. As such, it is their responsibility to develop faculty systems for quality assurance under the umbrella of the principles and structure laid down in the University-wide system.

The University-wide system takes its cue from the basic elements of *The Core Values of the University of Copenhagen*, (see above). (The governance structure for the quality assurance of study programmes is described in Criterion II.)

UCPH's quality-assurance system is made up of a series of documents that are hierarchically structured in relation to each other. *Values underpinning the quality of education and the quality culture at the University of Copenhagen* (see Appendix 6) specifies and expands on the University of Copenhagen's core values in relation to education, and sets the overall framework for the entire quality-assurance system. *Policy for quality assurance of study programmes at the University of Copenhagen* (see Appendix 7) sets the framework for daily quality-assurance activities at UCPH, and supports the implementation and realisation of UCPH's strategies and target plans. Strategies

and target plans may affect the focus of the quality assurance policy over time. The objective of increasing the weekly number of teaching hours on bachelor's programmes is an example of this; it was originally a strategic goal, but has become a permanent element of quality-assurance policy. As illustrated below, the faculties refer to the UCPH system when drawing up local quality-assurance systems and associated strategies, target plans, policies and procedures.

Figure 10. The quality-assurance system at the University of Copenhagen



Values underpinning the quality of education and the quality culture at the University of Copenhagen defines what characterises and indicates good quality in education, and how this is supported by an active quality culture.

Study programmes at UCPH are:

- Research-based. Academic staff who are actively involved in research organise the study programmes and teach on them.
- Inspiring. The study programmes are based in an active learning environment that focuses on interaction between academic staff and students.
- Challenging. Students are guaranteed a challenging working week throughout their course of study.
- Relevant. Graduates have the qualifications and competences that society needs.
- Quality-assured. Management is responsible for the ongoing development of the study programmes, and involves the students and academic staff in the process.
- Well-organised. The study programmes are designed to ensure coherence and progression, and that the teaching methods and forms of examination are up-to-date and relevant.

The University of Copenhagen quality-assurance policy

Policy for quality assurance of study programmes at the University of Copenhagen (see Appendix 7) is based on Standards and Guidelines for Quality Assurance in the European Higher Education



Area and forms the basis for *Values underpinning the quality of education and the quality culture at the University of Copenhagen*.

The University policy sets the overall requirements for the content of faculty quality-assurance systems. The faculties must:

- Monitor key parameters for the quality of study programmes.
- Describe the organisation of and management responsibility for the quality assurance of their study programmes.
- Describe the frequency of each activity, who is responsible for implementation and follow-up, and whether any other parties are involved.

The University quality-assurance policy also determines which quality-assurance activities are included in UCPH's ongoing efforts to develop and ensure the quality of study programmes, i.e. what procedures the faculties have to implement and any special requirements placed on these procedures. UCPH stipulates requirements for the content of procedures, but not the methods adopted.

The UCPH *guidelines* are designed to ensure that the key quality-assurance activities in the various faculties are of a nature that is comparable with the other faculties. For example, *Guidelines for programme evaluations* stipulates elements that should always be included in the faculties' programme evaluations, including areas in which the faculties must set quantifiable quality standards and the requirements for reporting procedures. UCPH has University-wide guidelines for:

- Course Evaluations (see Appendix 8)
- Programme Reports (see Appendix 9)
- Programme Evaluations (see Appendix 10)
- Student Counselling and career Guidance (see Appendix 11)
- Introductory Activities (see Appendix 12)
- The Teaching and Learning in Higher Education programme (see Appendix 13)
- Teaching Portfolios when Appointing Academic Staff (see Appendix 14)
- Faculty Reports concerning Quality Assurance (see Appendix 15)

UCPH also has University-wide guidelines for faculty policies on permanent/part-time academic staff (see Appendix 16).

University procedures includes three approval procedures for quality-assurance work by the faculties, and two procedures for quality-assurance activities. Both the content and method are the same for all faculties:

- Approval of New Study Programmes (see Appendix 17)
- Approval of Closing Study Programmes (see Appendix 18)
- Approval of and Follow-up on the Faculties' Quality Assurance Reports (see Appendix 19)
- Graduate Surveys (see Appendix 20)
- Entering Into and Ending Erasmus Agreements (see Appendix 21)

The development of new study programmes and closure of existing ones is devolved to the faculties, but final decisions on these matters are made by the Rector.

As per the University-wide quality-assurance policy, the faculties submit annual reports about all of their quality-assurance work to the Rector for approval. The University procedures describe how the approval process works.

Graduate surveys are conducted at University level. The procedure describes when and how often graduates are invited to participate in a graduate survey, how data is acquired, stored and shared with the faculties, and who is responsible for conducting the survey and the follow-up work.

Analysis of the results and follow-up on graduate surveys is, however, a faculty responsibility and one of the fixed elements of their programme evaluations.

Erasmus agreements are entered into and ended at University level according to a set procedure.

The nature and structure of the faculties' quality-assurance systems reflects the UCPH quality-assurance policy. In addition to this, some faculties have opted to draw up supplementary quality-assurance policies or vision statements specific to their circumstances.

The University of Copenhagen Strategy

The current UCPH strategy, *2016 – Strategy for the University of Copenhagen* (see Appendix 22), which has been approved by the University Board, sets out the framework and direction for the ongoing development of the University as a whole. The strategy has resulted in a number of strategic initiatives and a strategic target plan covering education, research, communication and links to the world of business and industry. The three-year development contract with the Ministry of Higher Education and Science also defines development goals for UCPH. The development goals and strategic objectives for 2012–2014 have been incorporated into a single target plan (see Appendix 23). The University Board approves the UCPH target plan.

Strategy 2016 originally covered the four-year period 2013–2016 but has been extended to cover 2017, and therefore the period covered by the latest UCPH development contract with the Ministry, which runs from 2015 until 2017. UCPH's strategic objectives for 2012–2014 were extended to cover 2015. In April 2016, the Board will decide on targets for UCPH for 2016–2017.

The main focus of Strategy 2016 is on continuing to improve study programmes, and this is reflected in these specific goals:

- *“Reinforce the link between research and education as described in the project “Education at its Best”⁴ and make this link clear at course level. The University’s many research centres and research areas will make an active contribution to teaching and supervision so that students encounter the most outstanding research and the most eminent researchers in an even wider range of subject areas.*
- *Ensure that all study programmes offer sufficient, relevant teaching and supervision so that all of our students are able to achieve deep academic insight. The University will work to ensure that each student’s week is full of challenges that are relevant and structured, also when such activities do not involve class instruction and/or lectures.*

⁴ (See Appendix 73 link B)

- *Enable students to individually tailor their education by improving administrative processes, including the establishment of a transparent internal market for courses.*
- *Ensure all programmes are endowed with an international dimension, such as an option to study abroad.*
- *Improve student mobility, increase the number of external partnerships for students, and remove internal academic and administrative barriers to such mobility. One of the ways in which this will be achieved is by reinforcing the students' relationships with external parties, for example when they are writing theses or attending career fairs and other events at which new research partnerships can be established.*
- *Place greater emphasis on documented teaching and communication competences when appointing academic staff, without compromising on research qualifications.*
- *Develop the quality of education by ensuring that didactics, types of instruction and other parameters support the students' learning experience. The didactic efforts to develop new forms of instruction and, for example devise more project-oriented teaching, will be brought together and better co-ordinated."*

The objectives outlined in Strategy 2016 have resulted in a number of projects designed to continue to enhance the quality and relevance of the study programmes. As far as the priority of making study programmes even better is concerned, UCPH is focusing on both the form and content of the teaching and the organisation and structure of the programmes. The most important of these projects during the period covered by the current strategy are described below.

- “Better study programmes” is about enhancing lecturers’ pedagogic/didactic competencies and reinforcing the links between research and education. The intention is to ensure that teaching is research-based and well-designed from a pedagogic/didactic perspective, and that students gain the qualifications and competencies required by the labour market. UCPH has earmarked DKK 26 million for strategic work on pedagogy and didactics 2013–2017 (see Appendix 73 link C):
 - Teaching portfolio
 - Pedagogic competence profile
 - Development of practical pedagogic skills
 - A better first year at UCPH
 - Development of heads of studies
 - Peer coaching
- UCPH has also earmarked DKK 66 million for study programme initiatives in the period 2013–2016 (see Appendix 73 link D):
 - Research-based education (Appendix 73 link E)
 - Innovation & entrepreneurship (Appendix 73 link F)
 - Internationalisation and language skills (Appendix 73 link G)
 - Interdisciplinary and cross-faculty education (Appendix 73 link H)
 - UCPH Summer programme (Appendix 73 link I)
 - Online & Blended Learning (Appendix 73 link J)
- “Even better study programmes” is also about supporting students via structural initiatives that help them plan and complete their programme on time. As of academic year 2014–2015, UCPH



provides a minimum of 12 hours of teaching per week during each semester on all bachelor's programmes, as per UK target 1.1 in the 2012–2014 target plan (see Appendix 23). A semester lasts 14 weeks.

As an extension of 2016 – *Strategy for the University of Copenhagen* (see Appendix 22), UCPH launched a five-point plan in spring 2014 to step up efforts to improve the quality of study programmes (see Appendix 24). The five-point plan stipulates that as of academic year 2017–2018, UCPH will provide a minimum of eight teaching hours per week in both semesters of the first year of all master's programmes. A semester lasts 14 weeks.

- UCPH publishes curricula for all programmes, as per UK target 1.2 in the 2012–2014 target plan (Appendix 23). UCPH ensures that there are mobility windows in all curricula, as per the five-point plan. The total range of courses available at UCPH is published on 1 May every year for a minimum of one full academic year at a time, as per the five-point plan. Together, these administrative initiatives help students to plan and complete their study programmes on time, which will improve study progression and completion times, as per UK targets 6.1 and 6.2 in the 2012–2014 target plan.

The faculties have also drawn up their own strategies based on Strategy 2016. These faculty strategies underpin Strategy 2016 but may also have their own focus areas⁵.

Criterion I.2

The institution has a formally-adopted quality-assurance policy and strategy for strengthening and developing quality and relevance of the programmes and the local provision of programmes on an ongoing basis. The institution's quality-assurance policy and strategy must be publicly available and must:

- **describe the processes and procedures that will help to achieve the established goals and detect and handle relevant problems and challenges on an ongoing basis,**

Criterion I.2 describes reporting and follow-up procedures for the UCPH target plan and quality-assurance work, as well as how the faculties have implemented their quality-assurance systems.

UCPH has two fixed overall processes for monitoring whether targets have been reached and for following up on any issues or challenges identified: Reporting back on the target plan and the annual faculty reports on their quality-assurance work.

⁵ Links to faculty strategies:

HUM: Appendix 74 link B. **LAW:** Appendix 75 link D. **SOC.SCI.:** Appendix 76 link C.

SCIENCE: Appendix 77 link C. **HEALTH:** Appendix 78 link D. **THEO:** Appendix 79 link C1 and C2.



Reporting on the quality assurance of study programmes

Each faculty submits an annual aggregate report on its quality-assurance work to the Rector. *Guidelines for Faculty Reports to the Rector Concerning Quality Assurance* (see Appendix 15) stipulates the content requirements and the minimum elements to be included annually, every three years and every six years. The procedures are described below.

Programme reports

The faculties draw up annual programme reports for all study programmes. The requirements for programme reports are stipulated in *Guidelines for Annual Programme Reports at the University of Copenhagen* (see Appendix 9). Each faculty has drawn up a procedure for annual programme reports based on the guidelines. Appendices 25–33 consist of the faculty procedures and an example of a programme report. Programme reports are described in greater detail in Criterion IV.6 page 109.

Programme evaluations

Each faculty evaluates its study programmes at least every six years. The requirements for this are stipulated in *Guidelines for Programme Evaluations at the University of Copenhagen* (see Appendix 10). Each faculty has drawn up a procedure for programme evaluations based on the guidelines. Appendices 34–42 consist of the faculty procedures and an example of a programme evaluation. Programme evaluations are described in greater details in Criterion IV.6 page 109.

Reporting to the Rector

The annual faculty reports to the Rector are based on the annual programme reports and on the programme evaluations. Reports on the quality assurance of study programmes must be approved by the dean of the faculty before they are submitted to the Rector. The 2015 reports are included in Appendix 43.

At least every third year, the faculty reports to the Rector are extended to include an evaluation of the quality of introductory activities, student counselling and career guidance, internationalisation and pedagogic and academic skills development. The faculty submits a report for each of the elements for the whole period, i.e. if the faculty adopts a three-year cycle, the report covers a period of three years⁶. The activities mentioned generally apply to all of the faculty's study programmes, not just one of them. Other faculty initiatives, e.g. internationalisation activities, tend to run over several years, so annual evaluations would not always be particularly useful.

The University quality-assurance policy stipulates that the faculties must draw up quantifiable quality standards for a number of parameters. These standards must at least meet the specific objectives stipulated in University and faculty strategies and target plans. The guidelines require that faculties publish the standards on their homepages.

⁶ Introductory activities and internationalisation are also covered in the programme evaluations conducted every six years, as per *Guidelines for Programme Evaluations at the University of Copenhagen* (see Appendix 10).



Follow-up on reports to the Rector

The Rector's approval process is described in *University Procedure for Approval of and Follow-up on the Faculties' Quality Assurance Reports* (see Appendix 19). University Education Services, which is part of Central Administration, studies the reports and follows up on any ambiguities before they are submitted to the Rector for approval. If a faculty report indicates that its quality-assurance work does not comply with the University guidelines, or that activities have not had the desired effect, the Rector may approve the report but include comments for follow-up work. The Rector then tells the faculty what to follow-up on and report back on the following year. Appendix 44 contains the Rector's follow-up letters for 2015. The Rector may also stipulate follow-up points for the whole University. Appendix 45 contains these University-wide points for 2015.

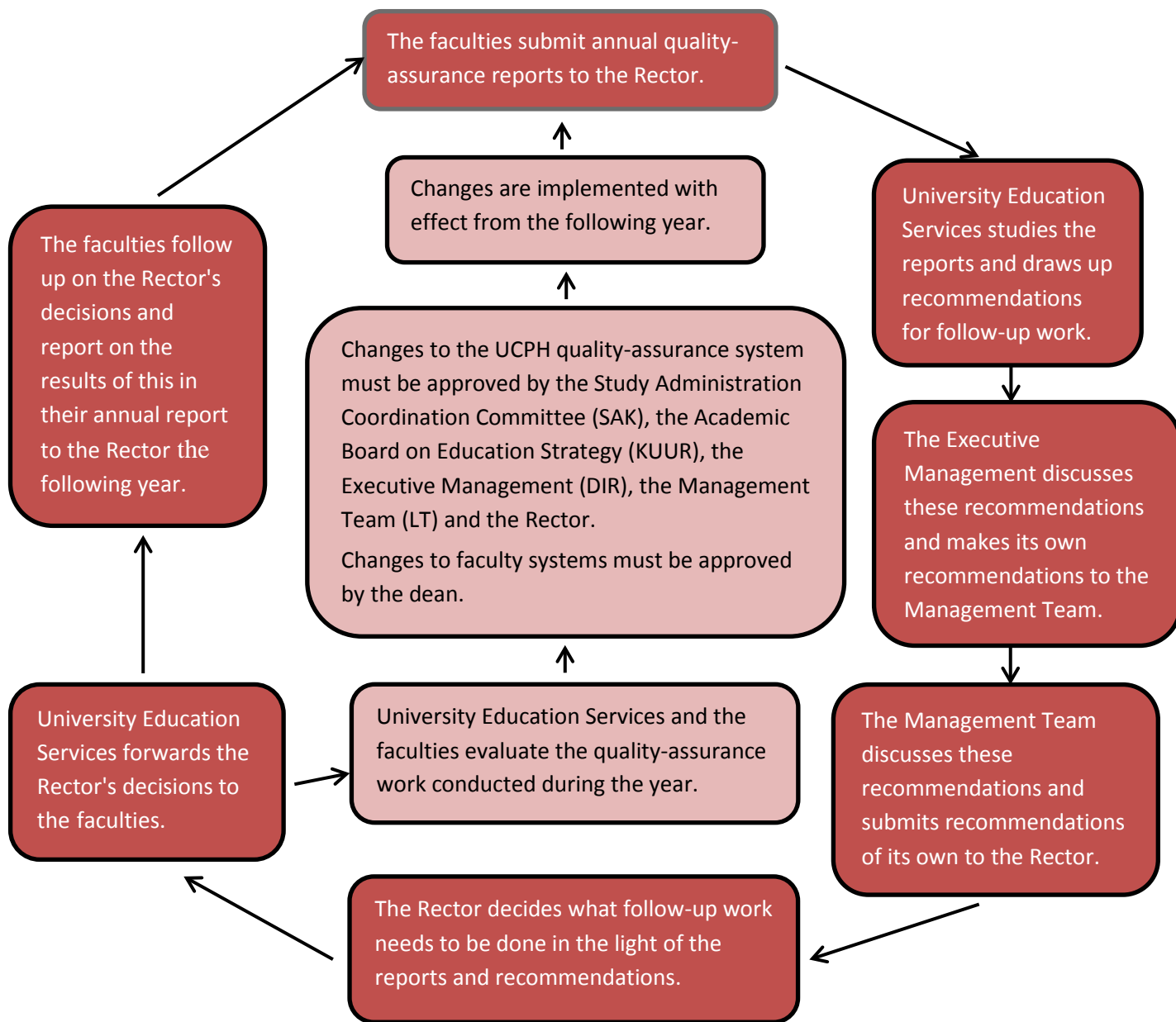
The Rector is responsible for ensuring that UCPH meets the requirements stipulated in its own quality-assurance system. The deans are responsible for ensuring that their faculties meet the requirements stipulated in their own quality-assurance systems. The deans have the option of delegating this responsibility.

Evaluation of the quality-assurance system

UCPH wants its quality-assurance system to be effective and develops it on an ongoing basis. After each quality-assurance cycle, the work for the year is evaluated at both University and faculty level. One of the reasons for this is to develop and optimise the system so that it copes with current challenges (see Figure 11).



Figure 11. Evaluation of the quality-assurance system



US: University Education Services, part of Central Administration

SAK: Study Administration Co-ordination Committee

KUUR: Academic Board on Education Strategy

DIR: The UCPH Executive Management

LT: The UCPH Management Team

The roles and responsibilities of SAK, KUUR, DIR and LT in the UCPH quality-assurance system are described in more detail on page 40.



Reporting back on the UCPH strategy

As mentioned under Criterion I.1 on page 21, the UCPH target plan includes both the objectives stipulated in the development contract with the Ministry of Higher Education and Science and the University's own strategic objectives.

The faculties draw up their own target plans, which underpin the objectives of the UCPH target plan. The faculty target plans act as sub-contracts with the Rector, in which the faculties commit to playing their part in ensuring that UCPH meets the targets in the University target plan. The faculties submit annual reports to the Rector on their sub-targets, including descriptions of the activities designed to contribute to positive results. The faculties also present oral progress reports to the Rector at the mid-way point. If a faculty fails to meet its sub-targets, the dean must explain the reasons to the Rector and outline plans to ensure that all of its sub-targets are achieved in the future.

The Board discusses and approves the UCPH Annual Report, which contains a report on the overall target plan, before it is sent to the Ministry. The annual report is the method by which the University reports back to the Ministry on its development contract. Appendices 46 and 47 consist of the UCPH reports on the overall target plan for 2014 and 2015.

The Rector is responsible for ensuring that UCPH lives up to the terms of the development contract. The deans are responsible for ensuring that the faculties live up to their own target plans.

Cohesion between values, strategy and quality-assurance policy

One place where the cohesion between core values, strategy and quality-assurance policy is seen is in the results of strategic work to enhance pedagogy and didactics, as per Criterion I.1 page 21. This is regularly monitored via course evaluations, which evaluate both the academic and the pedagogic/didactic aspects of the teaching. The pedagogic skills development of academic staff is also included in the quality-assurance report to the Rector at least every third year.

Graduate surveys provide an opportunity for alumni to assess the quality of their education in terms of the structure and content of the study programmes, as well as the relevance of the programmes in relation to the qualifications and skills in demand in the labour market. The graduate surveys are, therefore, an important source of input used to ensure that UCPH always offers study programmes that are relevant to society's needs (see *Values underpinning the quality of education and the quality culture at the University of Copenhagen*, Appendix 6).

The relevance of the study programmes is also reflected in graduate employment rates. Graduate surveys and unemployment statistics are fixed elements in the faculties' annual programme reports and evaluations, and serve as a means by which UCPH systematically monitors the relevance of its study programmes to society. Graduate surveys are discussed in Criterion V.1 page 118.

On the one hand, the annual faculty reports on the quality- assurance system are, therefore, used to monitor the quality of the University's programmes on a regular basis because the reports provide an opportunity for the faculties to address local challenges they would like addressed at University level. On the other hand, the reports provide knowledge about trends that transcend the faculties and



development potential capable of contributing to UCPH's ongoing strategic work to develop and improve UCPH study programmes.

Faculty quality-assurance systems

The quality-assurance policies, systems and guidelines adopted by the faculties are based on the University-wide system but implemented locally. It is a general requirement that faculties have a distinct quality organisation responsible for implementing and following-up on the procedures and setting quantifiable standards for all key parameters. *Values underpinning the quality of education and the quality culture at the University of Copenhagen* and *Policy for quality assurance of study programmes at the University of Copenhagen* apply to all faculties. In addition to this, some faculties have opted to draw up supplementary quality-assurance policies.

All faculties have their own strategies. These underpin the University strategy, but the faculties are entitled to add strategic objectives of their own. As mentioned on page 29, the faculties draw up their own target plans. These faculty plans include sub-targets that relate to meeting the targets set in the UCPH plan. The faculties are, however, also entitled to include specific targets related to their own strategic focus areas. The faculties report to the Rector on their sub-targets under the University target plan, but progress on faculty-specific strategic objectives is only reported internally to the dean. The dean is responsible for ensuring that the faculty's target plan underpins the UCPH target plan and the faculty's own targets.

The faculties define quality standards that support the current strategies. The dean and faculty management conduct an annual review of these standards to ensure that the day-to-day work on quality assurance is consistent with the faculty goals. This annual monitoring of standards ensures that the University has ambitious yet realistic quality standards.

The deans have overall responsibility for the quality assurance of study programmes in the faculties, as per Section 35 of the Statutes of the University of Copenhagen (see Appendix 4).

The quality-assurance system in HUM

The quality-assurance system in HUM consists of a strategy (see Appendix 74 link B), a quality-assurance policy (see Appendix 74 link C) and a series of procedures describing who is responsible for specific activities. The HUM strategy is based on *2016 – Strategy for the University of Copenhagen* (see Appendix 22), and adapted to specific challenges and opportunities relevant to the humanities. The current strategy focuses on activities that enhance the quality of the core activities, make financial sense and improve the well-being of students and staff.

HUM has supplemented its strategy with a series of visions (see appendix 74 link D) to improve the faculty's position as a provider of strong, research-based study programmes in a wide range of humanities disciplines by continuing to develop an inspiring, open and innovative study and research environment.

In addition to annual programme reports for the approx. 120 programmes, HUM conducts annual programme evaluations of approx. 20 programmes. This provides a platform for sharing experience, ideas and initiatives among the many different study programmes.



HUM has many small programmes with only a small number of students, which can lead to big swings (in percentage terms) in the key data from year to year, especially concerning the dropout and completion rates. As a result, failure to live up to quality standards will not necessarily automatically lead to changes being made to a particular programme. Instead, the programme reports and key figures from the previous year will be reviewed as well, to ascertain whether a trend is emerging. If deemed necessary, the dean may subject the study programme to closer monitoring, call for action plans/initiatives or, ultimately, recommend closure of the programme. The quantifiable quality standards set for HUM are stipulated in its procedures.

The quality-assurance system in LAW

The quality-assurance system in LAW consists of a strategy (see Appendix 75 link D), a quality-assurance policy (see Appendix 75 link E) and a range of procedures. LAW has a clear and unambiguous management structure in relation to the field of education (see Appendix 75 link F).

Developing existing programmes plays a key role in the ongoing, systematic quality-assurance work, and in the faculty's strategy and target plan. The dean has delegated responsibility for developing proposals for the development of the field of education in LAW, including launching new initiatives and following up on them, to the associate dean for education.

LAW updates a range of key data in the field of education twice a year (see Appendix 75 link G). The associate dean for education is responsible for following up on any quantifiable standards not met. The table *Management Information in the field of education* (see Appendix 75 link H) provides an overview of the information that the faculty collects continuously and systematically, how often this takes place, as well as which evaluations it undertakes. The table describes why information is collected and evaluated, who is responsible for doing so and when and how the faculty follows up on it.

The study boards and heads of studies routinely monitor the quality and relevance of LAW's study programmes based on quantitative and qualitative material. The study board conducts an annual review of the programme reports and programme evaluations. The associate dean of education and head of studies then study the review before submitting it to the dean for final approval. Before the dean is able to submit the report to the rector, the head of studies must explain any deviations from faculty standards and draw up follow-up plans (see Appendix 75 link I).

The quality-assurance system in SOC.SCI.

The quality-assurance system in SOC.SCI consists of a strategy (see Appendix 76 link C) and a series of procedures. The quality-assurance system is based on a clear allocation of responsibilities (see Appendix 76 link D).

SOC.SCI has set a number of quantifiable standards for the field of education (see Appendix 76 link E). They are based on *Policy for quality assurance of study programmes at the University of Copenhagen*, the faculty strategy and the UCPH target plan. The quantifiable standards are set by the dean and associate dean for education, and discussed with heads of studies and heads of department. Heads of department, heads of studies and study boards have joint responsibility for ensuring that their study programmes live up to the standards.



The programmes are monitored systematically by means of annual programme reports and evaluations and the reports to the Rector, as well as via key study data and other similar forms of reports and surveys. The follow up on reporting to the Rector includes an annual review of the quantifiable standards and revision of them if deemed necessary so that they support and supplement the overall objectives.

The work done on the faculty strategy and the UCPH target plan is incorporated into the thinking about annual action plans, called focus areas (see Appendix 76 link F), which are used as a management tool to monitor progress on both the strategy and the target plan.

Faculty management is responsible for individual projects and priority areas. Heads of department are responsible for ensuring that their own departments contribute to the focus areas and meet targets. The dean has overall responsibility for the targets being met.

The progress made by the various projects and priority areas is discussed regularly at board meetings. The faculty management makes annual visits to the departments and meets with the head of department and head(s) of studies. At these meetings, the head of department provides a progress report regarding the various projects and targets, and agreement is reached on future targets and initiatives.

The quality-assurance system in SCIENCE

The quality-assurance system in SCIENCE consists of a sub-strategy for the field of education (see Appendix 77 link C) as well as a series of procedures.

The dean has formally delegated responsibility for the field of education to the associate dean for education. Organisation and the division of responsibilities for quality assurance of study programmes is described in brief in the document *Organisation and division of responsibility* (see Appendix 77 link D).

SCIENCE has fixed, quantifiable standards for quality (see Appendix 77 link E) based on the quality-assurance policy, the sub-strategy for the field of education and the target plan. SCIENCE has opted for a larger number of quantifiable standards than required by the UCPH quality-assurance policy. Due to its focus on reducing completion times, the faculty has added extra quantifiable standards for average study time and ECTS credits per student.

The head of studies is responsible for describing the follow-up work and results of the initiatives in the next programme report. This allows both the associate dean for education and the dean to keep themselves informed of progress since the last programme report and evaluate the effect of the initiatives. Major challenges that cannot be dealt within a single academic year are divided up into annual sub-targets, so that the head of studies, associate dean for education and dean are in a position to monitor progress.

The faculty secretariat is responsible for the specific follow-up processes for strategies and sub-contracts/target plans. The associate dean for education has overall responsibility for ensuring cohesion between strategy, target plan and ongoing quality-assurance work.



The quality-assurance system in HEALTH

The quality-assurance system in HEALTH consists of a strategy (see Appendix 78 link D), a quality-assurance policy (see Appendix 78 link E) and a series of procedures. HEALTH's quality-assurance work is based on a clear allocation of responsibilities. The responsibilities are detailed in the descriptions of functions for a number of key players (see Appendix 78 links F1–F7). The quality-assurance policy in HEALTH describes the faculty's interpretation of the concept of quality and learning quality, as well as objectives for research-based study programmes.

The quality-assurance policy has resulted in a series of procedures, guidelines and descriptions of functions. The descriptions of functions and procedures clearly outline which roles and responsibilities are held by the various individuals, committees and boards in the faculty. Quality assurance is planned according to the annual cycle for the individual procedures.

HEALTH's objectives for education and research are stipulated in the faculty's strategy and target plan. The faculty has set a number of quantifiable standards for the quality of education (see Appendix 78 link G), which are based on quality-assurance policy, the strategy and the target plan. The standards set a series of ambitious and tangible targets for the faculty's study programmes. The standards are set at faculty level by the dean after consultation with the heads of studies, heads of department, study boards and the Academic Council.

The heads of studies draw up annual programme reports and evaluations as part of an ongoing dialogue with the study boards. If a study programme fails to live up to the standard, the study board assesses whether there is a need for corrective action, including further analyses to identify the root of the problem. Decisions regarding corrective action must be described in the programme report and programme evaluation. The associate dean for education discusses the latest programme reports and evaluations with heads of studies at an annual management performance and development review (LUS).

HEALTH's strategy, *Knowledge for Health* (see Appendix 78 link D) builds on *2016 – Strategy for the University of Copenhagen* (see Appendix 22). The strategy contains goals under four headings: education, research, frameworks and society, and these are reflected in a series of action plans. The faculty also makes its own contribution to the UCPH target plan. The dean is responsible for following up on the target plan and ensuring that it is incorporated into the faculty's own strategy. Progress reports and follow-up on the strategy and target plan are discussed at annual meetings of the faculty management team (FLT).

The dean has delegated responsibility for monitoring and following up on the development of the faculty's quality assurance in the field of education to the associate dean for education, who consults the 'Theme Group' on such matters. The Theme Group was set up by the associate dean for education, so that the associate dean, the faculty's head of education⁷ and the chairs of the five educational councils can discuss initiating and following up on concrete strategic activities, and ensuring cohesion between strategy, target plan and quality assurance. The Theme Group meets monthly and discusses elements of the HEALTH quality-assurance system.

⁷ In HEALTH, a head of education is a director of studies



The quality-assurance system in THEO

The quality-assurance system in THEO consists of a development plan (see Appendix 79 links C1–C2), a quality-assurance policy (see Appendix 79 link D) and a series of procedures and descriptions. The dean has delegated day-to-day responsibility for the quality assurance of study programmes to the head of studies. The head of studies is, therefore, responsible for developing and adapting the quality-assurance system, and for the ongoing monitoring of the study programmes (see Appendix 79 link E).

The faculty has set a number of quantifiable quality standards, which have been approved by the dean (see Appendix 79 link F). The head of studies draws up annual programme reports and programme evaluations, including action plans and follow-up plans if unacceptable deviations from the faculty standards are identified. Depending on the issue, the head of studies may set up a working group to pursue specific action plans and follow-up plans and timetables for them.

The head of studies routinely keeps the management group up to date on quality-assurance initiatives to ensure that faculty management, academic managers and the administration all know what is happening. The management group consists of the faculty management (dean, associate dean, head of studies⁸ and faculty director⁹), heads of sections and centres, head of study administration, faculty librarian and the chair of the research committee.

THEO's strategy is laid out in a development plan for 2012–2016 (see Appendix 79 link C1), with a supplement for 2014–2016 (see Appendix 79 link C2). The faculty development plan stipulates goals and initiatives for the field of education, and sets the direction for the development of the study programmes. The specific objectives for programme development are also formulated via University and faculty indicators in the UCPH target plan.

The development plan is drawn up by faculty management on the basis of the broad involvement of academic units, as well as discussion in the Academic Council, study board and the Collaboration Committee. Faculty management regularly follows up on the plan, including presentations twice a year to the management group, in which achievement of targets and corrective actions are discussed and adopted. The dean has overall responsibility for following up on the development plan. The head of studies is responsible for the ongoing monitoring of programme targets.

All of those involved in and responsible for the quality assurance of the study programmes are also involved in the process of drawing up the development plan and target plan, as well as the subsequent follow-up work. This ensures close and regular co-ordination of development targets and initiatives and quality assurance.

⁸ In THEO the functions of associate dean and head of studies are currently looked after by the same person.

⁹ In THEO the faculty director is the title used for the head of secretariat.



Criterion I.3

The institution has a formally-adopted quality-assurance policy and strategy for strengthening and developing quality and relevance of the programmes and the local provision of programmes on an ongoing basis. The institution's quality-assurance policy and strategy must be publicly available and must:

- **cover all of the higher-education programmes offered by the institution, irrespective of their placement and form of organisation and cover all areas of relevance for strengthening and developing the quality and relevance of programmes and local provision of programmes, cf. criteria III-V.**

The UCPH quality-assurance system covers all of the University's higher education programmes, regardless of type, location or method of organisation. UCPH offers many different types of higher education study programmes:

- Bachelor's programmes
- Professional bachelor's programmes
- Master's programmes
- Continuing education master's programmes
- Diploma programmes
- Academy programmes

The UCPH quality-assurance policy is implemented at faculty level. The faculties have the freedom to use different quality-assurance procedures for different parts of their study programmes, as long as they ensure that annual reports on all programmes are submitted to the dean.

The UCPH quality-assurance system applies to all higher education programmes¹⁰ run by UCPH. UCPH has partnerships with a number of other educational institutions at both national and international level (see Appendix 2 for an overview of study programmes at UCPH). Whenever a collaborative programme does not have its main base at UCPH, the University is only responsible for the quality assurance of those elements to which it contributes. Agreements on the quality assurance of collaborative programmes are stipulated in the agreement for the programme in question.

¹⁰The UCPH's quality-assurance system does not cover its two vocational education programmes, as these are considered to be youth education rather than higher education, and fall under the jurisdiction of the Ministry of Children, Education and Gender Equality. The vocational programmes are not covered by the Accreditation Order (see Appendix 3, the Accreditation Order). The two vocational education programmes are: the dental clinical assistant programme, which is based in HEALTH, and the farrier programme, for which HEALTH provides teaching on the main line of study.



All of the faculties follow the UCPH guidelines, which are implemented via faculty procedures that apply to all of the faculties' study programmes. Some programmes in SCIENCE and HEALTH follow special procedures, which are described below.

SCIENCE

SCIENCE runs a professional bachelor's programme in forest and landscape engineering, a parks diploma and an academy programme for outdoor education leaders. These programmes are based at the Department of Geosciences and Natural Resource Management (IGN). Quality assurance of these three programmes occurs at departmental level in order to ensure that the quality-assurance procedures are drawn up and administered close to the practical day-to-day running of the courses and are informed by their respective legislative frameworks. Quality-assurance procedures for the three programmes are as follows: Diploma of Technology in Park Engineering and Management (see Appendix 77 link F), Bachelor of Forest and Landscape Engineering (see Appendix 77 link G) and Academy Profession Degree of Outdoor Education in Theory and Practice (see Appendix 77 link H).

The head of department at IGN submits annual reports to the dean on the quality assurance of these three programmes. These reports are submitted on 1 September and relate to the quantifiable quality standards set by IGN.

HEALTH

The School of Oral Health Care (SKT) is part of HEALTH, but differs from other units in the faculty because it is a professional and vocational school. This means that SKT operates within different organisational and legal frameworks, and that certain parts of the programmes are organised and run differently than the other programmes in the faculty.

SKT runs a professional bachelor's programme in dental hygiene and an academy programme in dental practice¹¹. The head of school, heads of programme in SKT and the interdisciplinary quality co-ordinator are responsible for the quality of the study programmes. In a number of areas, special descriptions of procedures have been drawn up to describe those elements which differentiate SKT from the rest of HEALTH (see Appendix 78 links H1–H4). However, these are very similar to the procedures used by the rest of HEALTH.

¹¹ SKT also runs a dental assistant programme, which is a vocational programme.



Criterion II: Quality management and organisation

Criterion II.1

Quality assurance is anchored at management level and is organised and performed in such a way as to promote development and the maintenance of an inclusive quality culture that supports and furthers the quality and relevance of programmes.

Quality assurance must be performed in pursuance of the institution's quality-assurance policy and strategy and must:

- **include all management levels and relevant institutional levels and be based on a clear division of responsibility and labour,**

Criterion II.1 describes who is responsible for and who contributes to the quality assurance of study programmes at UCPH, and stresses the most important differences between the faculties in terms of how they organise this work. At UCPH, the Rector is responsible for the quality assurance of study programmes at University level, the deans at faculty level. Councils, boards and committees make regular and systematic contributions to the work.

Roles and responsibilities in quality-assurance work at UCPH

The *Statutes of the University of Copenhagen* (see Appendix 4) regulate all UCPH activities. The Board is the supreme authority at UCPH. The Board's role is to protect the University's interests as an educational and research institution, and to establish the guidelines for the University's organisation, long-term activities and development. The *Rules of procedure for the Board of the University of Copenhagen* (see Appendix 48) regulate the work of the Board. Note that the Board enters into a development contract with the Minister. The Board lays down the parameters for the Rector's day-to-day running of UCPH in its *Rector Instructions* (see Appendix 49). The Rector has overall responsibility for the quality assurance of study programmes. The Board's involvement in the quality of education is mainly at a strategic level. The Board approves the University's overall strategy and holds regular discussions about the work being done to translate the strategy into action. The Board has also approved and regularly discusses at its meetings the *Strategy for the study environment 2014–2016 – Road to better learning*. Read more about the strategy under Criterion IV.5 on page 106.

The nature of the division of responsibilities and work means that the Rector gives the Board an annual briefing on the status of the quality of education at UCPH (see Appendix 19). The Rector also briefs the Board about the establishment of new study programmes (see Appendix 17) and the closure of existing ones (see Appendix 18).

Section 22 (4) of the Statutes of the University of Copenhagen stipulates that the Rector “*lays down more detailed guidelines for documentation systems for evaluations and following up on them*”. In



terms of quality assurance, this means that the Rector is responsible for ensuring compliance with the UCPH quality-assurance system and that the system is improved as needed.

The Rector has delegated the day-to-day responsibility for the quality assurance of education and teaching to the deans, as per Section 35 (1) of the statutes: “*The Rector authorises the dean to manage the faculty and ensure constructive alignment between research, education and public-sector services. The dean is also responsible for the quality of study programmes, courses and public-sector services and the inter-disciplinary quality assurance of the faculty's programmes, research and public-sector services.*” This section of the statutes emphasises that the day-to-day responsibility for the study programmes has been delegated to the deans.

The Board adopts University-wide strategic initiatives in the field of study programmes following discussions in the UCPH management team (LT),¹² Executive Management (DIR)¹³ and the Academic Board on Education Strategy (KUUR).¹⁴

The UCPH quality-assurance system describes the frameworks for inter-faculty quality-assurance work. The Rector has overall responsibility for following up on the results of the faculties’ quality-assurance work and for the ongoing development of the quality-assurance system. The development of the quality-assurance system takes place under the auspices of LT, DIR, KUUR and the Study Administration Co-ordination Committee (SAK)¹⁵. SAK-QA¹⁶ advises SAK on questions regarding the development of the quality-assurance system. SAK-QA focuses on inter-faculty questions and identification of best practice with regard to the implementation of UCPH strategies and policies for quality assurance in the field of education.

The deans submit annual reports on the quality-assurance work to the Rector. These reports keep the Rector up to date with the faculties’ quality-assurance work and facilitate monitoring of the quality of education. The Executive Management and the deans discuss these reports in plenary sessions, after which the Rector makes decisions on matters that the deans must follow up on (see Criterion I.2 on page 26). The annual briefing of the Board on the status of the quality of education emphasises points that recur in the deans’ reports, as well as the Rector’s follow-up points.

The actual implementation of the quality-assurance work takes place in the academic environments and takes the form of interaction between the programme management, departmental management, study boards and study administration, as well as daily interaction between lecturers and students. The day-to-day work is devolved and reflects the faculties’ organisation, quality culture and traditions. The director for education supervises, on behalf of the Rector, the faculties’ implementation of the University-wide quality-assurance system.

¹² LT consists of the Rector, prorector for education, prorector for research and innovation, university director and the deans (see Appendix 73 link K).

¹³ DIR consists of the Rector, prorector for education, prorector for research and innovation and the University Director.

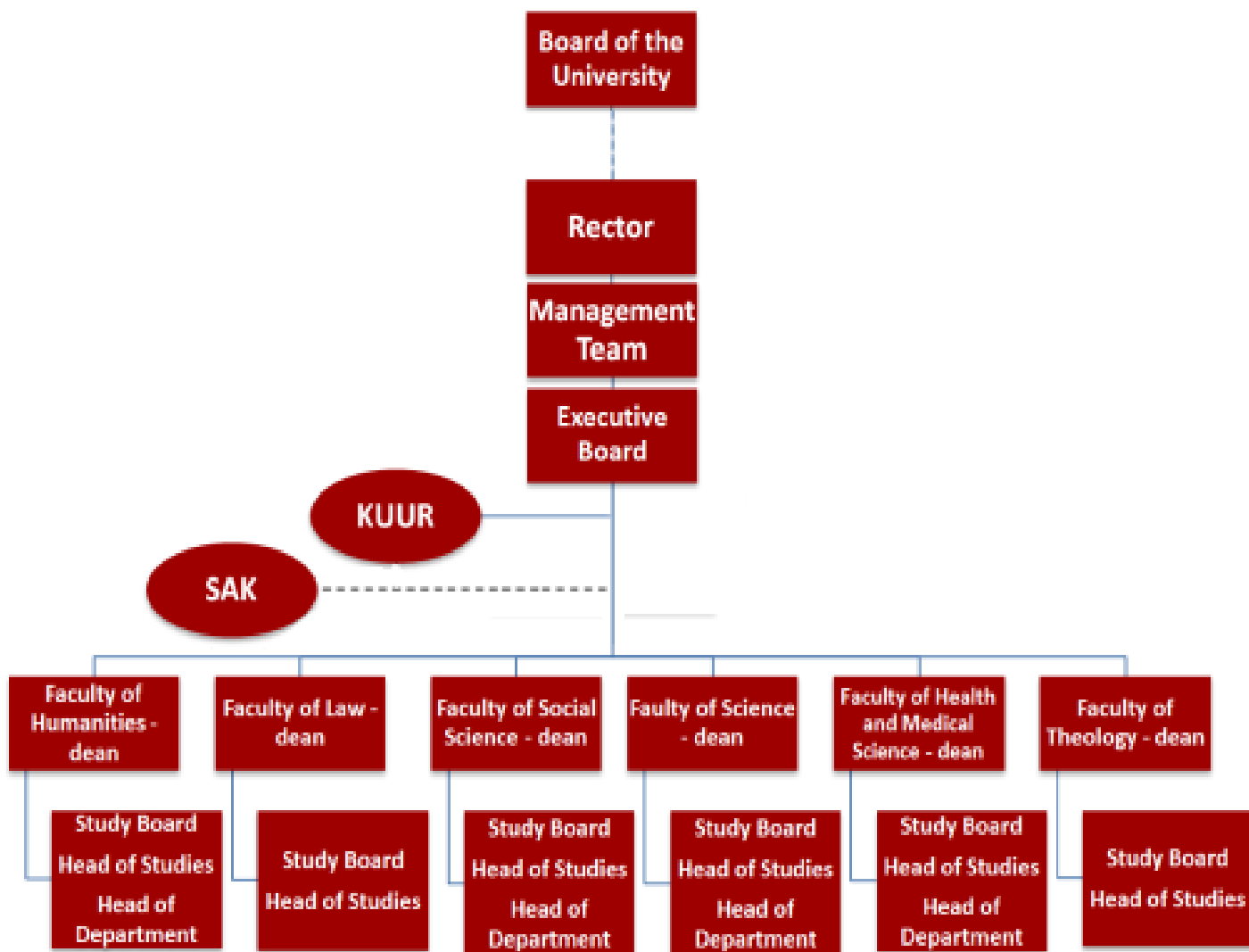
¹⁴ KUUR consists of the prorector for education, the director for education, the associate deans for education and students (see Appendix 73 link L).

¹⁵ SAK consists of the director for education and the heads of study administration.

¹⁶ SAK-QA assurance is an inter-faculty co-ordination committee with representatives from all faculties.

Figure 12 illustrates the organisational structure in the field of education, including the overall organisation of the quality-assurance work and those who are regularly involved in it.

Figure 12. Governance structure for the quality assurance of study programmes at UCPH



Responsibility for the quality assurance of study programmes in the faculties

The allocation of responsibility within the faculties for the quality assurance of programmes is described below and also on the faculty homepages¹⁷. The actual responsibility for each individual element of the quality-assurance work is also described in the appropriate procedure. The procedures describe who has overall responsibility, and who is routinely involved in the process.

¹⁷ Overview of responsibilities for the quality assurance of study programmes in the faculties:
HUM: The allocation of responsibilities for quality assurance in HUM is specified in the various procedures.
LAW: See Appendix 75 link F. **SOC.SCI.:** See Appendix 76 link D. **SCIENCE:** See Appendix 77 link D.
HEALTH: See Appendix 78 links F1–F7. **THEO:** See Appendix 79 link E.



Dean

As mentioned above, the Rector has delegated responsibility for the quality of study programmes and courses to the dean, who runs the faculty on the Rector's authority. This means that the dean is responsible for ensuring that the faculty develops its own quality-assurance policies and associated procedures in accordance with the University-wide policy and other guidelines. The dean has overall responsibility for the development of the quality of the study programmes, as well as for setting up and closing programmes. The dean is responsible for ensuring constructive alignment between research and education. The dean oversees the study programmes' quality and evaluates the degree to which the faculty's annual report to the Rector reflects the various goals and requirements.¹⁸

Associate dean for education

The dean is entitled to appoint one or more associate deans and delegate responsibility for quality assurance of the faculty's study programmes, e.g. to an associate dean for education. If the dean opts to do this, the associate dean for education will advise the dean on quality assurance and the development of the faculty's study programmes. The associate dean for education advises the dean on educational-strategy projects and amendments to curricula, and sets the parameters for education-related projects. The associate dean for education reports to the dean.

Head of department

The dean is entitled to set up departments and delegate responsibility to the head of department for ensuring the quality and constructive alignment of the department's research and teaching, including the development of the research and educational environment. UCPH operates with a department structure in HUM, SOC.SCI., SCIENCE and HEALTH. The head of department is responsible for the day-to-day management of the department, including the prioritisation and allocation of resources for teaching and research. The head of department reports to the dean and the Rector, and is responsible for ensuring that the department is managed in accordance with the latest legislation and rules, the general guidelines, and any specific decisions made by the Rector and the dean. The head of department's duties are stipulated in *UCPH Head of Department Instructions* (see Appendix 50).

The head of department, along with the study board and head of studies, follows up on evaluations of programmes and courses. Some faculties delegate responsibility for the follow-up work to a deputy head of department for education or to the chair of the departmental teaching committee. Exceptions to this are described in greater detail below.

The head of department has HR responsibility for all members of the academic staff in the department, including heads of studies, and is responsible for following up on their academic and pedagogical skills development and for conducting their performance and development reviews.¹⁹

¹⁸The dean's responsibilities and duties are specified in sections 33–35 of the University statutes (see Appendix 4).

¹⁹ Sections 36–41 of the University statutes stipulate the head of department's responsibilities and duties (see Appendix 4).



Deputy head of department for education/chair of departmental teaching committee

In SCIENCE, responsibility for the department's teaching is delegated to the deputy head of department for education (VILU). The deputy head of department for education is responsible for conducting course evaluations and, as chair of the department teaching committee, is responsible for processing the results of the evaluation at a meeting of the teaching committee and for preparing a report for submission to the study board. The deputy head of department for education is also responsible for drafting and revising course descriptions before they are submitted to the study board for approval. The deputy head of department for education is responsible for nominating a course organiser for each course run by the department concerned.

In HEALTH, the pharmaceutical and veterinary departments have appointed chairs of teaching committees. These chairs are responsible for ensuring that the teaching committee processes the course evaluations and for advising the course organiser and the study board about follow-up work on the course evaluation.

Head of studies

The head of studies is the academic manager for one or more study programmes. The head of studies reports to the dean/associate dean for education on overarching educational questions. The dean/associate dean for education, on the recommendation of the study board, appoints the head of studies for a three-year period.

The dean delegates the duties of the head of studies.²⁰ In co-operation with the study board, the head of studies undertakes the practical organisation of the programme, the courses and the tests and other forms of exam assessment. The head of studies and study board develop the study programme and the courses in accordance with UCPH's general policy for study programmes. The head of studies and the study board ensure that the latest research in the area covered by the programme is incorporated into the courses, and monitor labour-market trends to ensure the programmes' relevance. The head of studies also advises the dean/associate dean for education about developments in this area.

In HUM and SOC.SCI., where the programmes are based at departmental level, heads of studies are part of the department management and are therefore engaged in dialogue with the head of department about the departmental strategy in the field of education, the development of the department's programme portfolio and the teaching budget. The heads of studies in HUM and SOC.SCI. are responsible for the department's teaching budget, according to agreement with the head of department.

Heads of studies draw up annual programme reports and programme evaluations. Heads of studies are responsible for ensuring open dialogue with both lecturers and students on the programmes' purpose and results, as well as follow-up work on programme reports and programme evaluations.

²⁰ Section 35, (7) and (8), and sections 42–44 of the University statutes regulate the appointment of heads of studies and the areas of responsibility covered by them (see Appendix 4).



Chairs of study boards

The Rector sets up study boards to ensure that students and academic staff are involved in decision-making processes that have relevance for their programmes and courses. Study boards are set up as per the principles for the study board structure (see Appendix 1), as approved by the Board. A study board can cover one or more study programmes.

The dean determines the number of members on the individual study boards. Each study board consists of an equal number of representatives of the academic staff and students, elected from among their own number. The study board elects a chair from its academic staff members and a vice-chair from its student members.²¹

The chair of the study board is responsible for ensuring that study programmes and courses are planned, run and developed properly, and that this is done in collaboration with the head of studies.

In SOC.SCI., the chair of the study board is always a head of studies. In SCIENCE and THEO, the chair of the study board is not a head of studies. In HUM, LAW and HEALTH, some chairs of study boards are heads of studies, some are not.

Criterion II.2 below describes the study board's duties and responsibilities.

Chair of external examiners

The Danish Agency for Higher Education appoints nationwide corps of external examiners and determines which will be associated with the study programme or basic subject. The Exam Order regulates the work of the chairs of the external examiners, who submit an annual report to the faculty. The report summarises the external examiners' comments, including their evaluations of new initiatives, new forms of exam, academic changes, etc.

This report is included in the annual programme reports and in programme evaluations, and thereby contributes to the work on the quality assurance of the study programmes.

The faculties submit any proposals for significant amendments to curricula to the chair of the external examiners for consultation. The chair advises the faculty on the design and content of tests, and contributes to the development of new forms of exam.

The chair convenes meetings of the external examiners at least once every two years. External examiners are appointed for a four-year period.

Criterion II.2

Quality assurance must be performed in pursuance of the institution's quality-assurance policy and strategy and must:

- **involve teachers and students on an ongoing basis and draw on relevant internal and external players and stakeholders,**
- **be performed on an ongoing basis in a systematic, goal-oriented manner,**

²¹ Sections 48–51 of the University statutes stipulate the composition of the study board (see Appendix 4).

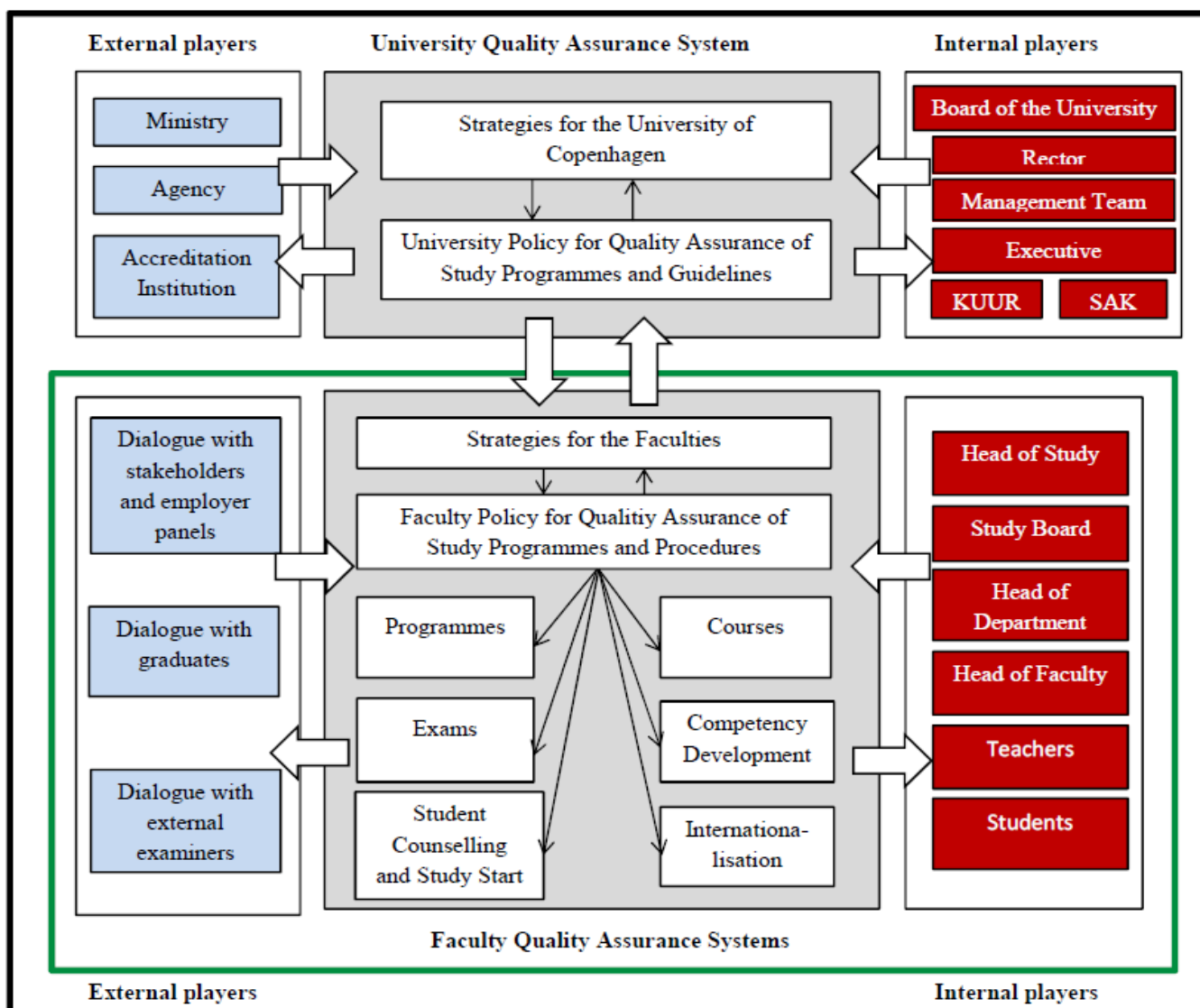
Criterion II.2 looks at the internal and external councils, boards and committees that contribute to quality-assurance work in the faculties. It describes the councils, boards and committees found in all of the faculties, as well as those that are specific to a particular faculty.

The University Act, the Statues of the University of Copenhagen, and the UCPH quality-assurance policy regulate the involvement of lecturers, students and other relevant internal and external stakeholders, as well as other parties with an interest in the quality assurance of study programmes.

The *Policy for Quality Assurance of Study Programmes at the University of Copenhagen* ESG 1.1b (see Appendix 7) describes the organisation and allocation of responsibility for the quality assurance of study programmes, including student participation.

Criterion II.2 consists of an overview of the internal and external stakeholders and interested parties involved in the quality-assurance work. Figure 13 illustrates the interaction between internal and external stakeholders.

Figure 13. Involvement of internal and external stakeholders in the quality assurance of study programmes





The outer black frame denotes the overall UCPH quality-assurance system. The figure shows how internal and external stakeholders interact to set quality-assurance policy and strategies within the area of education.

The green frame denotes the framework for the faculty quality-assurance systems, including interaction between internal faculty stakeholders and external stakeholders. The faculty quality-assurance systems involve a number of procedures, based on six themes, which comply with the requirements of the *European standards and guidelines for internal quality assurance within higher education institutions*.

The arrows between the faculty and University level indicate where the University sets the parameters for the faculties, and where the faculties provide feedback and follow up on their quality-assurance and strategy work. In other words, the faculties contribute to the development of both policies and strategies.

Internal stakeholders and interested parties

The University Act and the Statutes of the University of Copenhagen ensure that both lecturers and students are represented on a number of key councils, boards and committees, at University or faculty level, where the quality assurance and quality enhancement of study programmes and courses are discussed. The Rector has drawn up standard rules of procedure for study boards, etc. (see Appendix 73 link M).

Lecturers

All lecturers have the opportunity to exert influence on the quality of the faculty's study programmes via commenting on the regular course evaluations. They can also exert influence via membership of the following councils, boards and committees: study boards, the Academic Council and the committees for academic staff appointments (see descriptions below).

In SCIENCE, lecturers have the opportunity to get involved in quality-assurance work as members of the departmental teaching committees.

In HEALTH, lecturers have the opportunity to get involved in and contribute to quality-assurance work on the teaching committees in the pharmaceutical and veterinary departments.

Students

Students have the opportunity to exert influence on the quality of their own course of study by participating in the course evaluation, teaching environment evaluations and study councils. They can also exert influence via membership of the following councils, boards and committees: study boards, the Academic Council, forums for dialogue between students and the dean/associate dean, committees for academic staff appointments and exam appeals boards (see descriptions below).

In LAW, students are involved in quality-assurance work via the bachelor study board's advisory evaluation committee (see Appendix 75 link J), appointment committees for part-time academic staff and the study environment committee. The vice-chairs of study boards sit on the panel of



employer representatives for full-time and continuing and further education study programmes in the law field.

In SCIENCE, students are involved in quality-assurance work as members of departmental teaching committees.

In HEALTH, students are involved in and contribute to quality-assurance work on the teaching committees in the pharmaceutical and veterinary departments.

Study boards

The study board is responsible for assuring and enhancing the quality of study programmes and courses, as well as following up on course evaluations and programme evaluations. The study board is responsible for the organisation, running and development of study programmes and courses. The study board is responsible for the revision and development of curricula and for submitting recommendations regarding these to the dean for approval. The study board, in collaboration with the head of studies, takes care of the practical planning and running of study programmes, teaching and exams. The study board prepares the range of courses for at least one year at a time.

The study board is also responsible for processing and following up on the results of course evaluations, programme reports and programme evaluations. The study board approves the annual course evaluation plan. The study board also makes decisions regarding credit transfers (including when changing study programme), credits transferred in advance and exemptions. In addition, the study board is involved in decisions about closing a study programme.

The study board advises the dean and associate dean for education on all matters of significance to education and teaching.

The rules for setting up study boards are specified in Criterion II.1 page 38. Study boards meet four or five times per semester. The study boards' programme portfolios are described below.

In HUM, each of the eight departments has its own study board. Each study board covers all of the department's study programmes. Depending on the department, this can mean 1–45 programmes (see Appendix 74 links E1–E8).

LAW has one study board for the faculty's bachelor's programme (see Appendix 75 link K) and one for master's and part-time programmes (see Appendix 75 link L).

In SOC.SCI., each of the faculty's five departments has its own study board that covers between two and five programmes. The MSc in Global Development also has its own study board (see Appendix 76 link G).

SCIENCE has seven study boards, each covering between three and 12 study programmes (see Appendix 77 link H). These study boards transcend departments.

HEALTH has 11 study boards, each of which usually covers one or two study programmes (see Appendix 78 link I). All of the study boards are based at faculty level and transcend the departments.



THEO has two study boards. One covers the three theology programmes, while the other covers the master's in African Studies (see Appendix 79 link G).

Academic Council

Each faculty has an Academic Council that advises the Dean about the internal allocation of grants, strategic areas of research and fields of education, as well as plans for knowledge exchange. The Council appoints assessment committees for permanent academic positions, confers PhDs and doctoral degrees, and comments on other important academic issues.

The Rector sets up the Academic Council on the basis of a recommendation from the dean regarding its size and composition.

The dean is automatically a member of the Academic Council. The other members are elected from among the academic staff and students. In addition, the technical and administrative staff elect two or three observers.

In HEALTH, it is customary for the Academic Council to be briefed about and discuss proposals for new and revised curricula. The Academic Council also discusses the faculty's quality-assurance system and policy.

Academic councils at UCPH meet between four and ten times per year.²²

Dialogue forum/student forum

The Rector and prorectors meet three times a year with representatives of student political groups that put forward candidates at the most recent UCPH Board elections (see Appendix 73 link N). At these meetings, the Rector and prorectors discuss various issues of relevance to the students, e.g. number of teaching hours, the study environment, feedback, the study progress reform and other topical educational policy issues. The student representatives, for their part, provide advice and feedback.

Each faculty also has a dialogue forum at which the dean and/or associate dean for education meet regularly with student representatives throughout the academic year. Also discussed at these meetings are educational policy issues, and their consequences for the faculty's study programmes and students. The idea is to generate dialogue between the dean/associate dean for education and students on educational policy questions and the study environment. The faculty websites publish details of the meetings' composition, rules of procedure and frequency of meetings, as described below.

In HUM, the dean and associate dean for education meet at least nine times a year with the chair and vice-chair of the Student Council (HUMrådet)²³ to share knowledge about current study conditions and educational policy initiatives (see Appendix 74 link G).

²² Overview of the faculties' academic councils:

HUM: Appendix 74 link F. **LAW:** Appendix 75 link M. **SOC.SCI.:** Appendix 76 link H.

SCIENCE: Appendix 77 link J. **HEALTH:** Appendix 78 link J. **THEO:** Appendix 79 link H.

²³ The Student Council of the Faculty of Humanities is HUM's study council.



In LAW, the dean, associate dean for education and the head of ICT Services²⁴ meet twice a year with representatives of the faculty's student organisations in the Dean's Student Forum (see Appendix 75 link N). The meetings are usually held at the start of the semester.

In SOC.SCI., the Dean's Dialogue Forum consists of the dean and associate dean for education, the three student representatives from the Academic Council, a student from each of the bachelor's and master's study programmes that do not have a representative on the Academic Council, and a student from the Department of Public Health in HEALTH. The chair of the Social Sciences Council also takes part.²⁵ The meetings are open to all students, and invitations are sent to all student members of the faculty's study boards and department councils. Meetings are held twice per semester (see Appendix 76 link I).

In SCIENCE, the associate dean for education, on behalf of the dean, meets regularly with selected student representatives in the SCIENCE Dialogue Forum. The dean attends once per semester, or whenever it is deemed necessary. The SCIENCE Dialogue Forum meets once a month during the academic year (see Appendix 77 link K).

In HEALTH, the associate dean for education and the head of education²⁶ meet with the students appointed as per the statutes in the Student Forum (see Appendix 78 link K). Once a year, the dean presents the faculty budget for discussion at a meeting in the Student Forum. The Forum advises the dean on both general principles and specific distribution with regard to the allocation of funds in the faculty's Student Pool. The faculty director also attends these meetings. The Student Forum meets at least three times per semester.

THEO holds four dialogue meetings per year with the dean, associate dean, head of studies, the study council's board and student representatives from elected bodies, in order to discuss education policy and strategic issues. Twice per year, the dean and the chair of the study council convene student assemblies at which they provide information and encourage debate. Students and staff are also invited to the faculty's four annual assemblies.

Study councils

Students have the option of setting up study councils funded by the Student Council. The study councils constitute the students' voice and represent them on the study board and other governing bodies related to the subject area. The study councils provide an opportunity for students to exert influence on, e.g. the study environment. All students are automatically members of the study councils and are entitled to attend meetings. The study councils decide the topics they want to discuss. All faculties except LAW have subject-specific study councils and faculty study councils.

Other internal forums

In addition to the above, the faculties' quality-assurance work also includes many different internal stakeholders and interested parties (see Appendix 51).

²⁴ Head of ICT Services = head of study administration.

²⁵ The Social Sciences Council is SOC.SCI.'s study council for SOC.SCI..

²⁶ Head of education = director of studies.



External stakeholders and interested parties

Employer panels

The University Act and the Statutes of the University of Copenhagen ensure that all study programmes have a panel of employer representatives comprising employers from both the private and public sector. These external stakeholders have experience with and insight into the field of education concerned and the type of jobs graduates of the programmes work in.

The employer panels act as a sounding board for heads of department, heads of studies and the dean/associate dean for education regarding issues of education and employment. *The purpose* of the employer panels is to ensure effective dialogue between the faculty and graduate employers. The aim of regular dialogue with employers is to match study programmes with the skills that are in demand on the labour market, and to enable the faculty to prepare students for working life. The employer panels therefore have an advisory function. The panels meet twice a year.

The employer panels are structurally different from each other. Two faculties – HUM and SCIENCE – have broad panels covering multiple study programmes, while the others have subject-specific panels that usually cover just one or two programmes. The employer panels reflect the structure of the study boards.

All of the faculties have a procedure for dialogue with employer panels.²⁷ Overviews of the employer panels are found on the faculty home pages.²⁸

Graduates

UCPH uses surveys to engage in systematic dialogue with its graduates. The purpose of dialogue with graduates is to gather knowledge that can be used to improve study programmes and continuously enhance their relevance and quality. A graduate survey, in the form of a questionnaire, is conducted at least every third year for every study programme. The results are incorporated into the annual programme reports and the programme evaluations. See also criterion IV.3 (page 94) and V.1 (page 118).

Corps of external examiners

UCPH uses input from the external examiners in the ongoing quality assurance of its exams. The main resource is the report by the chair of the external examiners, which consists of an annual summary of the reports submitted by the external examiners following the exams. Criterion II.1 (page 38) describes how the chairs contribute to the study programmes' quality assurance and quality enhancement.

External examiners can also be involved in the quality-assurance work in other ways. For instance, during exam periods, LAW runs focus groups involving external examiners who provide feedback

²⁷Faculty procedures for dialogue with employer panels:

HUM: See Appendix 74 link H. **LAW:** See Appendix 75 link O. **SOC.SCI.:** See Appendix 76 link J.

SCIENCE: See Appendix 77 link L. **HEALTH:** See Appendix 78 link L. **THEO:** See Appendix 79 link I.

²⁸Overview of the faculties' employer panels:

HUM: See Appendix 74 links I 1–7. **LAW:** See Appendix 75 links P1–2. **SOC.SCI.:** See Appendix 76 link K.

SCIENCE: See Appendix 77 link M. **HEALTH:** See Appendix 78 link M. **THEO:** See Appendix 79 link J.



on themes defined by the faculty in relation to the development and quality assurance of the students' learning objectives and how they relate to the exam.

Each faculty has its own procedure for involving the chairs of external examiners in quality-assurance work.²⁹

UCPH provides secretariat services to some of the corps of external examiners it uses. For example, SCIENCE provides the secretariat service to five of the 11 corps used by the faculty. HEALTH does so for three out of five corps. HUM services 25 out of 33. SOC.SCI. services two out of five corps. THEO provides the secretariat function for its own corps of external examiners. LAW does not provide this service for its corps.

Other external forums

In addition to the above, a number of different external forums contribute to the faculties' quality-assurance work (see Appendix 52).

Criterion II.3

Quality assurance must be performed in pursuance of the institution's quality-assurance policy and strategy and must:

- **include and be based on the ongoing collection, analysis and application of relevant information on programmes and local provision of programmes, e.g. information on teaching activities, drop-out rates, employment, time taken to complete courses and internationalisation,**

Criterion II.3 describes the types of statistical material UCPH collects on education, including annual programme reports and programme evaluations.

Educational statistics used in quality-assurance work

The acquisition and analysis of relevant data for use in quality assurance and quality enhancement is done at University level and regulated by the UCPH quality-assurance policy and other guidelines.

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.2d (see Appendix 7) requires that the faculties conduct programme evaluations for all of their study programmes every six years, in accordance with the *Guidelines for programme evaluations* (see

²⁹Faculty procedures for involving the chairs of external examiners

HUM: See Appendix 74 link H. **LAW:** See Appendix 75 link O. **SOC.SCI.:** See Appendix 76 link L.

SCIENCE: See Appendix 77 link N. **HEALTH:** See Appendix 78 link N. **THEO:** See Appendix 79 link K.



Appendix 10). The quality-assurance policy ESG 1.2c also stipulates that the faculties must conduct programme reports in the intervening years, in accordance with the *Guidelines for annual programme reports* (see Appendix 9). Programme reports and programme evaluations are based on both quantitative and qualitative material. A programme report involves a subset of the data used in the programme evaluation. The faculties have published on their homepages a rota system for programme evaluations. See Criterion IV.6 (page 109) for a more detailed description of programme reports and programme evaluations.

The UCPH quality-assurance policy ESG 1.2a also requires that the faculties revise their curricula at least every three years.

Both the *Guidelines for programme evaluations* and the *Guidelines for programme reports* stipulate the minimum data to be used in programme reports and programme evaluations. Once a year, University Education Services, part of UCPH Central Administration, supplies a data package of statistics about study programmes at UCPH. It includes statistics for intake, student numbers, number of degrees, completion rate, dropout rates, graduate unemployment, incoming and outgoing exchange students, intake of international students, the number of students who trigger funding and FTE production.³⁰ The faculties also receive reports on the graduate surveys. The faculties access the data package via the UCPH intranet page *Uddannelsesstatistik* (Educational Statistics)³¹. The faculties themselves are responsible for collating any supplementary material needed to illuminate deviations and challenges faced in the field of education.

In parallel with programme reports and programme evaluations, ongoing informal and open dialogue is maintained between the dean/associate dean for education and the staff who have the primary point of contact with the students, e.g. lecturers, student counsellors and other administrative staff. The dialogue creates opportunities to acquire, collate and evaluate relevant information, and respond to any issues.

Examples of educational statistics

Dropout and completion rates

As mentioned above, the faculties have access to the annual figures for dropout and completion rates for study programmes. The faculties use this data in annual programme reports and programme evaluations. The faculties also have access to two dynamic reports for dropout/progression and ECTS production per student, which are updated on a daily basis. The dynamic reports complement the annual reports and are used to analyse them in greater detail and identify possible causes of, e.g. high dropout rates.

Employment

UCPH conducts graduate surveys of all study programmes every three years. The respondents consist of three cohorts – one, two and three years after graduation, respectively. Graduate surveys

³⁰ UCPH uses Danish Universities' definitions and methods of calculation.

³¹ *Uddannelsesstatistik* is on the UCPH intranet. An access code is required.



contain both general and programme-specific elements. UCPH stipulates that the faculties must use graduate surveys in their programme reports and programme evaluations. The timetable for graduate surveys is therefore co-ordinated with the faculties' rota system for programme evaluations, so that a graduate survey based on the most recent data becomes available just before each programme evaluation. University Education Services supplies reports to the faculties, which have access to graduate data and the opportunity to extract additional data reports and conduct further analyses. See also criterion IV.3 (page 94) and V.1 (page 118).

UCPH also uses the Ministry's graduate unemployment data, 4–7 quarters after graduation. However, the data for UCPH is not comprehensive, as some of the programmes are grouped into general categories. In addition, the Ministry also only publishes graduate unemployment statistics for student populations of more than 10 people. As a result, every year, UCPH buys data from Statistics Denmark, split into programme level, for 12 quarters after graduation. This data includes populations of as few as five people. UCPH uses the same calculation methods as the Ministry.

Teaching activity

The teaching must support the study programme's overall learning outcomes. At UCPH, this involves providing the students with sufficient teaching, and ensuring that the teaching is relevant and of good quality. UCPH therefore requires that students on all bachelor's programmes are offered a minimum of 12 hours of teaching per week on each 14-week semester. The Rector monitors this target annually, and it is part of the quantitative material used in programme reports and programme evaluations. From academic year 2017–2018, UCPH requires that all master's study programmes must in their first year provide a minimum of eight hours of teaching per week during each semester, in accordance with the *UCPH five-point plan* (see Appendix 24).

To ensure systematic, targeted and effective evaluation of the teaching, UCPH has adopted *Guidelines for Course Evaluation and the Publication of Course Evaluation Reports* (see Appendix 8). The guidelines require that course elements are evaluated at least every second time the course is run, and that all course elements are evaluated the first time the course is run. The guidelines also stipulate that the faculties must publish on their homepages an annual summary report of the course evaluations (see Criterion IV.3 page 94).

Internationalisation

As a part of the efforts to create an international study environment, UCPH runs a range of English-language master's programmes. UCPH has long worked to increase the intake of international students from countries outside the Nordic Region on all master's study programmes. This was a benchmark during contract period 2012–2014, as per UK 3.1 in the target plan for 2012–2014 (see Appendix 23), and again in the Development Contract 2015–2017, as per UK 4.1 (see Appendix 73 link A2). The annual intake at UCPH also includes a large number of Nordic students who take Danish-language programmes.

UCPH aims to encourage more Danish bachelor's and master's students to take part in exchange programmes, which are seen as advantageous both for the individual student and for the University. The students' academic standards are challenged and enhanced through encounters with other study environments, and they bring the experience gained back with them to UCPH, as per UK 3.2 of the target plan 2012–2014. UCPH requires that, for ordinary study programmes, all curricula include a



mobility window, i.e. a block or a semester in which the students have the opportunity to study abroad, as per the five-point plan.

By increasing the proportion of students who travel abroad, UCPH will also be in a position to meet the demand among foreign students for study visits to UCPH, as exchange programmes are based on the principle of balance in the mobility of incoming and outgoing exchange students.

The number of international students taking full master's study programmes, the number of outgoing exchange students and the balance on exchange programmes are included in both the annual programme reports and the programme evaluations.

Strategic faculty round

The Rector and prorectors convene annual meetings with each of the faculties to discuss key data (drop-out rates, duration of studies, ECTS production etc.), research and budgets. These meetings involve representatives from the faculties' executive management and heads of department. The faculties are free to decide for themselves whether heads of studies and members of study boards, including students, should also take part.

The faculties have an opportunity to elaborate on the key data at the meetings. One important purpose of the meetings is to discuss current issues in the field of education, e.g. the study progress reform, teaching hours, the targets in the development contract, etc. After the meetings, proposals are drawn up for a number of specific initiatives designed to improve UCPH's performance in the field of education.

Criterion II.4

Quality assurance must be performed in pursuance of the institution's quality-assurance policy and strategy and must:

- **be based on clear standards to determine when there are unsatisfactory circumstances that require action and procedures for following these up,**

Criterion II.4 describes the parameters for which UCPH requires that each faculty lays down standards, as well as how to follow up on these standards in annual programme reports, programme evaluations and the faculties' annual reporting on their quality-assurance work.

Quantifiable quality standards

UCPH has laid down minimum requirements for the parameters for which the faculties must set quantifiable standards. The faculties are responsible for determining the quantifiable standards that will apply to the faculties' study programmes. This is due to the diversity between the faculties and the programmes. The study programmes have different strengths, challenges and financial



frameworks. It is therefore not possible in practice to set realistic and ambitious targets that are common to all study programmes. As a consequence, UCPH decided that the faculties should set their own standards, and decide for themselves whether to have uniform standards for all of their programmes or draw up programme-specific standards.

Each faculty sets standards that underpin UCPH's development contracts, as well as other requirements defined at University level and in faculty strategies.

The *Policy for quality assurance of study programmes at the University of Copenhagen* (see Appendix 7), *Guidelines for annual programme reports* (see Appendix 9), *Guidelines for programme evaluations* (see Appendix 10) and the *Guidelines for Faculty Reports to the Rector Concerning Quality Assurance* (see Appendix 15) require that the faculties, as a minimum, define quantifiable standards for each individual programme for the following parameters:³²

- Intake
- Drop-out rates
- Completion
- Unemployment
- Number of international students on the master's programme
- Number of teaching hours on the bachelor's programme
- Exam complaints and appeals
- Academic staff/part-time academic staff ratio, full-time equivalent = research-based teaching
- Student/academic staff ratio, full-time equivalents and/or number = the students' research contact
- Study-start programme
- Internationalisation
- Setting up new study programmes
- Pedagogic skills enhancement for new and part-time academic staff
- Pedagogic skills enhancement for permanent academic staff
- Improving academic qualifications
- Student counselling and career guidance.

In the faculties, the dean/associate dean for education, in dialogue with the faculty management, the study board, the heads of studies and the heads of department (where applicable) define the quantifiable standards for the faculty. In most cases, the faculties have set quantifiable standards for each type of study programme.³³ This is due to the fact that the conditions for, e.g. bachelor's and

³² The above-mentioned guidelines stipulate which types of study programme are exempt from which parameters.

³³ In SOC.SCI., the standards are programme-specific.



master's programmes are very different. The current quantifiable standards for quality are published on the faculties' homepages³⁴.

According to the guidelines above, the faculties must report back on their quantifiable standards for quality. The faculties' programme reports and programme evaluations are the main method of follow-up. The faculties also submit annual reports on their quality-assurance work to the Rector. If anything critical and in need of immediate action is identified, the programme management must draw up a follow-up plan with corrective actions, and attach it to the programme report or programme evaluation. The dean approves programme reports and programme evaluations, including any follow-up plans, before the report is submitted to the Rector. The faculties then follow up on the key data and the outcomes of the corrective actions in the subsequent year's programme reports and programme evaluations.

The *University Procedure for Approval of and Follow-up on the Faculties' Quality Assurance Reports* (see Appendix 19) stipulates that if the Rector does not find the faculties' quality-assurance work satisfactory in relation to the requirements in the UCPH quality-assurance policy and other guidelines, the report will only be approved with comments. If comments are made, University Education Services informs the faculties of the issues they must address and follow up on when submitting the next report. The deans are responsible for ensuring that the faculties follow up on comments. The follow-up procedures are described in the faculties' quality-assurance systems.

Once a year, when the programme reports and the programme evaluations have been carried out, and the faculties have reported to the Rector, the faculties re-evaluate their standards and adjust them if necessary.

Criterion II.5

Quality assurance must be performed in pursuance of the institution's quality-assurance policy and strategy and must:

include systematic assessments of development needs and opportunities

Criterion II.5 describes how existing and new study programmes are developed.

UCPH continuously adapts its programme portfolio to meet the needs of society, both by enhancing existing programmes and by developing new ones. Dialogue with employers plays a key role in

³⁴ The quantifiable standards set by the faculties. Note that HUM's quantifiable standards are stated in the relevant procedures, while the other faculties produce an overview of the standards as a separate document.

HUM: See appendices 25, 34 and 67 as well as Appendix 74 links J, K, L and M. **LAW:** See Appendix 75 link H. **SOC.SCI.** See Appendix 76 link E.

SCIENCE: See Appendix 77 link E. **HEALTH:** See Appendix 78 link G. **THEO:** See Appendix 79 link F.



both processes.

Developing and closing study programmes

The annual programme reports and the programme evaluations, which are carried out every six years, provide a systematic focus for the enhancement of existing programmes. The need to enhance a programme may arise due to internal or external factors. An internal development need may be, e.g. a study activity with a low pass rate, which therefore has a negative effect on completion times. An external development need may be, e.g. demand for different competencies on the labour market.

The UCPH guidelines require that both programme reports and programme evaluations incorporate dialogue with employer panels³⁵ and graduates³⁶ about the quality of the study programmes and their relevance. See also Criterion IV.6 (page 109) and Criterion V,1 (page 118).

The faculties' own procedures for programme reports and programme evaluations ensure that all key internal and external stakeholders are systematically included in the development work. Academic staff and students are involved via the study boards' processing of programme reports and programme evaluations. The employer panels discuss any significant changes to curricula. Heads of studies/heads of department submit internal reports on programme reports and programme evaluations to the dean, who approves and submits the faculty's annual report on its quality-assurance work to the Rector. This ensures that the development of the quality and relevance of the study programmes is firmly embedded at management level.

In the event that a programme report or programme evaluation identifies significantly critical conditions, the relevant internal report also includes reflection on whether to close the programme. The UCPH quality-assurance policy ESG 1.2f requires that the faculties draw up procedures for closing study programmes³⁷. The decision to close a programme is often the result of declining intake over a prolonged period and/or a low employment rate among graduates. Discussion on closure usually takes place over a prolonged period, during which the faculty implements a number of initiatives and adjustments in an attempt to correct or change the programme's profile.

The dean makes a recommendation to the Rector regarding the closure of a study programme. The Rector makes the final decision regarding closure on the basis of a recommendation from the Academic Board on Education Strategy (KUR), the Executive Management and the UCPH management team (LT), in accordance with the *University Procedure for Approval of Closing Study Programmes* (see Appendix 18). The UCPH Board is briefed when a decision has been made to

³⁵Feedback from dialogue with employer panels is incorporated into the annual programme reports and programme evaluations.

³⁶UCPH conducts graduate surveys every three years, so that the dialogue with graduates is included alternately in a programme report and a programme evaluation.

³⁷[Faculty procedures for closing study programmes:](#)

HUM: See Appendix 74 link N. **LAW:** See Appendix 75 link Q. **SOC.SCI.** See Appendix 76 link M.

SCIENCE: See Appendix 77 link O. **HEALTH:** See Appendix 78 link O. **THEO:** See Appendix 79 link L.



close a study programme. The briefing includes an account of the reasons for the closure and the extent to which existing research areas and course activities will be affected.

Developing new study programmes

New study programmes emerge from existing academic environments or as a result of a strategic decision based on ongoing dialogue with employers. All faculties have in place a procedure for developing new study programmes (see the UCPH quality-assurance policy ESG 1.2e). These procedures describe how the faculties will ensure that employers and other stakeholders are involved in the development work on an ongoing basis, and how faculty management will be involved in decisions regarding the development of the programme. Note that the selection and involvement of external parties – in addition to the employer panel – may vary from case to case, as it will depend on the specific programme. The quality-assurance policy requires that the faculties define quantifiable standards for setting up new study programmes. The faculty procedures also ensure that new study programmes are developed in accordance with the faculties' own strategies³⁸.

In addition to the general requirements in the quality-assurance policy, UCPH has drawn up the *University Procedure for Approving New Study Programmes* (see Appendix 17). The procedure places specific requirements on the contents of the faculty's internal development work, i.e. the entire process prior to the faculty submitting a proposal to the Rector for approval. As part of their development work, faculties should refer to the *Checklist for the development of new study programmes*, which is included as an appendix to the *University Procedure for Approving New Study Programmes* (the content of which broadly reflects the areas included in the prequalification application), and complete the template for the research matrix and skills matrix. The faculty must also describe its own process for the approval of programme proposals before the application for prequalification is forwarded to the Ministry.

The procedure also describes the process for the University approving the programme proposal. Once the dean has approved the proposal, the faculty submits it to KUUR, which discusses issues such as overlap with existing programmes, potential inter-faculty collaboration and alignment with UCPH's programme strategies. KUUR's recommendation is then presented to the executive management, which makes a recommendation to the management team. The Rector makes the final decision on the basis of LT's recommendation. If the faculty approves a programme proposal, it then submits an application for prequalification. The UCPH Board is briefed about the Rector approving new study programmes.

The UCPH website includes details of the annual cycle for the development of new study programmes. This enables the faculties to plan their development work in relation to the deadlines for prequalification and study programme accreditation (see Appendix 73 link O).

³⁸ [Faculty procedures for setting up new study programmes.](#)

HUM: see Appendix 74 link T. **LAW:** See Appendix 75 link R. **SOC.SCI.:** See Appendix 76 link N.

SCIENCE: See Appendix 77 link P. **HEALTH:** See Appendix 78 link P. **THEO:** See Appendix 79 link M



Criterion III: Knowledge base for the study programmes

Criterion III.1

The institution has a practice which ensures that programmes and courses are always founded on a knowledge base that corresponds to that of programmes of the given type at the given level and provides a firm basis for achieving programme goals.

The knowledge base includes the institution's strategic and practical work of ensuring that relevant, updated knowledge constitutes the basis for study programmes and is actively drawn on in the courses. The institution must ensure:

- that programmes are connected with relevant academic environments and are always based on new knowledge that is of relevance for programmes of the given type at the given level and that are established in pursuance of the legislative provisions on the knowledge base of programmes,

Criterion III.1 describes how UCPH recruits academic staff, how and to what extent permanent academic staff³⁹ and part-time academic staff⁴⁰ are deployed to run study programmes and teach on them, and how the faculties integrate part-time academic staff into their academic environments. Criterion III.1 also describes how UCPH ensures that study programmes are linked to relevant academic environments by monitoring the permanent/part-time academic staff ratio, as well as via the research matrices.

Recruitment of permanent academic staff

UCPH offers a range of high-quality, research-based study programmes. The teaching is linked to active research environments and is based on both basic and current research. Researchers with close links to active research environments develop all of the programmes at all levels. Permanent academic staff make up the core of the research environments, and UCPH focuses on recruiting permanent academic staff who possess the competencies to ensure that the study programmes are research-based.

The appointment of permanent academic staff is regulated by the Ministerial Order on the Appointment of Academic staff at Universities, the Circular on the Job Structure for Academic Staff at Universities and the 2013 Memorandum on Job Structure for Academic Staff at Universities. UCPH has drawn up supplementary guidelines to the Appointment Order (see Appendix 53).

³⁹ ViP

⁴⁰ DViP



The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.4a (see Appendix 7) stipulates that the faculties must publish information on the requirements for applications to academic positions as per the appropriate legislation (see above).

UCPH has joint principles for appointing assessment committees and appointment committees when recruiting academic staff (see Appendix 54). As part of the follow-up work on the *UCPH Five-point Plan* (see Appendix 24), students are granted representation on appointment committees. UCPH has also drawn up guidelines for the responsibilities and areas of competency of the assessment/appointment committees (see Appendix 55). On 1 August 2015, UCPH introduced shortlisting for appointments to academic staff positions in order to streamline the recruitment process. In practice, this means that the appointment committee selects a minimum of five applicants for consideration, after which it assesses their academic qualifications in research, teaching, communication, etc. Applicants are informed whether or not they have been selected for assessment. Some faculties complement the UCPH guidelines with guidelines of their own (see Appendix 75 link S and Appendix 76 link O).

Faculties regularly assess the need to advertise academic staff positions. The dean is responsible for appointing academic staff. In the case of externally funded positions, the dean approves the appointment. All of the faculties use a research matrix drawn up as part of compulsory programme evaluations (see Criterion IV.6 on page 109) to monitor the extent to which study programmes are research based.

UCPH has developed a new University-wide concept for evaluating the quality of research to ensure that the work to enhance the quality of its research is an ongoing endeavour. The concept focuses on the research environment as a whole rather than on individual researchers. All faculties must carry out an evaluation of research during 2016–2018. The University is currently working on the schedule for future research evaluations after that. These research evaluations will be an important instrument for ensuring that the programmes are research based – and that staff recruitment reflects this.

As shown below, each faculty identifies its recruitment needs differently.

Recruitment of permanent academic staff in HUM

In HUM's departments, the ongoing course planning and the research matrix are the key elements in the assessment of the extent to which study programmes and courses are research based. They are used by the head of studies, course co-ordinator and study board to decide whether lecturers need to be recruited to meet the teaching needs of particular courses.

The head of department is responsible for allocating teaching duties to permanent academic staff, and the head of studies is responsible for deploying part-time academic staff within the financial framework set by the head of department in relation to short-/long-term needs. The financial frameworks and quantifiable standards for the study programmes are significant elements in these deliberations. Staffing plans are routinely discussed with the dean.

Recruitment of permanent academic staff in LAW

In LAW, the dean, associate dean for education and associate dean for research determine and assess the need to appoint new academic staff to ensure that the study programmes are adequately



research-based in both the short and the long term. The assessment is based on input from the heads of the research centres and from the Academic Council.

LAW has long advertised posts as associate professors and assistant professorships that attract a wider range of applicants from Denmark and abroad. This approach has generated new input into both research and education. LAW concentrates increasingly on securing external funding for new permanent academic staff positions.

Recruitment of academic staff in SOC.SCI.

The departments in SOC.SCI. determine their recruitment of permanent academic staff strategy on the basis of forecasts for income in relation to study programmes, research and external funding. The head of department works with the head(s) of studies to determine teaching needs and provide research-based courses on the programmes for which their departments are responsible. Every year, each head of department prepares a five-year recruitment plan, based on the department's strategy and teaching needs. They then submit a recommendation to the dean about the posts that need to be filled.

External panels conduct an evaluation of research at SOC.SCI. approximately every five years. The most recent evaluation was in 2015/2016. Research evaluations help to guarantee the quality of the academic environments and of the research conducted in the departments. They look at whether the research covers each subject area in sufficient depth and identify recruitment needs in particular areas.

Recruitment of permanent academic staff in SCIENCE

In SCIENCE, the departments have five-year strategic plans for academic staff recruitment, which are designed to ensure that the teaching is firmly embedded in robust research environments and that the study programmes are sufficiently research based. The recruitment plan classifies permanent academic staff positions as either reinforcing a core research area, maintaining an existing research area or investing in a new research area. It also describes how the positions relate to teaching within the department. The associate dean for research is responsible for ensuring that the academic content of positions is optimised in relation to SCIENCE's overall research and teaching portfolio, and puts together a recruitment plan for the entire faculty along with the research committee. Once per year, the departmental and faculty management discuss the academic staff recruitment plan and make any adjustments necessary.

In SCIENCE, research evaluations are conducted every five years. Each department within SCIENCE has a Scientific Advisory Board (SAB), which evaluates its research performance, organisation and funding, as well as its teaching profile and communications. The SAB meets with department management, heads of studies, research groups and other relevant individuals, e.g. PhD students and possibly master's/bachelor's students to conduct the evaluation. Prior to this meeting, the department submits a self-evaluation to the SAB consisting of its strategy, CVs/lists of publications for all academic staff, any accreditation reports and a SWOT analysis. The SAB assesses strengths and weaknesses in the department's research and teaching profile in the light of international trends in the field. It then makes recommendations to increase or reduce support for current research and teaching areas, and potentially to fund new areas of research and teaching (see Appendix 77 link R).



The dean and head of department are responsible for ensuring that the recruitment plans take into consideration the key recommendations put forward in the research evaluations.

Recruitment of permanent academic staff in HEALTH

The decision to advertise an academic staff position is taken following an assessment of needs and opportunities, which is based on research and education policy and conducted by a head of department/centre in dialogue with the dean. HEALTH has set a number of standards for the competency level of permanent/part-time academic staff upon appointment (see Appendix 78 link G).

Recruitment of permanent academic staff in THEO

The need for academic staff positions is determined on the basis of strategic evaluations of study programmes, resource considerations, and the level of staffing needed in individual subject areas in order to provide research-based teaching. THEO draws up staffing plans for four-year periods. The dean, following consultation with the head of department and head of studies, decides whether to advertise vacancies.

Use of permanent academic staff and part-time academic staff

UCPH's definition of research-based education is explained in *Values Underpinning the Quality of Education and the Quality Culture at the University of Copenhagen* (see Appendix 6). As part of the follow-up work on the *UCPH Five-point Plan*, the University has adopted principles to ensure that it provides research-based teaching of the highest level. This means, for example, that the Rector and the deans are responsible for ensuring balance between the time permanent academic staff spend on research and on education, as per *Principles for researcher's/research groups' contribution to education at the University of Copenhagen* (see Appendix 56).

The vast majority of the academic development of education and teaching at UCPH is done by permanent academic staff. Heads of studies develop study programmes in academic and qualitative terms in collaboration with the study boards. Heads of studies are always permanent members of academic staff. The duties of heads of studies are described by Criterion II.1 on page 38. It is mainly permanent members of academic staff who organise individual courses.

Policy for deploying and enhancing the competencies of permanent and part-time academic staff

In January 2016, the Rector and deans approved *Policy guidelines for deploying and developing the competencies of full- and part-time academic staff at the University of Copenhagen* (see Appendix 16), a policy document designed to ensure that the pedagogic competencies of permanent/part-time academic staff remain a clear and ongoing priority.

Each faculty is obliged to draw up a policy outlining how and why they deploy part-time and permanent academic staff on their study programmes. This policy should also describe the forms of



pedagogic skills development provided by the faculty.⁴¹ The idea is to guarantee that permanent/part-time academic staff have the requisite pedagogic competencies when recruited and throughout their period of employment.

Use of permanent/part-time academic staff in HUM

In HUM, the study board organises the range of courses along with the head of studies. The head of department is responsible for the allocation of permanent academic staff resources for teaching, while the head of studies and course co-ordinator are responsible for the allocation of part-time academic staff.

As far as possible, permanent academic staff are responsible for the teaching on the compulsory courses in HUM. However, on some programmes, part-time academic staff are responsible for some of the compulsory teaching. This is the case for highly practice-oriented courses, e.g. Audiologopedics, Musicology and certain archaeology courses, where there is a need for lecturers with a specific type of practical experience. Other study programmes need to be able to adjust the range of courses to the rapidly changing needs of prospective employers (e.g. communication programmes), and have a need for a flexible portfolio of lecturers. A number of HUM programmes (typically, non-European language programmes) are also linked to very small research environments where part-time academic staff need to provide the teaching for financial reasons, i.e. resources do not stretch to permanent academic staff for all programme elements. In all cases, HUM focuses on guaranteeing the academic level of its programmes, as per *Procedure for research-based teaching* (see Appendix 74 link P).

HUM also uses part-time academic staff to run parallel courses in the same subject. A member of permanent academic staff always acts as facilitator and course organiser for these parallel courses to ensure that they have the same content and level.

Efforts are made to integrate part-time academic staff into the academic environment and invite them to academic events and meetings. Due to the fact that part-time academic staff are used to different degrees in different departments and the fact that budgets vary between departments, there is no University-wide policy on the remuneration of part-time academic staff for extra activities. Departments that frequently use part-time academic staff tend to pay them for participating in events and meetings and offer them special pedagogic training courses.

Use of permanent/part-time academic staff in LAW

In LAW, course directors/organisers are always permanent academic staff, appointed on the basis of their pedagogic/didactic competencies as well as the requirement that there is a close relationship between their research and the course(s) for which they are responsible. The dean, at the recommendation of the head of studies for the programme, has delegated responsibility for appointing course directors/organisers to the associate dean for education.

⁴¹ [Faculty policies for deploying and developing the competencies of full- and part-time academic staff:](#)

HUM: See Appendix 74 link O. **LAW:** See Appendix 75 link T. **SOC.SCI.:** See Appendix 76 link O.

SCIENCE: See Appendix 77 link P. **HEALTH:** See Appendix 78 link Q. **THEO:** See Appendix 79 link N.



In LAW, part-time academic staff are deployed strategically in order to underpin the practical dimension of the study programmes. Assistant lecturers are used on the bachelor's programme's compulsory courses, which are based on actual case law. External lecturers mainly teach on elective courses, but also on compulsory courses as part of the master's programme.

Part-time academic staff make a valuable contribution to study programmes by virtue of their practical experience. In the purely dogmatic subjects, the use of part-time academic staff enables students to acquire a practical understanding of subjects and equips them for legal practice.

Part-time academic staff are also used on LAW's professional master's and diploma programmes. During all larger sessions, a member of permanent academic staff/head of programme is always present in order to ensure that any teaching provided by external speakers (part-time academic staff) is integrated into the modules as well as possible.

LAW integrates part-time academic staff into the faculty's teaching and research in several ways, first and foremost via compulsory course seminars on pedagogy, but also via course seminars and meetings for each subject, for all teaching staff. These events give part-time academic staff an opportunity to provide input into the teaching, and make contact with the course director/organiser and other lecturers in the faculty. This input is of great value as most part-time academic staff represent prospective employers, whose perspective is therefore very much to the fore when developing courses. Individual subject areas are responsible for determining the actual nature of the course seminars. Part-time academic staff are also involved in assignment and examination tasks. This means that they have the opportunity to participate in seminars, lectures, PhD defences and other activities in the research environment. Many of them are also involved in research projects in the faculty. They are also involved in ad hoc working groups, e.g. preparing and planning LAW's planned move to South Campus in 2017.

Use of permanent/part-time academic staff at SOC.SCI.

As far as possible, permanent academic staff provide the teaching on compulsory courses in SOC.SCI. Whenever part-time academic staff provide the teaching, the course has been developed by/in collaboration with a permanent member of academic staff, who has overall responsibility for it. The head of studies is responsible for the recruitment and allocation of part-time academic staff in collaboration with the study board.

The head of studies is responsible for the practical organisation of courses in collaboration with the study board. The head of studies is responsible for allocating academic staff to provide the teaching in collaboration with the head of department.

SOC.SCI. uses a relatively large proportion of part-time academic staff, many of whom are primarily employed outside of the University world, in either the public or private sector. Part-time academic staff provide specialist, practical knowledge and add an applied dimension to study programmes. In particular, they act as a sounding board for heads of studies and course directors/co-ordinators in discussions about teaching and exams. Some are also members of research teams, where they also act as sounding boards.

Part-time academic staff allow SOC.SCI. to offer students more courses. SOC.SCI. stresses the importance of part-time academic staff having good teaching qualifications (see Appendix 76 link



P) and being embedded in an academic environment. This academic environment may be within the department or as part of their main job outside the University, in the public or private sector. The head of studies and head of department are jointly responsible for the integration of part-time academic staff into the department's activities.

Part-time academic staff receive the same information as permanent academic staff regarding matters such as new courses, examinations, curricula, the study progress reform, new curricula and grading practices. They are invited to meetings and events such as Department Day, pedagogic theme meetings, academic staff meetings on teaching, meetings of research groups in their fields, Bachelor Day (when bachelor's programmes are discussed), and meetings regarding assessment levels, criteria, etc. Part-time academic staff participate in meetings regarding planning, teaching, evaluation and the marking of assignments. They are invited to take part in pedagogic courses, e.g. on case-based teaching or cluster supervision, on equal terms with permanent academic staff. Some departments have created forums for part-time lecturers; others hold annual information meetings for them, which are also attended by the head of department, head of studies, programme coordinator and the member of staff responsible for planning the teaching.

Use of permanent/part-time academic staff in SCIENCE

All courses in SCIENCE have a course organiser who reports to the head of department. Deputy heads of department for education appoint the course organisers. Course organisers have research-based, discipline-specific knowledge of the course's academic content. They are always permanent members of academic staff, even if part-time academic staff or instructors provide the actual teaching.

SCIENCE makes only very limited use of part-time academic staff. They are used when they make an important contribution to the quality of the teaching, e.g. in the form of practical knowledge of the subject area's commercial applications. Deputy heads of department for education assess when there is a need to employ part-time academic staff for teaching purposes.

Use of permanent/part-time academic staff in HEALTH

HEALTH's study programmes encompass a wide range of different academic traditions, and the use of permanent/part-time academic staff varies according to course structure, content and competency profile. HEALTH is host to programmes that are research-intensive and involve a considerable amount of laboratory work/exercises, e.g. Human Biology, Medical Chemistry and Pharmacy; some programmes that consist mostly of lectures, such as Public Health; and some clinical professional programmes like Medicine, Dentistry and Veterinary Medicine. On some programmes, permanent academic staff provide virtually all of the teaching, while others make far greater use of part-time academic staff.

The emphasis is on part-time academic staff having good teaching qualifications and being firmly embedded in an academic environment, e.g. in the department or connected to their main job outside the University, in the public or private sector. The head of department is responsible for the integration of part-time academic staff into the department's activities.

Part-time academic staff are used as teachers to add practical experience and ensure ongoing contact with the professional outside world. In particular, many part-time academic staff are used to teach clinical competencies on programmes that confer a professional qualification. Several of the



faculty's professional master's programmes use part-time academic staff to provide the students with an appropriate link between theory and practice on the study programmes and accommodate the students' own practical experience.

Heads of studies are always permanent academic staff. Course organisers are generally permanent academic staff, but may occasionally be part-time academic staff. The head of department appoints one of the department's lecturers as the course organiser following consultation with the head of studies and the chair of the teaching committee, where there is one. This is specified in HEALTH's *Description of functions for course organisers* (see Appendix 78 links F3 and F4).

On some of HEALTH's professional master's programmes, the need for practice-based teaching has led to course organisers for specific courses being part-time academic staff who are experts in that particular field. In these cases, the study board makes a particular point of involving the individual concerned in the planning and running of the programme. For example, a place is reserved for a part-time member of academic staff on the study board for the pharmaceutical professional master's programmes.

Use of permanent/part-time academic staff in THEO

Most of the courses in THEO are run by permanent academic staff (see Appendix 79 link O).

Course organisers are appointed by heads of section and centre, at the request of the head of studies. The course organiser almost always provides the teaching on the courses.

THEO uses part-time academic staff to a certain extent to solve specific tasks in relation to courses and/or exam papers. In other words, part-time academic staff are mainly used to cover particular teaching needs that cannot be met by permanent staff, or when they have specialist knowledge.

Part-time academic staff are included on equal terms with permanent academic staff in the daily work of the various departments and centres. They are invited to departmental meetings, public meetings etc., and are offered performance and development reviews with their immediate managers. This ensures that part-time academic staff achieve a high degree of integration into both the faculty and specific academic environments.

Part-time to full-time academic staff ratio

The *UCPH quality-assurance policy* ESG 1.4f requires that faculties set their own standards for the quality of research-based education. All faculties use the ratio of permanent academic staff to part-time academic staff as an indicator of research-based education. At UCPH, the proportion of lecturers on any given programme who are part-time academic staff depends on the academic content and financial framework. This means that there is no UCPH standard for the permanent academic staff/part-time academic staff ratio. The faculties set their own standards, which may either cover the whole faculty or be programme-specific. The *Guidelines for Programme Evaluations at the University of Copenhagen* (see Appendix 10) require that the permanent/part-time academic staff ratio is monitored as part of programme evaluations every six years. The results



are reported to the Rector at programme level.⁴² As a minimum, the ratio should be in line with the main subject area. Deviations from the ratio must be accounted for. This applies to all faculties.

Ratio of permanent/part-time academic staff ratio in the faculties

All of the faculties have faculty-specific standards. HUM (see Appendix 34) and THEO (see Appendix 39) compare themselves with the humanities main area. HUM has set a standard range within which the ratio on its programmes must fall. This standard takes into account the fact that HUM's study programmes operate under a variety of academic and financial conditions. The standard is set in a way that allows for fluctuations in both large and small academic environments. In smaller academic environments, the ratio may be significantly affected by even minor staff changes. THEO's programmes are smaller in number and more stable. It has therefore set a standard that allows for minor deviation from the main subject area.

LAW (see Appendix 75 link G) and SOC.SCI. (see Appendix 76 link E) compare themselves with the social sciences' main subject area. Both faculties use a lot of part-time academic staff, as programmes such as the bachelor's and master's programmes in Law (LAW), and Psychology (SOC.SCI.) include a lot of practical study activities. LAW monitors its permanent/part-time academic staff ratio annually.

SCIENCE (see Appendix 77 link E) compares itself with the natural sciences' main subject area.

HEALTH (see Appendix 78 link G) compares itself with the main subject areas in both natural sciences and health sciences. The national averages for these two main subject areas are very different. HEALTH's programmes are measured against the national average permanent/part-time academic staff ratio for the relevant main subject area.

The research matrix

As previously mentioned, the ratio of permanent/part-time academic staff is just one indicator of the programmes' research basis, and cannot be considered in isolation. UCPH considers it far more crucial that both staff categories are embedded in appropriate academic environments. UCPH therefore uses systematic research matrices, both in the development of new programmes, as per *University Procedure for Approving New Study Programmes* (see Appendix 17) and in the quality assurance of existing programmes, as per *Guidelines for Programme Evaluations at the University of Copenhagen* (see Appendix 10).

The research matrix is used to ensure consistency between course content, the course organiser's research area, and the research environment to which the course organiser is attached. This provides an overview of the extent to which a programme is research-based. The research matrix therefore helps to ensure that study programmes are linked to relevant academic environments. The following is an example of how the research matrix has been used in HEALTH.

⁴² The faculties attach the most recent programme evaluations as appendices when they submit their annual reports.



Example of quality-assurance practice

Use of the research matrix to ensure that new study programmes in HEALTH are sufficiently research-based.

When does HEALTH use research matrices?

HEALTH has used research matrices in its quality assurance and in the development of existing/new study programmes for a number of years. The matrices are used as part of the accreditation schedule, in the development of new study programmes and, since 2015, in programme evaluations. All programmes produce a research matrix as part of their programme evaluations every six years. This means, in effect, that the extent to which all study programmes are research-based is discussed at regular intervals.

Form and content

The research matrix is a table divided into three columns (see below). The first column lists the programme's academic activities. For each study activity, the name of the course organiser is shown in the second column, as are the names of the "key" lecturers/supervisors involved in that study activity (those who play an important role in the implementation of the study activity, e.g. by providing some of the teaching or supervision). The third column shows these lecturers' research area(s) and the research groups/departments to which they belong. Research matrices therefore provide an overview of whether the study activities on a given programme have a sufficient base in research conducted within the faculty and/or are linked to other relevant academic environments.

The extent to which individual study activities are research-based is assessed in relation to a number of relevant factors. These include the type of study activity, how many lecturers/supervisors are involved, their areas of research/expertise, and how much each of them contributes personally. It may be desirable for lecturers with a lot of practice-based experience to be involved in specific practical study activities, e.g. the practice-oriented study activities on the Dentistry programmes at bachelor's/master's level, and some of HEALTH's professional master's programmes, as discussed in Criterion III.1 on page 59.

Follow-up on research matrices

If a research matrix shows that one or more study activity/activities is/are less research-based than is desirable, the study board then discusses whether initiatives should be implemented to remedy the situation. The study board may, e.g. identify a need to deploy other/more of the University's researchers, or propose to boost research within the subject area covered by the study activity by changing priorities or hiring new staff. This is done in dialogue with relevant heads of departments. If it is found that a study activity is not sufficiently research based, this may also give rise to a reassessment of whether to continue to offer it in its current form.

Below is an example of how the research matrix was used in the development of a new master's programme in Immunology and Inflammation in 2013–2014.

Use of the research matrix in the development of a new master's programme in Immunology and Inflammation

From the beginning of 2012 onwards, academic environments in HEALTH worked on a new master's programme in Immunology and Inflammation. The proposal for the study programme was



submitted to the Academic Board on Education Strategy (KUUR) for approval in November 2013.⁴³ The application described HEALTH’s strong research environment in this subject area, indicating that the proposed programme would be sufficiently research-based.⁴⁴

Following approval by KUUR, the academic environment continued to develop the proposal and submitted an application for accreditation on 1 June 2014. The research matrix was attached as an appendix to the application for accreditation in order to show that the programme was sufficiently research-based. The programme achieved positive accreditation on 24 November 2014.

The accreditation application shows how the research matrix was introduced and used to document the programme’s knowledge base:

“Appendix 3 shows the relationship between the course elements (the courses) and the academic staff who teach the individual courses. The table shows to which research group or institution each member of academic staff is affiliated, and their research area, in the form of keywords. It shows that the lecturers on each course element conduct research in areas relevant to the course in question.

For the majority of the courses, course directors and lecturers are permanent employees of UCPH and are active members of the research community behind the programme. On some courses, external researchers contribute key expertise in the field. On elective courses 6 and 7, the course organiser, Professor Niels Ødum from the Department of Immunology and Microbiology (ISIM), is supplemented by external lecturers affiliated with the university hospitals. Unless they take credit courses outside UCPH during their elective block, students on the master’s programme must select at least one of these two elective courses. This ensures that students gain knowledge of clinical research in the university hospitals. As Appendix 3 shows, there is a strong relationship between all of the course elements on the study programmes and the lecturers’ knowledge and research areas.”

Excerpt from Appendix 3:

Course one: relationship between course element, academic staff and research areas

Course element (Study activity)	Permanent member of academic staff conducting research in the area, who will teach the study activity	Affiliation to research group*/research area
1. Advanced Basic Immunology / Avanceret basal immunologi 15 ECTS-point	Associate professor Anders Woetmann (Course coordinator)	Inflammation and Cancer / Immunologi, Kræft, Immunregulation, Cytokin signalering
	Professor Niels Ødum	Inflammation and Cancer / Autoimmunity & cancer, lymphoma, cytokines, signal transduction, regulation of growth and

⁴³ Under UCPH’s previous procedure for developing new study programmes, KUUR was responsible for approving proposals.

⁴⁴ At that time, a research matrix was not required. This requirement has since been added and now applies to all new proposals.

Course element (Study activity)	Permanent member of academic staff conducting research in the area, who will teach the study activity	Affiliation to research group*/research area
		apoptosis, adhesion molecules and immunopathology in cancer, allergy, and autoimmune diseases.
	Professor Mogens Helweg Claesson	Cellular and Functional Immunology Research Group / Immunregulation ved inflammation og cancer, Vaccineudvikling
	Associate professor Søren Buus	Experimental Immunology / Immunologi og immunforsvaret, MHC molekylers struktur og funktion, Vaccine
	Associate professor Anette Stryhn Buus	Experimental Immunology / MHC molekylers struktur og function. Vaccineudvikling.
	Associate professor Thomas Østerbye	Experimental Immunology / MHC molekylers struktur og function. NKT celler og CD1d funktion
	Professor Mogens Holst Nissen	Eye Research / Celle- og organfunktioner, Immunologi, Øjensygdomme
	Professor Jan Pravsgaard Christensen	Infectious Immunology / Immunologi og immunforsvaret, Infektions- og virussygdomme, Patogenesen og immunforsvaret ved virusinfektioner, Vaccineudvikling, Adenovirus
	Professor Carsten Geisler	T Cell Biology / Immunologi, T celle biologi, T celle receptoren, Immunregulation, Inflammation
	Associate professor Charlotte Menne Bonefeld	T Cell Biology / T celle biologi, Hudens immune system, Kontakteksem
	Associate professor Jens Peter Holst Lauritsen	T Cell Biology / Immunologi, Thymus, T celle udvikling, gammadelta T celler
	Associate professor Anders Elm Pedersen	Translational Immunology / Translational Immunology, Cellular Immunology, Dendritic Cell immunobiology, Tumor immunology, Cancer vaccination, Inflammation, Immunotherapy
	Professor Allan Randrup-Thomsen	Experimental virology group / Virologi, Mikrobiologi, Infektions- og virussygdomme, Immunologi, Patogenesen og immunforsvaret ved virusinfektioner,

Course element (Study activity)	Permanent member of academic staff conducting research in the area, who will teach the study activity	Affiliation to research group*/research area
		Eksperimentel virologi, Immunforsvaret

All of the research groups mentioned are based in the Department of Immunology and Microbiology in HEALTH.

The programme was positively accredited and approved on 24 November 2014.

Criterion III.2

The institution must ensure:

- **that lecturers' academic qualifications are updated and developed on an ongoing basis.**

Criterion III.2 describes how lecturers' academic qualifications and pedagogic/didactic competencies are continuously developed. In particular, the focus is on initiatives that develop the competencies of permanent/part-time academic staff.

The quality of education depends not only on the lecturers' academic competencies, but also on their ability to organise teaching and communicate the material. In its recruitment process, UCPH therefore pays particular attention to lecturers' academic qualifications and pedagogic/didactic competencies, and to developing these during the course of their employment at the University.

Teaching and learning units

UCPH has three teaching and learning units: TEACH (see Appendix 74 link Q), the Department of Science Education (see Appendix 77 link T) and the Teaching and Learning Unit of Social Sciences (see Appendix 76 link Q). These units all contribute to supporting didactic/pedagogic skills development at UCPH. The work of the teaching and learning units includes developing initiatives for peer coaching, teaching portfolios, research-based teaching and other relevant projects that require a research-based approach to teaching (see Appendix 73 link C).

Some of the initiatives cater for permanent/part-time academic staff throughout UCPH, other specific didactic initiatives target specific staff groups. For example, courses in study programme design and development are available to all heads of studies.

As shown below, all of the faculties are affiliated with one of the teaching and learning units.



Teaching portfolio and pedagogic competency profile

When recruiting to academic positions, an assessment is conducted of lecturers' academic qualifications (see Criterion III.1 on page 59). Since 2011, UCPH has made teaching portfolios a compulsory part of applications to academic positions at professor or associate-professor level. A teaching portfolio is a description of the applicant's teaching qualifications, as per the *University guidelines for teaching portfolios when appointing academic staff at the University of Copenhagen* (see Appendix 14). These guidelines are implemented locally by the faculties.⁴⁵

A teaching portfolio contains a comprehensive description of teaching experience, formal pedagogic skills development, and assessments of the candidate's teaching qualifications by the candidate and by the candidate's peers. The assessment committee uses the teaching portfolio to evaluate the candidate's overall pedagogic experience, qualifications and competencies.

UCPH is working towards a system in which the teaching portfolio is used as a tool for the ongoing development of all lecturers' pedagogic competencies. All permanent academic staff must have started producing a teaching portfolio by the end of 2017. The portfolio will be used as a tool to support the development of the individual lecturers' pedagogic competencies.

Linked to the teaching portfolio, UCPH has also drawn up a pedagogic competency profile (see Appendix 57), i.e. a University-wide standard used in conjunction with the teaching portfolio to ensure a shared language and criteria for good teaching that promotes student learning.

The pedagogic competency profile is a structured description of good teaching practice. When it is implemented throughout UCPH in 2017, the competency profile will be used in the assessment and development of teaching qualifications, including at the end of the Teaching and Learning in Higher Education Programme and when assessing teaching qualifications when appointing permanent academic staff (see Appendix 58).

From 2018, both teaching portfolios and pedagogic competency profiles will be used in the annual staff performance and development reviews.

Teaching and Learning in Higher Education programme

The Teaching and Learning in Higher Education programme is a compulsory competency-development process consisting of supervision, preparatory assignments, counselling, invigilation, projects and teaching portfolios. The course qualifies assistant professors, postdocs and other academic staff for employment as associate professors.

The Teaching and Learning in Higher Education Programme focuses on three core competencies: the ability to plan teaching and supervision; the ability to implement those plans; and the ability to

⁴⁵ *Faculty implementation of UCPH guidelines for teaching portfolios:*

HUM: See Appendix 74 link R. **LAW:** See Appendix 75 link U. **SOC.SCI.:** See Appendix 76 link R.

SCIENCE: See Appendix 77 link Q. **HEALTH:** See Appendix 78 link R. **THEO:** See Appendix 79 link O.



conduct a post-evaluation of the whole process. It consists of both practical and theoretical elements. Participants acquire the competency to reflect on and critique their own and others' teaching practice and to apply relevant learning theory and rhetoric in order to plan, provide and evaluate student teaching.

UCPH has adopted University-wide *University guidelines for the Teaching and Learning in Higher Education programme* (see Appendix 13), which stipulate requirements for the programme's content and specify who is responsible for assuring its quality. The faculties are responsible for the programme and must have procedures for quality assurance, as per the *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.4b, irrespective of whether the faculty itself provides the programme or pays for it to be provided elsewhere.

As part of this programme, faculties must ensure that assistant professors compile teaching portfolios and that these are included in the written evaluation of the participant's teaching qualifications upon completion of the course.

The Teaching and Learning in Higher Education Programme in the faculties.

HUM's pedagogic unit TEACH (see Appendix 74 link Q) provides the Teaching and Learning in Higher Education Programme (see Appendix 74 link Q1) for HUM and THEO.

In HUM, TEACH is responsible for the quality assurance of both the theoretical and academic parts of the programme. The heads of department, the dean and the associate dean collaborate on the quality assurance. In THEO, the head of studies is responsible for quality assurance of the academic part of the course taken by the faculty's lecturers. At the end of the programme, the pedagogic supervisor and the academic supervisor in THEO evaluate the participants' teaching qualifications.

The university-teaching consultant at TEACH works with heads of departments in HUM and the head of studies in THEO regarding the planning and running of the academic part of the Teaching and Learning in Higher Education Programme.

In SCIENCE, the Department of Science Education (IND) (see Appendix 77 link T) provides the Teaching and Learning in Higher Education Programme (see Appendix 77 link T1). HEALTH has two employees linked to IND, who mainly work on the development of didactics and pedagogy for the health sciences and seek to ensure quality and relevance in this area.

In SCIENCE and HEALTH, the Teaching and Learning in Higher Education Programme is quality assured both while it is running and afterwards. The heads of department ensure that participants have time for the programme, and that, in the year after they start it, each participant has a minimum of 100 teaching hours so that they have the opportunity to apply the newly acquired theory in practice.

The Teaching and Learning in Higher Education Programme at IND is quality assured on an equal footing with the department's other pedagogic/didactic courses.

Since September 2015, LAW has offered its own Teaching and Learning in Higher Education Programme, adapted to the faculty's profession-oriented programmes and learning methods (see Appendix 75 link V). The associate dean for research and associate dean for education are responsible for the quality assurance of all courses included in LAW's Teaching and Learning in Higher Education Programme.

SOC.SCI. provides the Teaching and Learning in Higher Education Programme (see Appendix 76 link S) through the Teaching and Learning Unit of Social Sciences (see Appendix 76 link Q), which conducts regular written and oral interim and final evaluations. At the end of the programme, supervisors conduct final individual interviews with the participants. Every year, the evaluation results from these interviews are collated and published in the Teaching and Learning Unit of Social Sciences' annual report.

Development of academic qualifications and pedagogic competencies

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.4d requires that the academic competencies of academic staff are developed continuously, while ESG 1.4e requires the development of their pedagogic competencies. The faculties must set standards for both of these development processes. Annual performance and development reviews are held with all permanent academic staff, and include compulsory assessment of academic qualifications and pedagogic competencies. The process of developing academic qualifications is agreed with the member of staff on a year-to-year basis at their performance and development reviews.

The academic and pedagogic quality of the teaching is also evaluated during course evaluations, as per the *UCPH Guidelines for Course Evaluation and the Publication of Course Evaluation Reports* (see Appendix 8). The faculty uses the results in its work to develop the academic qualifications and pedagogic competencies of academic staff, e.g. as part of annual performance and development reviews.

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.4c also stipulates that the faculties are responsible for the pedagogic skills development of new permanent/part-time academic staff and must set standards for this.

Every three years, the faculties report to the Rector on the development of the academic qualifications and pedagogic competencies of academic staff, as well as on the pedagogic competencies of new permanent and part-time academic staff. This forms part of the faculties' annual reporting on quality assurance (see Appendix 15). The reports are based on the faculties' current standards.

English as a teaching language

All lecturers who teach in English are offered courses on English as a teaching language at UCPH's Centre for Internationalisation and Parallel Language Use (CIP) (see Appendix 74 link S). CIP is a resource centre that supports UCPH's commitment to parallel language use. CIP has ALSO developed a procedure for the certification of university lecturers' English-language skills. More than 300 lecturers at UCPH have taken part in the certification process so far.



Pedagogic skills development in the faculties

The faculties have implemented the *University guidelines for the Teaching and Learning in Higher Education Programme* (see Appendix 13) differently, and they offer different types of pedagogic skills development for academic staff, new academic staff, and part-time academic staff (see below).

Pedagogic skills development of academic staff and part-time academic staff in HUM

The head of department is responsible for pedagogic skills development of permanent academic staff, the head of studies is responsible for the pedagogic skills development of part-time academic staff. In HUM, part-time academic staff are offered individual/group performance and development reviews, at which development needs are identified, as per *Procedure for assuring the quality of courses and lecturers' competencies* (see Appendix 74 link R).

TEACH runs a wide variety of courses for both new and experienced lecturers, including part-time academic staff (see Appendix 74 link Q). For example, a three-day course for new lecturers, courses for non-Danish lecturers focusing on the Danish teaching tradition, and workshops on lecturing that activate the students, effective feedback in teaching and first-year pedagogy.

Pedagogic skills development of permanent academic staff and part-time academic staff in LAW

LAW has a strategic framework for learning and pedagogic work, based on new, innovative and challenging pedagogic and didactic principles (see Appendix 75 link W).

As part of its quality-assurance work, faculty management has defined standards for pedagogic qualifications. The standards are reviewed annually. All permanent/part-time academic staff at LAW participate in compulsory course seminars before they start teaching. All new permanent/part-time academic staff participate in pedagogic course seminars. The pedagogic course seminars deal with pedagogy, i.e. how to teach, and didactics, i.e. how to organise teaching, as well as how to formulate learning goals and plan the various phases of the course. At least once every three years, all part-time academic staff must also attend a pedagogy course related to their own teaching practice. Once a year, all part-time academic staff must attend a meeting that focuses on the faculty's strategic objectives for pedagogic development for the following year. The range of development options in the faculty are also presented at this meeting.

The associate dean for education is responsible for ensuring that part-time academic staff attend the pedagogic course seminars. LAW records attendance at these seminars. The vice-dean for education follows up on any absence.

The associate dean for research and course director are responsible for ensuring that permanent academic staff take part in skills development programmes. The heads of research centres follow up on this with individual members of permanent academic staff at performance and development reviews. A faculty-specific appendix to the templates for academic performance and development reviews has been produced and is used to draw up development plans for following up on lecturers' academic and pedagogic skills development and research work. All members of academic staff complete a pedagogic skills-development course at least every three years.



LAW also offers regular skills development courses on supervision, conduct of examinations, and aspects of teaching in selected pedagogic and didactic areas. LAW's learning unit supports this work.

Pedagogic skills development of permanent academic staff and part-time academic staff in SOC.SCI.

In SOC.SCI., the heads of department are responsible for ensuring that all academic staff participate continuing and further education related to teaching. SOC.SCI. has a range of courses and focus areas that are tailored to match the individuals' responsibilities, experience and interests.

All supervisors responsible for master's or bachelor's projects are offered a course in pedagogic supervision. All permanent academic staff are offered pedagogic training, coaching on innovation and entrepreneurship and courses on e-learning. All international permanent academic staff are offered pedagogic supervision.

Pedagogic skills development in SOC.SCI. is mainly done under the auspices of the Teaching and Learning Unit of Social Sciences (TLU). TLU maintain an ongoing dialogue with the academic environments about developing programmes that suit changing needs. TLU's website provides examples of the courses available (see Appendix 76 link T). The departments also run projects, seminars, courses, etc. aimed at developing the pedagogic competencies of academic staff.

SOC.SCI. runs pedagogic skills development programmes for new academic staff. TLU offers PhD students a two-day pedagogy course. PhD students are also welcome to attend other TLU courses, e.g. on pedagogy and supervision. All newly employed academic staff are invited to an introductory meeting for new teaching staff held by the head of studies.

SOC.SCI. also focuses on the pedagogic skills development of part-time academic staff. On appointment, all part-time academic staff are offered the chance to participate in TLU's two-day teaching and learning course. Each semester, an introductory meeting about teaching is held for part-time and assistant lecturers. The discussion covers the types of courses, forms of exam, evaluation procedures, exam cheating, feedback and compendia. The faculty library also runs sessions on the use of the UCPH's e-learning platform, Absalon. The heads of studies are responsible for introducing part-time academic staff to their teaching duties.

SOC.SCI. uses a large number of teacher's assistants.⁴⁶ Teacher's assistants take practice classes, etc. on the bachelor's programmes. Before each semester, they are offered the chance to participate in TLU's two-day pedagogy course. Teacher's assistants are paid to attend courses. The number of participants is monitored on an annual basis. Teacher's assistants also get to use other academic staff as a sounding board throughout the year.

⁴⁶ Teacher's assistants are not covered by the categories permanent/part-time academic staff.



Pedagogic skills development of permanent academic staff and part-time academic staff in SCIENCE

In SCIENCE, the heads of department are responsible for ensuring that all academic staff have the necessary teaching and pedagogic competencies to meet the standards set by the faculty (see Appendix 77 link U).

As mentioned above, IND runs a number of pedagogic/didactic courses in addition to the Teaching and Learning in Higher Education Programme (see Appendix 77 link T2). The IT Learning centre (ITCL) in SCIENCE advises lecturers on the use of IT as a teaching tool. ITCL runs workshops and courses for both permanent and part-time academic staff (see Appendix 77 link V).

Each department receives an annual statement regarding its own academic staff's participation in pedagogic courses over the past year, and another annual statement on the number of new appointments. By comparing the two figures, the head of department is able to work out whether there are new members of staff who require continuing education.

SCIENCE only uses part-time academic staff to a limited extent. Relevant teaching competencies are assessed at the time of appointment. Skills development for part-time academic staff is based on specific needs identified by course evaluations.

Pedagogic skills development of academic staff and part-time academic staff in HEALTH

In HEALTH, the heads of departments and centres are responsible for following up on both the academic and pedagogic/didactic competencies of academic staff, in line with faculty standards. HEALTH has assigned two employees to IND. This ensures that the faculty's permanent/part-time academic staff have access to a number of pedagogic/didactic courses specifically targeted at the health sciences.

The Centre for Online and Blended Learning (COBL) in HEALTH seeks to improve teaching, e.g. by training lecturers in the use of new teaching technologies and digital learning resources in their courses and activities. The centre offers support, workshops and courses for lecturers; produces digital teaching materials and training videos; and provides practical and pedagogic help with complete 'course makeovers' (see Appendix 78 link S). COBL caters to both permanent and part-time academic staff.

Permanent/part-time academic staff teaching the bachelor's programme in Dentistry and further adult education in Dental Practice are required to take a pedagogic course within the first two years of their employment, if they have not done so previously.

HEALTH has also set a number of standards for developing the pedagogic/didactic competencies of new permanent/part-time academic staff. In addition to the compulsory Teaching and Learning in Higher Education Programme for assistant professors (see Appendix 77 link T1), postdocs who contribute to teaching are required to take the *Introduction to University Teaching course* (see Appendix 77 link T3) or equivalent.

HEALTH requires all academic staff to take part in ongoing formal pedagogic skills development (see Appendix 78 link G). The targets for individual employees are set at their annual performance and development reviews.



Pedagogic skills development of permanent academic staff and part-time academic staff in THEO
THEO offers ongoing pedagogic skills development to all lecturers, both permanent and part-time (see Appendix 79 link O). THEO's head of studies organises regular courses and theme days on pedagogy, thesis supervision, thesis contracts, etc. Where needed/desired, and subject to agreement with the head of studies and head of department, lecturers at associate professor/professor level participate in continuing education courses on university pedagogy. Subjects related to university pedagogy are also discussed regularly at staff seminars and meetings.

Prior to each semester, all new lecturers – irrespective of the nature of their appointment – are called in for a short seminar with the head of studies about pedagogic and practical issues related to teaching at the faculty. Part-time academic staff are offered a short course in university pedagogy at the time of their appointment.

As part of the ongoing course evaluations, the head of studies is responsible for ensuring that follow-up work is done on any pedagogic needs and wishes.

Criterion III.3

The institution must ensure:

- **that teachers take part in or maintain active contact with relevant research environments, development environments or areas of employment, cf. the statutory knowledge base of programmes, and continually draw on knowledge and experience from these in the courses,**

Criterion III.3 describes how registering research publications indirectly helps UCPH ensure that its study programmes are research based.

Links with relevant research environments

All permanent academic staff at UCPH are linked to relevant research environments. The faculty uses part-time academic staff as teachers whenever this is relevant to the content of the study programmes. Part-time academic staff are usually representatives of business and industry or of other research institutions. As described in Criterion III.1 (page 59), the integration of part-time academic staff into the planning of teaching and other academic activities is a focus area for departments/faculties.

UCPH's research environments are usually embedded in the departments⁴⁷. Departments/faculties are responsible for ensuring that study programmes are research based. Research results are

⁴⁷ The research environments at the Faculty of Law and the Faculty of Theology are embedded at faculty level.



recorded in CURIS⁴⁸ in the form of research publications, according to the Ministry's bibliometric research indicators (BFI). An annual report is drawn up that provides an overview of the departments'/faculties' research publications. UCPH's management team and executive management discuss the annual publication reports and assess the need for University-wide initiatives. The faculties are responsible for initiating the necessary actions locally. UCPH sends an overall report on the year's publications to the Ministry. The Ministry uses the report to calculate its funding formula for basic resources divided among the universities annually.

The departments and faculties use the annual research records to create an overview of their research output and its quality, and indirectly to help ensure that they have sufficient staff to provide teaching on topical research themes within the study programmes' core subject areas.

Entries in CURIS are not divided by research environment. Most departments and faculties house multiple research environments. A large proportion of UCPH's programmes also transcend departments. This makes it difficult to assess the registration of research accurately at programme level.

The University-wide concept used for performance and development reviews sets requirements for the academic staff's research activities, including publications.

Criterion III.4

The institution must ensure:

- **that students are kept in contact with the relevant knowledge base by including them in activities related to this.**

Criterion III.4 describes how UCPH monitors student contact with relevant knowledge by logging hours, the ratio of student/permanent academic staff, and the number of master's theses involving an external party. It also describes how faculties facilitate student contact with relevant knowledge in ways other than via research-based teaching.

Contact with the relevant knowledge basis

At all levels – and in different ways – UCPH's study programmes are based on research and linked to active research environments. All permanent academic staff conduct research within the subject area in which they teach (see Appendix 56). Active researchers develop the study programmes, which are closely linked to an active research environment in the department. The content of the teaching builds upon the research-based basic knowledge and recent insights. The students learn

⁴⁸ CURIS is UCPH's database for recording research.



relevant research methodologies and academic theories, and contribute to research in their subject areas. In this way, the courses introduce them to the relevant knowledge. On all bachelor's programmes, UCPH offers a minimum of 12 teaching hours per week during the semester (i.e. over 14 weeks). As of 2017, a minimum of 8 teaching hours per week will be offered in the first year of all master's programmes (see Criterion I.1 on page 21).

HEALTH has also set an upper limit of 20 teaching hours per week for all bachelor's programmes to ensure that students have sufficient time to prepare for classes.

Development Contract 2015–2017 (see Appendix 73 link A2 target point 6.1): Increase in permanent academic staff⁴⁹ positions) sets a target for an annual increase of 30 permanent academic staff (full-time equivalent positions) during the contract period in order to provide the foundations for the ongoing enhancement of the quality of UCPH's research and teaching, as well as its contact with the rest of society. Similarly, target point 7.1: Enhanced quality of bachelor's courses, target of improving the research base on the bachelor's programmes by 10% during the contract period.

Student/permanent academic staff ratio

The faculties routinely monitor student contact with relevant knowledge calculating the student/permanent academic staff ratio. As per the *Guidelines for Programme Evaluations at the University of Copenhagen* (see Appendix 10), this ratio must be included in programme evaluations. The faculties have their own standards for the ratio, tailored to match the content of the programmes.

Student/permanent academic staff ratio at the faculties

All of the faculties have their own standards for the student/permanent academic staff ratio. The standard is expressed in full-time equivalents (FTEs) – except in HUM, where numbers are used instead. LAW monitors the ratio annually, the other faculties monitor it for individual programmes as part of the programme evaluations.

Responsibility for the follow-up work if fluctuations are identified differs from faculty to faculty. In HUM, the head of department and head of studies share responsibility.

In LAW, SCIENCE and HEALTH, the head of studies collaborates with the study board to monitor the ratio, and the associate dean for education is responsible for any follow-up work.

In SOC.SCI., the head of studies and head of department share responsibility for monitoring the ratio, while the dean is responsible for ensuring that follow-up work is done.

In THEO, the head of studies monitors the ratio and makes suggestions for follow-up work. The dean is responsible for ensuring that the follow-up work is done.

⁴⁹ The definition of permanent academic staff in the development contract covers professors, professors with special responsibilities, clinical professors, associate professors and assistant professors.



The student/permanent academic staff ratio is a purely quantitative indicator of how easy or difficult it is for students to access relevant knowledge. The faculties also use teaching-environment evaluations (UMVs) as qualitative indicators of how easy or difficult it is for students to access the relevant knowledge. Read more about teaching-environment evaluations below and in Criterion IV.5 on page 106.

Other contact with relevant knowledge

For some time, UCPH has focused on closer contact between its programmes and business and industry. This is seen as a means of making students more aware of the demands of the job market and of making the programmes more relevant to the needs of the labour market. In two contract periods, one of UCPH's targets has been to increase the proportion of master's theses that involve working with an external party: Development Contract 2012–2014, target point 2.1: Student collaboration with society (see Appendix 23) and Development Contract 2015–2017, target point 2.2: Master's theses linked to an external party. The target is to increase the percentage from 11% in 2013 to 17% in 2017. During the initial contract period, the target of 7.5% by 2013 was met.

UCPH's Job Bank provides students with the opportunity to come into contact with companies and organisations that are willing to get involved with them on internships, projects and theses (see Appendix 73 link P).

UCPH has three mentoring programmes: one for master's students, one for PhD students and an international mentoring programme. The aim is to bridge the gap between the students' programmes and their future working lives. From 2017, mentoring activities will be devolved to the faculties.

Every three years, UCPH conducts a teaching-environment evaluation, which involves students assessing the physical teaching environment and their opportunities for contact with lecturers (see Appendix 73 link Q). Teaching-environment evaluations are the responsibility of the Academic Board on Education Strategy (KUUR), on which the students are represented. As follow-up on the teaching-environment evaluations, the faculties involve the students in drawing up action plans for the next three years. KUUR approves the faculties' action plans. As per the 2012–2014 target plan (see Appendix 23), UCPH conducted annual satisfaction and well-being assessments in 2013 and 2014, as part of which students assessed the physical frameworks for their study programmes. The results of the satisfaction and well-being assessments have been used as part of the follow-up work on the strategy for study environment 2014–16 (see Appendix 59). Read more about conducting teaching-environment evaluations in Criterion IV.5 on page 106.

The faculties and individual programme environments also have a range of activities designed to ensure that students also have the opportunity to access relevant knowledge via activities other than the compulsory research-based courses (see below). The different student-oriented activities in the different faculties are presented below.

Other contact with relevant knowledge in HUM

As part of their study programmes, all bachelor's and master's students are given the opportunity to undertake an academic internship for a minimum of 15 ECTS credits. Several programmes offer



courses with a strong practice-oriented approach to academic content, where teaching and/or final assignments can be in close collaboration with external partners.

Many departments have introduced thesis banks, from which students can derive inspiration and to which external partners and local research environments can suggest project ideas.

Other contact with relevant knowledge in LAW

Research centres offer students the chance to take part in a variety of research events on themes related to courses and subject areas covered by the Faculty of Law (see Appendix 75 link X). They also hold open events for groups of students who plan to write a bachelor's project or master's thesis on a subject covered by one of the centre's research areas.

Company visits are part of the bachelor's programme's study-start activities.

Other contact with relevant knowledge in SOC.SCI.

The SOC.SCI. departments offer various events that bring students into closer contact with relevant research environments. The students play an active role in planning and organising initiatives in collaboration with the head of department and head of studies, who are responsible for facilitating this contact (see Appendix 76 link U). These voluntary initiatives include Department Day, open forums and spaces for students and researchers (including data sharing), research lunches, academic cafés, and participation in research and communication activities.

SOC.SCI. students are also given opportunities to go on company visits, and many of the programmes offer courses with case-based teaching and internships.

Other contact with relevant knowledge in SCIENCE

All bachelor's and master's programmes in SCIENCE (see Appendix 77 link W) – except Erasmus Mundus programmes – allow students to do a company-based project worth either 15 or 30 ECTS credits.

A small number of courses include compulsory internships or field courses. Other programmes may include field courses as part of their limited freedom of choice.

Other contact with relevant knowledge in HEALTH

Some of HEALTH's students have contact with relevant knowledge via clinical teaching as part of their encounters with researchers employed at a University hospital. The bachelor's and master's programmes in Medicine include clinical teaching and time spent in general practice, which is based on co-operation with hospitals and general practitioners. This co-operation is structured so that clinical associate professors and clinical professors are employed by the hospital (where they have clinical and research-related duties) and by the University (where they have teaching-related duties). The University, via the Department of Clinical Medicine (where the clinical academic environments are based) employs 190 clinical professors and nearly 500 clinical associate professors.

The study programmes in Medicine are characterised by close links between the academic environment and clinical practice. It is also worth noting that the ministerial order on the Job Structure for Academic Staff Working with Research and Teaching at Universities specifies that clinical associate professors and professors must be researchers. This means the clinical teaching provides students with close contact to research in the hospitals. In addition to clinical teaching,



medical students are afforded the opportunity of a research year, which enables them to become acquainted with a relevant research environment.

On some of HEALTH's programmes, master's thesis students work in a research group that enables them to have close contact with research environments.

HEALTH has a number of research centres that regularly hold academic events for staff and students. Likewise, HEALTH's departments hold annual "department days". These events offer students ideal opportunities to come into contact with relevant research environments via presentations and discussions with researchers.

Other contact with relevant knowledge in THEO

Students in THEO have many different opportunities to come into contact with research. The faculty prioritises informal encounters between researchers and students. The academic departments and centres run academic seminars for the students. Some research projects have also taken special steps to involve students actively in research and communication work.

Students also have the option to undertake academic internships or field studies as part of the bachelor's programme and the master's programmes, and to write their thesis in collaboration with an external party.

Both academic staff and representatives of relevant external institutions and organisations usually take part in career guidance events.





Criterion IV: Level and content of study programmes

Criterion IV

The institution has a practice which ensures that programmes have an appropriate level, an academic content and an educational quality that supports students' learning and the achievement of programme goals.

UCPH has a broad programme portfolio encompassing various types of higher education programmes – from bachelor's, professional bachelor's and master's programmes to professional master's, diploma programmes and academy programmes. The faculties provide the teaching, which follows either a semester structure or a block structure. The curriculum specifies whether a particular programme follows a semester or block structure.⁵⁰ In 2008, UCPH introduced the “inner market”, including University-wide rules and regulations on when faculties can schedule teaching and exams (see Appendix 73 link R). The point of the inner market was to make it easier for students to take classes that transcend faculty boundaries, and no matter whether they have a semester or block structure.

All UCPH curricula are published on the website (see Appendix 73 links S1 and S2). The curricula include information on the competency profile and course structure, including compulsory and core subjects, for the programme concerned.

Information on all courses, both compulsory and optional, is publicly available in the UCPH course database (see Appendix 73 link T). The full range of courses is published by 1 May each year for a minimum of at least the next full academic year. The course descriptions include:

- Description of contents
- Description of objectives
- Type of instruction
- Forms of feedback (as of academic year 2017/2018)
- ECTS credits
- Scheduling (semester/block)
- Teaching and exam language
- Study board
- Course organiser
- Assessment criteria
- Forms of exam
- Grading

⁵⁰ Teaching on professional master's, diplomas and academy programmes rarely follows a semester or block structure. Instead, these tend to consist of short, intensive courses held over a week or weekend, as the students fit in full-time jobs alongside their studies.



- Workload.

At least every three years, the faculties review all of their curricula in order to ensure that the content, quality and structure of the programmes support steady academic progression toward the desired learning outcomes. Read more about the revision of curricula in Criterion IV.2 on page 87.

Criterion I.3 (page 35) shows whether all of the programmes in each faculty follow the same quality-assurance procedures, or whether a section of them are subject to specific quality-assurance procedures.

Criterion IV.1

The institution must ensure:

- **that programmes continually maintain a level that corresponds to the relevant type descriptions in the Danish qualifications framework for higher education programmes,**

Criterion IV.1 describes how UCPH uses competency matrices – both when developing new programmes and when evaluating existing ones – to ensure that they live up to the relevant type descriptions in the qualifications framework.

The competency matrix

The UCPH quality-assurance system ensures that the level of the programmes is regularly evaluated in relation to the relevant type descriptions in the qualifications framework for higher education. This applies both to the development of new programmes and the ongoing quality assurance of existing programmes.

As part of the process of developing new programmes, the faculties draw up a competency matrix for each programme proposal and submit it to the Rector for approval as per *University procedure for approving new study programmes* (see Appendix 17). The competency matrix compares the type descriptions in the qualifications framework with the (draft) competency profile for the (proposed) programme. Type descriptions are divided into knowledge, skills and competencies, and in turn compared with the descriptions of objectives for the study activities that make up the programme. The point of this part of the procedure is to ensure that programme proposals comply with the level stipulated in the qualifications framework from as early as possible a stage in the process.



All of the faculties have their own procedures for developing new programmes, which show how the process works and how responsibilities are allocated within the faculty.⁵¹

The *Guidelines for programme evaluations at the University of Copenhagen* (see Appendix 10) stipulate that a competency matrix must be drawn up as part of each programme evaluation. The most up-to-date programme evaluations also form part of the faculties' annual reporting to the Rector on quality-assurance work.

All of the faculties have a procedure for programme evaluations (see appendices 34–39) that describes how the process works and how responsibilities are allocated within the faculty (see Criterion IV.6 on page 109).

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG.1.2a (see Appendix 7) requires that faculties revise their curricula at least every three years. Revising curricula includes ensuring that the competency profile meets the requirements for learning levels set out in the qualifications framework. If changes are made to the description of objectives for a study activity, the faculty must evaluate whether changes must also be made to the competency profile. The revised competency profile is then checked to ensure compliance with the relevant type description in the qualifications framework. Criterion IV.2 below describes the revision of curricula.

All of the faculties have their own *Procedure for revision of curricula* (see appendices 60–66), which details the process and how the responsibilities are allocated in the faculty concerned (see also Criterion IV.2 below).

Criterion IV.2

The institution must ensure:

- **that programme content reflects programme goals and that the organisation of teaching and educational quality supports students' learning and the achievement of these goals,**

Criterion IV.2 describes how UCPH uses revisions of curricula to ensure that the content of programmes reflect their learning objectives. The revision of curricula is an important process for ensuring that the current range of courses supports the study programmes' objectives. Criterion IV.2 also describes the most frequently used types of teaching and exams at UCPH.

⁵¹Faculty procedures for setting up new study programmes:

HUM: See Appendix 74 link T. **LAW:** see Appendix 75 R. **SOC.SCI.** See Appendix 76 link N. **SCIENCE:** See Appendix 77 link P. **HEALTH:** See Appendix 78 link P. **THEO:** See Appendix 79 link M.



Revision of curricula and range of courses

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG.1.2a (see Appendix 7) requires that each faculty has a procedure for the revision of curricula (see appendices 60–66). Curricula must be revised at least every three years, as well as when UCPH adopts general study-related changes and when the legislation changes. The revision involves quality assurance of the programmes' content and structure to ensure that the descriptions of objectives and assessment criteria underpin the competency profile, and that appropriate exam forms are used to test whether students meet the requirements of the competency profile. Some faculties revise curricula and course descriptions every year.

Revising curricula also ensures that the competency profile is in line with the relevant type descriptions in the qualifications framework, as outlined in Criterion IV.1 on page 86. The results of programme reports and evaluations can also be used as input into the revision of curricula. Read more about the annual programme reports and programme evaluations in Criterion IV.6 on page 109.

Courses and study activities within UCPH study programmes are designed to provide students with optimal opportunities to study full time, and to achieve the stipulated learning objectives within the recommended timeframe. This is achieved by using a variety of forms of teaching and exams, and by spreading the workload across whole semesters or blocks. As a result, the students' anticipated workload and the timing of the study activities are included in the course description for all courses in the UCPH course database. To make it possible for students to plan their studies, UCPH publishes its range of courses for a full year ahead.

The study board is responsible for the academic quality assurance and quality enhancement of the programmes and courses. It is also responsible for the revision and development of curricula and sending these to the dean for approval, as per *The Statutes of the University of Copenhagen* section 35 (9) (see Appendix 4). The study board is “*charged with the organisation, completion and development of programmes and courses, [...] The head of studies is responsible, in co-operation with the study board, for the practical organisation of teaching and tests and other forms of assessment forming part of the exam*” (from the University Act section 18 (4–5)).

The faculties' study administrations subject all curricula to compliance control before they are submitted to the dean for approval.

Teaching methods and forms of exam

Study programmes at UCPH use and combine a variety of different forms of teaching and exams. Exam forms must be consistent with the learning objectives and reflect the teaching. During a course of study, students must have the opportunity to demonstrate different types of competency, knowledge and skills. The programmes therefore include a variety of forms of teaching and exams. By regularly revising curricula, the faculties ensure an appropriate degree of variation in the



teaching and exams on their programmes. This includes ensuring that all programmes include at least one oral and one written test.

The pedagogic quality supports student learning. UCPH assures the pedagogic quality of the teaching by ensuring that lecturers have the right teaching qualifications at the time of their appointment, and that these skills are continuously developed (see Criterion III.2 on page 71). The need for pedagogic skills development is identified in various ways, e.g. by conducting course evaluations and annual performance and development reviews.

The faculties use course evaluations to summarise the students' views on the organisation and pedagogic quality of teaching. The University-wide *Guidelines for course evaluation and the publication of course evaluation reports* (see Appendix 8) stipulate that course evaluations must include an assessment of pedagogic quality. The faculties have their own procedures for implementing these guidelines (see Criterion IV.3 on page 94).

Revision of curricula and forms of teaching and exams in the faculties

The way faculties revise curricula and approve their range of courses is described below, including information about the most frequently used forms of teaching and exams in each faculty.

Quality assurance of curricula in HUM

Process for revision of curricula and approval of the range of courses/course descriptions

HUM revises all curricula at least every three years, as per *Procedure for drawing up, changing and reviewing curricula* (see Appendix 60). HUM has provision for amending curricula or introducing new ones each year, provided a need is identified by the faculty's regular quality-assurance work.

Study boards approve the range of courses for one year at a time, on the understanding that the quality of them is assured each semester and that any issues identified during the first semester can be adjusted for the second semester, as per *Procedure for range of courses* (see Appendix 74 link U).

HUM has produced a set of frameworks/templates that form the basis for drawing up programme-specific curricula. HUM divides amendments to curricula into corrections, adjustments and revisions, and the different categories are subject to different procedures.

Corrections cover minor language changes and errors. The administration is empowered to make corrections without consultation or approval.

Adjustments are minor changes to a maximum of two study activities in a curriculum, e.g. changes to academic objectives or to the form of assessment and/or grading. *Adjustments* must be approved by the study board and then by the dean.

Revisions are changes to more than two study activities in a curriculum, or changes to the competency profile. Revisions are subject to consultation with the panel of employer representatives and the chair of the external examiners, approval by the study board and then approval by the dean. For upper-secondary school subjects, revisions are also sent for consultation to the Danish Association of Upper Secondary Schools.



Teaching methods and forms of exam

HUM covers a very broad subject area, from language courses to case studies involving the private sector, so there may be significant variation in the methods of teaching and exam forms. Ongoing efforts are made to develop and test new forms of teaching and exams so that the programmes and the teaching on them is in line with students' and employers' needs, as per *Procedure for tests and exams* (see Appendix 74 link V).

Take-home assignments are the most widely used exam form, as they facilitate an assessment of student skills in analysis, composition and independent study.

In recent years, many programmes have also introduced a requirement for active participation, including a portfolio, as a precondition for sitting the final exam. This is seen as conducive to enhancing learning in-depth and improving the student retention rate.

Quality assurance of curricula in LAW

Process for revision of curricula and approval of the range of courses/course descriptions

The study boards revise the curricula at least every three years, as per *Procedure for drawing up and amending curricula and evaluation of the range of courses* (see Appendix 61).

New curricula and changes to curricula are sent for consultation to the chair of the external examiners, the panel of employer representatives and other relevant interest groups. Following discussion by the study board, the curricula – incorporating feedback from the consultation process – are submitted to the dean for approval.

When setting up new study programmes for which a study board has not yet been set up, the associate dean for education is responsible for drafting the new curricula (see Appendix 75 link Y).

The curriculum, along with the faculty's learning strategy (see Appendix 75 link B), forms the framework for the organisation of all study programmes and courses in LAW. New curricula are structured in the same way as existing ones. The curricula contain both general and programme-specific rules. Course directors are responsible for organising the actual courses. This includes identifying learning objectives, teaching activities and exam forms, all of which must be approved by the study board. In this way, the study board ensures that the overall content of the study activities helps the students to acquire the competency profile stipulated in the curriculum, and that the teaching is planned in accordance with learning principles for the programme.

Teaching methods and forms of exam

LAW has a vision for learning, as well as a set of learning principles for its study programmes (see Appendix 75 link W). Course directors plan the teaching in line with these principles, and the study board approves the range of courses on the basis of them.

Among other approaches, the teaching is based on problem-oriented learning principles, which ensures that students learn about subjects in depth, practice working independently and acquire methodological skills. The teaching primarily consists of seminars with active student participation, individual and group work, mock court sessions and a limited number of lectures.



LAW's bachelor's programme mainly uses written exams, often supported by practice papers. The written exams allow for closed questions to be asked, which are particularly well suited to testing students' knowledge of the subjects covered by the programme.

LAW's master's programmes generally use oral and case-based exams. These exam forms facilitate an open and interpretive approach to the subjects, which better tests students' ability to conduct independent analyses and their ability to identify and analyse legal issues.

Quality assurance of curricula in SOC.SCI.

Process for revision of curricula and approval of the range of courses/course descriptions

SOC.SCI. revises curricula at least every three years, and the range of courses is approved for a minimum of one year at a time, as per *Procedures for quality assurance of curricula and course descriptions* (see Appendix 62). SOC.SCI. has a framework curriculum that lays down general rules common to all bachelor's and master's programmes. There is no framework curriculum for the professional master's programme. Each programme also has a programme curriculum, which is drawn up using a common template.

The study board and head of studies draft new and revised curricula in collaboration with the course director. If a proposed amendment is substantial, it is submitted to the relevant parties for consultation, i.e. employer panels, authorising bodies (psychology) and other relevant organisations, including the chairs of the corps of external examiners. Based on the responses to this consultation, the study board draws up proposals to amend the existing curricula and submits them to the dean for approval.

Teaching methods and forms of exam

SOC.SCI. uses a range of teaching methods, including lectures in small or large groups, group exercises, individual/group supervision, field work and internships.

The bachelor's programmes are mostly taught through class instruction and lectures. Academic staff of international standing usually provide the lectures, supplemented by practice classes or dialogue-based class instruction, in which students actively follow up on topics raised in the lectures.

The lecturers provide relevant feedback, which enables students to derive maximum benefit from the teaching. Teacher's assistants and fellow students may also provide feedback.

On master's programmes, the main form of teaching is class instruction. Supervision is also provided on various types of semester assignments, academic internships and theses.

SOC.SCI. uses many different forms of exam. Oral exams test the students' ability to present, analyse and discuss issues in an accurate and well-considered manner. Written exams may be invigilated exams or take-home assignments. Written exams test the students' ability to work on their own, deploying appropriate academic theory, and under time constraints.

Invigilated exams are taken at the University and last two to five hours. Exam aids may or may not be permitted. This exam form is used to ensure that students have the necessary competencies, and that they possess sufficient knowledge to tackle specific problems without extensive preparation.



Quality assurance of curricula in SCIENCE

Process for revision of curricula and approval of the range of courses/course descriptions

SCIENCE's curricula for bachelor's and master's programmes consist of general curriculum provisions and programme-specific curricula. Each of the professional master's programmes has its own curriculum. The programme-specific curricula and the curricula for professional master's programmes, including all course descriptions, are revised every year, as per *Procedure for revision of curricula and course descriptions* (see Appendix 63).

In SCIENCE, the study boards, heads of studies and deputy heads of departments for education (VILU) all play key roles in the work on the curricula. This is because the study boards cover multiple subject areas and departments.

The heads of studies prepare amendments to the curricula, while deputy heads of department for education prepare amendments to course descriptions. Proposals are forwarded to the study board, which processes them and suggests amendments to programme-specific curricula and course descriptions. Major changes to curricula are sent for consideration by the panel of employer representatives and the chairs of the corps of external examiners.

Teaching methods and forms of exam

SCIENCE uses many different forms of teaching, e.g. field trips, outdoor teaching, laboratory teaching, group exercises and lectures in small and large groups. The deputy heads of department for education assess how best to achieve the study activities' learning objectives, and plan the appropriate teaching along with the head of studies and study board.

The most frequently used exam form is written exams, e.g. written take-home assignments, written assignments with oral defence, or written assignments done in groups or individually.

Quality assurance of curricula in HEALTH

Process for revision of curricula and approval of the range of courses/course descriptions

HEALTH's curricula consists of both general provisions and programme-specific curricula. The general provisions are revised at least every three years. The programme-specific curricula are based on a faculty template, and are revised in accordance with two different annual procedures. One procedure governs changes to the curricula and course descriptions, as per *Procedure for revising curricula and course descriptions – major changes* (see Appendix 64). The other concerns changes to course descriptions and the authorisation of elective courses, as per *Procedure for revising curricula and course descriptions – minor changes* (see Appendix 65).

The heads of studies, in collaboration with course and exam organisers, prepare proposals for curricula and course descriptions. Each draft proposal is then sent to the study board for approval. In departments that have teaching committees, these committees review the proposal before it is submitted to the study board.

After processing by the study board, the proposal is sent for consultation to employer panels, authorising bodies, the chairs of the corps of external examiners, interest groups, etc. The study board incorporates responses to the consultation process, and submits the curriculum and/or course description for discussion by the Academic Council. The dean approves the revised curricula, while the associate dean for education approves both new and revised course descriptions.



HEALTH's *Procedure for planning, administration and holding of exams* (see Appendix 78 link T) stipulates that the head of exams is responsible for ensuring that examinations are held in accordance with the objectives described in the curricula and other rules set by the faculty and UCPH.

HEALTH has also established programme-planning procedures that are designed to ensure that the teaching is organised in a manner that is as appropriate as possible to the students (see Appendix 78 links U1 and U2).

Teaching methods and forms of exam

HEALTH uses a variety of forms of teaching, the most frequent of which are lectures and practical/laboratory exercises. Class instruction and external clinical teaching are also common, and online and blended learning, supervision, project-based and pharmacy internships, and journal clubs are also used. The choice of teaching methods varies widely from programme to programme, e.g. Pharmacy involves a lot of practical/laboratory exercises, while Public Health involves relatively few.

HEALTH uses a variety of forms of exam. The most common are written exams and written assignments, followed by oral exams. For example, some clinical teaching focuses on ensuring that students acquire methods for diagnosing diseases and disorders in humans and animals. An associated oral test involves students examining, diagnosing and proposing a treatment plan for a patient, under observation by and discussions with internal and external examiners.

Quality assurance of curricula in THEO

Process for revision of curricula and approval of the range of courses/course descriptions

The curricula and course descriptions are revised at least every three years, as per *Procedure for the quality assurance and amendment of curricula and course descriptions* (see Appendix 66).

The study board drafts proposals for changes to curricula, which are sent for consultation to the academic units, the Department Council, employer panels and the chairs of the corps of external examiners. The study boards then draw up proposals for a new or revised curriculum. The head of studies is responsible for ensuring compliance with the qualifications framework. The dean must approve any new or revised curriculum.

Teaching methods and forms of exam

The bachelor's programme in Theology primarily uses class instruction, as it is considered the most appropriate teaching method in relation to the programme's specific learning objectives. The most commonly used exam forms on the bachelor's programme are oral exams, written assignments and written take-home assignments, e.g. a portfolio exam.

On the master's programmes, the class sizes are often smaller than on the bachelor's programme. For this reason, master's programmes tend to use forms of teaching such as seminars, academic conferences and study groups. The most commonly used forms of examination for master's programmes are combined written and oral tests, and written take-home assignments.



Criterion IV.3

The institution must ensure:

- that there are ongoing, regular student evaluations of programmes and courses and that the results of this are systematically applied,

Criterion IV. 3 describes how students and graduates contribute to the development of the teaching and the study programmes via course evaluations and graduate surveys.

Course evaluations

The objective of course evaluations is to enhance student learning and teaching outcomes within the given frameworks. For this reason, course evaluations should provide evaluation-related input to course organisers and lecturers, and an overview of the quality of programmes and courses to study boards, heads of studies and heads of departments, as well as teaching committees where these exist. Course evaluations are also a way of sharing best practices.

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.2b (see Appendix 7) requires that faculties have a procedure for course evaluations (see Appendices 67–72), in accordance with the *Guidelines for course evaluations and the publication of evaluation reports* (see Appendix 8).

The aim of these University-wide guidelines is to ensure that courses are evaluated systematically, consciously and effectively, and in a way that makes the greatest possible impact on the quality of education.

Course evaluations are based on the following principles:

- enhancing the quality of the teaching
- ensuring that students have good conditions for learning and completing their studies
- making evaluations are an integral part of the lecturers' commitment to enhancing teaching, and will be used to spread information about positive initiatives
- making the evaluation process easily understood by all of the parties involved
- generating data that is useful for follow-up purposes and suitable for publication.

The guidelines require that study activities are evaluated at least every second time they are offered, and that all study activities are evaluated when they are first offered. The guidelines also state that faculties must publish their evaluation plans for one year at a time.⁵²

Course evaluations are divided into three categories (A, B and C)

⁵² Faculty evaluation plans:

HUM, SCIENCE, SOC.SCI. and **THEO:** Have no evaluation plans, since all study activities are evaluated each time they are offered. **LAW:** See Appendix 75 link Z. **HEALTH:** See Appendix 78 link V.

- Category A consists of evaluations that show that the course functions particularly well and serves as an inspiration to others.
- Category B consists of evaluations that show that the course functions satisfactorily.
- Category C consists of evaluations that show that the course requires changes.

The faculties themselves define the threshold values for the three categories, i.e. why the evaluation of a particular study activity falls under a given heading.

The faculties' procedures for course evaluations also include the evaluation of projects that generate ECTS credits, internships, field studies and outsourced teaching, as per the *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.2b. For further information about the quality assurance of programme activities that take place outside of UCPH, see Criterion IV.4 on page 99.

Within the framework described above, the faculties are free to carry out course evaluations in a manner appropriate to their academic environment. A description follows below of how the faculty have chosen to implement the common guidelines for course evaluations, including types and methods of evaluation, and the main features of the implementation and monitoring processes.

The dean approves the study board's recommendation to change a course description as part of the process of curriculum revision, as per Criterion IV.2 on page 87.

Course evaluations in HUM

Evaluation methods

HUM makes widespread use of hard-copy questionnaires, but online questionnaires are becoming increasingly common. HUM evaluates all study activities when they are first offered, as per *Procedure for course evaluations* (see Appendix 67). All courses, academic internships, outsourced teaching, bachelor's projects and master's theses must have oral mid-point and written final evaluations. Study boards have the freedom to put together and create questionnaires, as long as they comply with the guidelines.

Implementation and follow-up on course evaluations

The dean has overall responsibility for evaluations conducted in the faculty. The heads of department and heads of studies, in collaboration with the study boards, are responsible for conducting the actual evaluation, for drawing up course evaluation reports and for publishing reports on the department website. The head of department, in collaboration with the study boards, is responsible for ensuring that course evaluations are an integral part of programme development, including development of the curricula.

In HUM, the study boards determine how course evaluations are conducted. The study boards cover multiple disciplines and assure the quality of a wide range of study activities. The initial evaluation work is, therefore, generally delegated to subcommittees, whose recommendations are then discussed and approved by the study board.



Course evaluations in LAW

Evaluation methods

As described in *Procedure for course evaluation at the Faculty of Law* (see Appendix 68), LAW uses a variety of forms of evaluation. In LAW, courses are evaluated using a faculty methodology that reflects the faculty's academic and pedagogic teaching goals, as per the note on *Law students' learning through active work with the subject* (Appendix 75 link Æ).

Course evaluations include identifying whether expectations have been met, mid-point evaluations, feedback to students and final evaluations by both students and lecturers. Online questionnaires are used in evaluations of bachelor's and professional master's projects and master's theses. LAW also makes use of dialogue meetings, which take the form of meetings of class representatives or meetings for all of the students from a particular year. The study board's annual evaluation plans show what evaluations will be conducted (see Appendix 75 link Z).

Implementation and follow-up on course evaluations

Procedure for the study board's quality-assurance duties (see Appendix 75 link Ø) shows how study boards systematically ensure that they fulfil their responsibility to follow up on course evaluations. The procedure describes the division of the work and responsibility for all evaluations.

The heads of studies are responsible for ensuring that course directors implement the planned course evaluations. The course directors evaluate their own evaluation results, including proposals for amendments, which are then summarised by the heads of studies. The study board approves the summary and provides course directors with feedback on specific changes. The course directors are responsible for implementing the agreed changes. At or before the next evaluation round, the study board and the head of studies follow up on whether changes have been implemented. The head of studies prepares the annual course evaluation report, taking into account the recommendations made by the study board. This report is then sent to the dean for approval and published on the faculty website.

Course evaluations in SCO.SCI.

Evaluation methods

SOC.SCI. carries out a final evaluation of all study activities (see Appendix 69). Mid-point evaluations are often oral, while questionnaires are usually used for final evaluations. The study board selects which method of evaluation to use. The study boards enter into a dialogue with the lecturers and relevant staff and routinely exchange experiences via SOC.SCI.'s heads of studies' forum.

Implementation and follow-up on course evaluations

The heads of studies are responsible for ensuring that course evaluations and associated follow-up take place. The study board discusses the course evaluations and is responsible – in collaboration with the head of studies – for deciding on any follow-up initiatives. All amendments must be approved by the dean. The heads of studies are responsible for drawing up the annual course evaluation report and publishing it on the department website.

Lecturers have a responsibility to take note of the report and, in that light, consider whether to make any changes to teaching practice. Heads of department are responsible for following up on course



evaluations and what they suggest about the competencies of permanent and part-time academic staff.

Course evaluations in SCIENCE

Evaluation methods

In SCIENCE, final online evaluations are conducted for all courses each time they are offered (see Appendix 70). Course evaluations consist of three parts: 1) evaluation of the benefit that students derive from the course content, form and organisation; 2) evaluation of the course lecturers; and 3) evaluation of the exam. For all projects – including those not under the auspices of the course, e.g. internship projects, professional master’s projects, bachelor’s projects and theses – the final evaluation is conducted according to a fixed evaluation timetable. Internships are evaluated according to local evaluation timetables, which are drawn up by departments that offer programmes that include a compulsory internship.

Implementation and follow-up on course evaluations

The course organiser is responsible for reconciling expectations, and for the preparation, implementation and follow-up on the evaluation of study activities. The course organiser assesses the evaluation results and sends an evaluation memo to the teaching committee at the department concerned. The evaluation memo explains any proposed changes to the study activity, with a view to implementing them the next time the study activity is offered.

After each block, the deputy head of department for education (VILU) is responsible for ensuring that the department’s teaching committee discusses the evaluation results for relevant study activities. The teaching committee provides the course organiser with feedback.

Once a year, the deputy heads of department for education present the evaluation results to the heads of studies and study boards in the form of course evaluation reports. Based on these reports, the study board discusses the quality of teaching, comments on the department’s report and follow-up plan, and recommends any additional follow-up work. The faculty administration is responsible for publishing course evaluation reports on the SCIENCE website.

Course evaluations in HEALTH

Evaluation methods

HEALTH evaluates all study activities the first time they are offered, and then at least every other time they are run as per *Procedure for course evaluation* (see Appendix 71). HEALTH also evaluates exams.

HEALTH has three evaluation models. The study boards decide which model should be used for each programme (see Appendix 78 link W). The options are: (1) a survey-based model, in which teaching is evaluated according to module-based online questionnaires; (2) a dialogue-based model consisting of meetings between students, course organisers and the head of studies, after which the course organisers produce a written follow-up; and (3) a “toolbox” model, in which study boards and course organisers determine the appropriate evaluation method.

Implementation and follow-up on course evaluations

HEALTH has a procedure describing the follow-up work on course evaluations. The course organiser engages in dialogue about the evaluation results with other lecturers and students involved



in the study activity concerned, and prepares a memo, with suggestions for follow-up work where appropriate. The study boards, heads of studies, heads of department and teaching committees (where these exist) are responsible for following up on evaluation results with respect to changes in the planning, implementation and the development of study programmes and courses. The heads of studies are responsible for producing the annual course evaluation report, which is published on the HEALTH website.

Course evaluations in THEO

Evaluation methods

THEO's *Procedure for course evaluations and the publication of course evaluation reports* applies to all of the faculty's programmes (see Appendix 72). All study activities are subject to mid-point and final evaluations each time they are offered. Bachelor's projects, master's theses and academic internships (both placements and field studies) are evaluated in the same way as the rest of the courses in THEO. Mid-point evaluations are generally oral. Final evaluations take the form of online surveys or hard-copy questionnaires.

Implementation and follow-up on course evaluations

The lecturer discusses the results of the final evaluation with the students before the end of the semester. The lecturer then draws up a report based on the evaluation results, which is presented to the study board and relevant committees. The study board is responsible for following up on changes to courses. The evaluation results and follow-up measures may also be discussed at the dialogue sessions with the students (student assemblies). The heads of studies are responsible for producing a course evaluation report for each semester and publishing it on the faculty website.

Graduate surveys

The *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.2g requires that faculties must have a procedure for dialogue with graduates. Graduate surveys are conducted for each of UCPH's programmes every third year (see Appendix 20). This is organised by means of faculty rotas, so that UCPH conducts graduate surveys for 1/3 of the total number of programmes each year. The surveys include questions regarding the graduates' assessment of overall programme quality, e.g. academic progression, alignment between the programme and admission requirements, workload, and lecturers' academic and pedagogical skills. There are also questions about the programmes' relevance, such as whether the competencies acquired reflect job market needs. Graduate surveys cover all types of study programme.⁵³ Read more about graduate surveys in Criterion V.1 on page 118.

Follow-up and publication of course evaluations and graduate surveys

UCPH's *Guidelines for annual programme reports* (see Appendix 9) and *Guidelines for programme evaluations* (see Appendix 10) require that the results of course evaluations and graduate surveys are taken into account in programme reports and programme evaluations. The

⁵³ Bachelor, professional bachelor, master's, professional master's, diplomas and academy programmes.



faculties have developed their own procedures for programme reports and programme evaluations. Read more about these in Criterion IV.6 on page 109. Results from course evaluations are also used as part of the revision of curricula, as per Criterion IV.2 on page 87.

Guidelines for course evaluation and the publication of course evaluation reports state that faculties must publish comprehensive annual course evaluation reports on their websites.⁵⁴ Graduate surveys are published on the UCPH website (see Appendix 73 link U).

Faculties may choose to involve students in other activities in addition to course evaluations and graduate surveys if this gives them an opportunity to contribute to the development of their programmes and the courses. Please refer to Criterion II.2 (page 43) for a description of the other ways in which students are involved in quality-assurance work.

Criterion IV.4

The institution must ensure that:

- **elements of the study programmes which take place outside the institution, including internships, clinical courses and programme elements which are taken abroad, are included in systematic quality-assurance work,**

Criterion IV.4 describes how programme elements taken outside UCPH or the faculty are quality assured. The faculty contributions also show which study programmes include compulsory programme elements that are taken outside UCPH.

Programme elements outside UCPH

The majority of the study activities under UCPH's study programmes take place at the University. A few study programmes have compulsory programme elements which take place outside UCPH.

All of UCPH's bachelor's and master's programmes include a mobility window, cf. the five-point plan (see Appendix 24), which gives students the opportunity to, for example, study abroad for a period or take an academic internship, without this delaying their overall course of study.

UCPH is continuously establishing exchange agreements with universities around the world, although primarily within Europe. Exchange agreements are established at University level, faculty level and study programme level, respectively.

⁵⁴ [Publication of course evaluation reports by the faculties](#)

HUM: See Appendix 74 link W. **LAW:** See Appendix 75 link Å. **SOC.SCI.:** See Appendix 76 link V.

SCIENCE: See Appendix 77 link X. **HEALTH:** See Appendix 78 link V. **THEO:** See Appendix 79 link P.



In accordance with UCPH's quality-assurance policy ESG 1.2j, the faculties have a procedure for entering into Erasmus agreements in accordance with the common *Procedure for Entering into and Ending Erasmus Agreements* (see Appendix 21). The procedure includes a checklist for elements to be included in the faculties' considerations prior to entering into an Erasmus agreement:

- The reputation of the university in question, including in the subject area concerned, and its typical position in university rankings.
- The university's list of partners, including the subject area's partner list.
- The scope and level of the courses and the study opportunities for UCPH's students, including the amount of teaching in English.
- The university's ability to service UCPH students during their stay, including student housing options.

The establishment of exchange agreements constitutes mutual quality assurance of the host universities' academic quality. UCPH requires balance in the exchange agreements. The faculties monitor outgoing exchange programmes in the annual study programme reports and report on the balance of incoming and outgoing exchange programmes at faculty level. This reporting takes place in the faculties' annual reports to the Rector; see further information about reporting in Criterion IV.6, page 109.

The study board quality assures the study abroad by pre-approval of the student's chosen study activities prior to departure. The pre-approval ensures that the study activities which the student is to pursue abroad have the appropriate academic level and content.

Quality assurance of study activities under inter-institutional study programmes, such as a programme offered in collaboration between UCPH and DTU (Technical University of Denmark), is anchored in the study board that offers the study activity in question. The host university is responsible for following up on the quality assurance of the study activities offered by the partnering university.

Quality assurance of study activities under inter-faculty study programmes, such as a programme offered in collaboration between SCIENCE and HEALTH, takes place according to the same principle.

Evaluation of projects, internships, field studies and outsourced teaching adheres to the faculties' procedures for course evaluation, cf. Criterion IV.3, page 94, unless otherwise stated.

HUM's quality assurance of study programme elements outside UCPH

Compulsory and optional programme elements taking place outside UCPH

All humanities programmes include the option of an academic internship of at least 15 ECTS credits. A compulsory internship or practical training is included in the master's programme in Audiologopaedia, and also in the vocational project module which can be taken after completing the bachelor's programme in Information Studies and Cultural Dissemination, if the student wishes to gain the title of librarian. Compulsory field studies are included in the master's programmes in Applied Cultural Analysis and European Ethnology, and in the archaeological study programmes.



The study board is responsible for ensuring that there are places for all of the students who, as part of their study programme, undertake compulsory internships or field studies. The head of department is responsible for ensuring that both compulsory and optional study activities which take place outside UCPH are evaluated on an equal footing with other study activities.

The study board is responsible for following up on critical evaluations of internships and academic internships, so as to ensure that additional internships and academic internships are not approved at companies or organisations that have not fulfilled their hosting responsibilities.

For several master's programmes within the Asian languages, elements of these programmes are outsourced to partners abroad. In this case, the partner university undertakes the quality assurance of the teaching.

Erasmus agreements and internationalisation

One of HUM's 12 interdisciplinary strategic themes (see Appendix 74 link B), is to enhance internationalisation in terms of the intake of international students for full master's programmes and as exchange students. One of the key initiatives is the increased administrative and supervisory focus on the area.

HUM has attracted more international students, as well as staff, via international partnering, such as Erasmus agreements. HUM offers study programmes and courses in English, as well as other relevant foreign languages, and prioritises study and stays abroad for the skills development of students and staff.

The head of department holds responsibility for the department's Erasmus agreements, while the dean is responsible for the faculty's agreements in broad terms. HUM's *Procedure for assuring the quality and mobility balance of Erasmus agreements* states how Erasmus agreements are quality assured (see Appendix 74 link L).

HUM has a central international coordinator who coordinates the faculty's broad agreements and prepares an annual overview of the balance of all agreements. Each department has an international coordinator who is responsible for the department's Erasmus and other partnering agreements.

Erasmus Mundus

HUM participates in the Erasmus Mundus programme, Urban Studies with Vrije Universiteit Brussel, Université Libre de Bruxelles, Universität Wien, Universidad Autónoma de Madrid and Universidad Complutense de Madrid. The elements of the study programme which are offered in Copenhagen are quality assured in the same way as other programme elements at the faculty. The study programme is administered by Vrije Universiteit Brussel, which also holds the overall responsibility for the quality assurance and accreditation of the programme.

LAW's quality assurance of study programme elements outside UCPH

The LAW study programmes do not include any compulsory programme elements which take place outside UCPH.

Voluntary programme elements taking place outside UCPH

Students on the bachelor and master's study programmes in Law may undertake an academic internship for up to 30 ECTS credits. The study board pre-approves all academic internships on the basis of their academic relevance. The planning, the academic internship itself and the actual



supervision are evaluated to ensure an appropriate academic outcome of the academic internship for the student.

LAW cooperates with SOC.SCI. and CBS on the *Copenhagen School of Law and Governance*, whereby specific study activities can be transferred automatically as credit awarding.

Erasmus agreements and internationalisation

LAW has a considerable element of international student exchanges. LAW's internationally responsible academic staff are involved in both the discontinuation and establishment of new Erasmus agreements.

For the master's programme in Law, the curriculum stipulates that a minimum of 10 ECTS credits must be achieved in a foreign language, typically English.

SOC.SCI.'s quality assurance of programme elements outside UCPH

Compulsory programme elements taking place outside UCPH

For SOC.SCI., there are compulsory academic internships for the master's programme in Psychology; and compulsory fieldwork (which can be replaced by an academic internship) for the master's programme in Anthropology and for the master's programme in Global Development.

Quality assurance of the compulsory academic internship for the master's programme in Psychology takes place through the approval of the internship site, the department's remuneration of the practising psychologists for serving as internship supervisors and through assessing the skills achieved by the students on completion of the internship.

The Department of Psychology has 130-150 internships at its disposal. To ensure this capacity, the department approves an average of four-five new internships per month. If a student is not able to find an internship site himself or herself, the department can assist the student in contacting potential internship sites.

Compulsory fieldwork under the bachelor and master's programmes in Anthropology and the master's programme in Global Development is quality assured by the fieldwork taking place under the supervision of academic staff members, and the inclusion of the results of the fieldwork in the final examination.

Voluntary programme elements taking place outside UCPH

Students under the bachelor programme in Anthropology and the master's programmes in Sociology, Social Science and Political Science can participate in an academic internship of up to 30 ECTS credits. The study board pre-approves academic internships, whereby the academic level and relevance for the overall study programme are assessed.

Erasmus agreements and internationalisation

SOC.SCI. has cooperation agreements with close to 200 international partner institutions. The agreements are related to the European and Nordic mobility programmes (ERASMUS+, NORDPLUS) or have been established with specific overseas institutions in, for example, the USA, Canada and Australia. SOC.SCI. also offers two English-language master's programmes.

SOC.SCI.'s Erasmus agreements are quality assured via UCPH's procedure for Erasmus agreements. Each department has an international coordinator (international academic staff member



responsible), who is responsible for the establishment and discontinuation of Erasmus agreements, and for ensuring that the academic level is up to standard (see Appendix 76 link W).

SCIENCE's quality assurance of programme elements outside UCPH

Compulsory programme elements taking place outside UCPH

For the bachelor programme in Landscape Architecture, the bachelor internship project study activity for 15 ECTS credits is compulsory. The content is defined by the nature of the activity or activities undertaken at the internship host. The Department of Geosciences and Natural Resource Management is responsible for ensuring internship places (see Appendix 77 link Y). The study activity is quality assured on an equal footing with other study activities.

The bachelor programme in Food and Nutrition includes a compulsory internship of 30 ECTS credits, if the student wishes to specialise in food production engineering. The curriculum allows for two different internships: meat production engineering or food production engineering internships under DTU (Technical University of Denmark). The internship must be passed in addition to the 180 ECTS credits which is the prescribed period of study for the bachelor's programme.

The master's programme in Food Science and Technology features two specialisations which include an internship of 30 ECTS credits: the specialisation in Dairy Science and Technology and the specialisation in Brewing Science and Technology. The internship must be passed in addition to the 120 ECTS credits which is the prescribed period of study for the master's programme. The head of studies is responsible for securing internship sites, in collaboration with the industry.

Evaluation of the internships under the study programmes offered by the Department of Food Science takes place using a form developed locally at the department. The evaluation takes place prior to the end of the internship. The internship coordinator will review the results of the evaluations and send an evaluation memo to the teaching committee, which will consider it on an equal footing with the ordinary study activities.

Voluntary programme elements taking place outside UCPH

All bachelor and master's students at SCIENCE can opt to undertake projects outside the course scope (PUK) and company-based projects (Project in Practice, PIP). Moreover, the bachelor programmes in Biology, Geography and Geoinformatics and Geology-Geoscience, and the master's programmes in Geography and Geoinformatics, Geology-Geoscience and Biology, allow for participation in field courses, see Criterion III.4, page 79. Evaluation and quality assurance of the aforementioned study activities are an integral element of the procedure for course evaluation at SCIENCE. For PUK, PIP, bachelor projects and master's theses, an evaluation form is used, which is targeted at project evaluation, as described in Criterion IV.3, page 94.

The aforementioned study activities share in common that a signed contract is compulsory and determines the framework for and the content of the specific project or thesis, while also serving to coordinate expectations between the student and the main supervisor.

Erasmus agreements and internationalisation

At SCIENCE, the associate dean for education holds the overall responsibility for the faculty's exchange agreements and internationalisation (see Appendix 77 link Z). Internationalisation is an important area at SCIENCE. SCIENCE's substrategy for education 2013-2016 includes a focus area



concerning visionary study programmes. The aim is to increase the intake of international master's students and the number of students wishing to study abroad for a period. Most master's programmes are therefore taught in English, just as all communication with the students of relevance to their study programmes is available in English (see Appendix 77 link Æ).

Erasmus Mundus

SCIENCE is the coordinating partner for three of the four master's programmes: Animal Derived Foods (EMFOL), Sustainable Tropical Forestry (SUTROFOR) and Sustainable Forest and Nature Management (SUFONAMA) and a partner for Sustainable Development in Agriculture (Agris Mundus), coordinated by Montpellier SupAgro⁵⁵.

Most of the courses included in the elements of the Erasmus Mundus programmes offered by SCIENCE are also part of other curricula under SCIENCE's study programmes. Course evaluation therefore takes place according to the same rules and procedures as for all SCIENCE courses. The curricula are revised once a year on an equal footing with the curricula for SCIENCE's other study programmes. In addition, the study programmes are quality assured under the auspices of the consortia of which the study programmes are part. Students on the Erasmus Mundus programmes which are coordinated by SCIENCE evaluate the courses in September after the first year of study, and after their completion of the programme. The steering group for the individual study programme is responsible for follow-up.

HEALTH's quality assurance of programme elements outside UCPH

Compulsory programme elements taking place outside UCPH

Several of HEALTH's study programmes include one or more compulsory study activities which take place outside the faculty as clinical courses, pharmacy internships, academic internships or fieldwork. These take place under the bachelor and master's programmes in Medicine, the master's programme in Veterinary Medicine, the bachelor programme in IT and Health, the master's programme in Global Health, the master's programme in Pharmacy and the Professional Bachelor Programme in Dental Hygiene.

Compulsory study activities are quality assured systematically as part of HEALTH's course evaluation. Quality assurance of compulsory internships for the Professional Bachelor Programme in Dental Hygiene follows the School for Dental Assistants and Dental Hygienists' *Procedure for course evaluation* (see Appendix 78 link X). In addition, HEALTH has fixed procedures to assure the quality of clinical internships under the study programmes which include clinical courses (see Appendix 78 link Y), and pharmacy internships (see Appendix 78 link Z). The procedures ensure that HEALTH has a sufficient number of study places at clinics and project sites.

Voluntary programme elements taking place outside UCPH

The course organiser of academic internships has the task of ensuring that the students enter into project agreements with relevant companies/organisations/workplaces, with a clear framework for the project. The latter is described in a contract between the student and the project site.

⁵⁵ After September 2016, SCIENCE is to participate in three Erasmus Mundus programmes.



Erasmus agreements and internationalisation

HEALTH has cooperation agreements with more than 100 international partner institutions. The agreements are related to the European or Nordic mobility programmes (ERASMUS+, NORDPLUS) or have been established with specially selected overseas institutions in, for example, the USA, Canada and Australia.

HEALTH's *Procedure for the selection of international partners, and the establishment and quality assurance of international cooperation agreements, including Erasmus agreements* (see Appendix 78 link Æ), is intended to ensure a good and transparent process in connection with the assessment and selection of the right partner institutions in relation to HEALTH's strategy for internationalisation.

At HEALTH, all Erasmus agreements were assessed by the relevant academic environment before the establishment of new contracts in connection with the implementation of ERASMUS+ in January 2014.

Erasmus Mundus

HEALTH participates in the Erasmus Mundus EuroPubHealth programme. The programme is offered by a consortium of seven European universities and one American university. The University of Granada is the coordinating institution, and HEALTH receives the students in their second year of study. Quality assurance of the teaching provided by HEALTH takes place on an equal footing with the quality assurance of other teaching.

THEO's quality assurance of study programme elements outside UCPH

Compulsory programme elements taking place outside UCPH

THEO participates in the joint Nordic master's programme, the Religious Roots of Europe, which is offered by THEO in collaboration with Aarhus University, the University of Helsinki, Lund University and the University of Oslo. A *Programme Committee* has been appointed with representatives from each of the participating universities, for the planning and quality assurance of the teaching which is offered. Quality assurance of the teaching offered by THEO takes place on an equal footing with the quality assurance of other teaching.

Voluntary programme elements taking place outside UCPH

All students at THEO have the opportunity to plan stays abroad outside UCPH, such as periods of study abroad, an academic internship, or fieldwork. Academic internships and fieldwork are quality assured on an equal footing with other programme activities.

Erasmus agreements and internationalisation

THEO has a number of international cooperation agreements in order to improve the students' opportunities to study abroad. THEO's international coordinator is responsible for the establishment and extension of exchange agreements in accordance with UCPH's current guidelines and checklists, and for ensuring that all exchange agreements are monitored annually in terms of balance (see Appendix 79 link Q). Exchange agreements are established, extended and discontinued in collaboration with the chairs of the study boards and heads of studies, and with reference to the dean.



Criterion IV.5

The institution must ensure that:

- **facilities and resources at the study locations support teaching and the students' completion of the programmes,**

In Criterion IV.5, UCPH describes how the University seeks to create and continuously improve the study and learning environment for the students. This takes place via recurring investigations, specific strategy initiatives, and by anchoring these initiatives as part of the University's quality-assurance system.

Educational environment assessment and study environment strategy

UCPH undertakes educational environment assessments (UMV), every three years (see Appendix 73 link Q). UMV is a mapping of the physical and psychosocial teaching environment, including the students' assessment of the study environment, the students' well-being, and the students' satisfaction with the study-administrative service. As a follow-up to UMV, the faculties prepare action plans to improve the study environment and address any issues. UMV is anchored in UCPH's Academic Board on Education Strategy (KUUR), whereby KUUR approves the faculties' action plans. The results of UMV are presented to the Board.

UCPH has undertaken educational environment assessments since 2007. Furthermore, in accordance with UCPH's target plan for 2012-2014 (see Appendix 23), for a few years UCPH has undertaken Annual Satisfaction and Well-being Assessments (ÅTT) for both the students and staff at UCPH. The purpose of ÅTT was to have annual focus on students' and staff's satisfaction and well-being at UCPH. The results of ÅTT have been presented to the Board.

At the end of 2013, UCPH's Board approved *Strategy for the study environment 2014 - 2016 - Road to better learning* (see Appendix 59). On the basis of this strategy, and the educational environment assessment in 2013, the faculties have drawn up action plans for the study environment up to and including 2016. A new educational environment assessment will take place in 2016, at which time the possible continuation or amendment of the study environment strategy will also be considered.

Strategy for the study environment 2014 - 2016 - Road to better learning focuses on creating the best possible framework for full-time students. Students have access to, for instance, group rooms at the campuses, and access to "regional" rooms, maximum utilisation of the existing space capacity, stronger academic and social integration between lecturers and students, and optimum utilisation of the existing IT services.



The study environment strategy is anchored in KUUR (the Academic Board on Education Strategy). The status of the implementation of the specific initiatives is discussed once a year by KUUR, the University's Management Team and the Board.

In accordance with UCPH's quality-assurance policy ESG 1.5c, all faculties have described how the faculty works with the study environment and how the students are involved in this work⁵⁶.

Study start and study and career guidance

The *Policy for quality assurance of study programmes at the University of Copenhagen* (see Appendix 7), sets requirements concerning which activities the faculties must undertake to ensure that there are sufficient resources to support the students' learning. The faculties must, for example, have a *Procedure for study start*⁵⁷, cf. the quality-assurance policy's ESG 1.5a, which describes the study start activities, and who is responsible for these activities. The purpose of the study start programmes is to integrate new students into the existing study environment at UCPH, in order to ensure student retention in the programme, thereby reducing the drop-out rate and increasing the completion rate. Every three years, in conjunction with the annual reporting on the quality of education, the faculties report to the Rector on the study start activities, cf. Criterion IV.6, page 109.

The faculties must also have a *Procedure for study and career guidance*⁵⁸ in accordance with the common *Guidelines for the quality assurance of study counselling and career guidance* (see Appendix 11); cf. the quality-assurance policy ESG 1.5b. The guidelines require the faculties to collect guidance statistics, which are used to improve the ongoing guidance. The faculties must also annually report to the dean on the faculty's study and career guidance activities. Reporting on the initiatives to the Rector takes place every three years.

Study and career guidance initiatives may include guidance concerning admission, courses of study, examinations, leave of absence, enrolment, thesis contracts, pre-approvals, exemptions, credit transfers, completion, dropping out, delays, fieldwork, academic internships, periods of study abroad and careers.

In order to ensure the best possible basis for fair and relevant guidance of the individual student, and to ensure the best possible access to this guidance, all study and career guidance takes place at the campuses where the students are located. Potential future students can obtain central guidance on bachelor admissions from Central Administration, and all students can also obtain guidance on

⁵⁶ The faculties' work with the study environment:

HUM: See Appendix 74 link X. **LAW:** See Appendix 75 link AA. **SOC.SCI.:** See Appendix 76 link X.

SCIENCE: See Appendix 77 link Ø. **HEALTH:** See Appendix 78 links Ø1-Ø2. **THEO:** See Appendix 79 links R1-R2.

⁵⁷ The faculties' study-start procedures:

HUM: See Appendix 74 link K. **LAW:** See Appendix 75 link BB. **SOC.SCI.:** See Appendix 76 link Y.

SCIENCE: See Appendix 77 link Å. **HEALTH:** See Appendix 78 links Å1-Å3. **THEO:** See Appendix 79 link S.

⁵⁸ The faculties' procedures for study and career guidance:

HUM: See Appendix 74 link J. **LAW:** See Appendix 75 link CC. **SOC.SCI.:** See Appendix 76 link Z.

SCIENCE: See Appendix 77 link AA. **HEALTH:** See Appendix 78 link AA. **THEO:** See Appendix 79 link T.



exchange programmes and special educational support (SPS), as well as guidance regarding the SU (Danish Students' Grants and Loans Scheme) rules.

Strategy for support of students with functional impairments

UCPH is statutorily obliged to ensure that students with functional impairments have access to higher education on an equal footing with other students. Students with a physical or mental impairment constitute around 10% of UCPH's student body.

During the period from 2006 to 2016, the number of students with a functional impairment at UCPH has increased. For example, the number of applications for SPS has trebled during the last five years, i.e. up to 2016. In addition, the Study Progress Reform and other political initiatives have led to increasing pressure on the students' study completion time, including students with functional impairments' completion times, which has increased the focus on supporting students with functional impairments.

At the end of 2015, UCPH's management therefore adopted a *Strategy for support of students with functional impairments at the University of Copenhagen*. The strategy includes five overall objectives concerning Organisation, Knowledge gathering, Communication, Service and guidance and Case handling to ensure better support for students with functional impairments. For each objective in the strategy, there are specific initiatives, as described in an action plan that runs from 2016 to 2018 (see Appendix 73 links V1 and V2).

Student study environment pool

UCPH annually reserves special pool funds for which students can apply in order to create their own study environment initiatives. In 2016, the pool amounts to DKK 750,000, which is distributed to the faculties according to their enrolled student numbers. The faculties themselves, with the involvement of student representatives, then design the criteria for receiving funds from the study environment pool, which are then announced locally on the faculties' intranet pages, together with the application procedure and closing date.

Other initiatives

For several years, UCPH has worked very hard to create good study places for individual use and for group work, and there is also access to the libraries at the university virtually around the clock.

The ongoing work to improve the study environment is thus taking place both centrally at UCPH and locally at the faculties. At UCPH, the prorector for education is responsible for this area, while at the faculties the respective faculty management holds overall responsibility for supporting the students' learning, student life and physical environment. At several faculties there are study environment committees in which the faculty management and the student representatives discuss possible measures to improve the study environment and well-being at the faculty.



For example, in connection with the forthcoming relocation in 2017 of LAW and THEO to the new KUA3 campus site, there is considerable focus on how the new physical conditions will bring researchers, lecturers and students closer together than is the case today. This is in part possible due to a shared knowledge centre (see Appendix 75 link DD), for academic staff, part-time academic staff and students at LAW.

Criterion IV.6

The institution must ensure that:

- **regular evaluations of the study programmes are performed, with the involvement of external experts, and that the results of this are included in the further development of the programmes' objectives, content and organisation.**

Criterion IV.6 describes UCPH's requirements of the faculties' annual study programme reports and study programme evaluations. It is also described how the faculties select external experts, and how they are involved in the study programme evaluation. The criterion is concluded with an example of how study programme reports are actually used to ensure the quality and level of the study programmes.

Study programme reports

The faculties prepare annual study programme reports for all of their programmes, cf. the *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.2c (see Appendix 7). The requirements of the study programme reports are stipulated in *Guidelines for annual programme reports at the University of Copenhagen* (see Appendix 9). On the basis of the guidelines, each faculty has drawn up a procedure for annual study programme reports. The faculties' procedures and examples of study programme reports are presented in Appendices 25-33.

The purpose of the study programme reports is to ensure continuous and systematic assurance of the quality of the study programmes. The study programme reports provide insights into the current status of the individual study programmes. The study programme reports are to help the faculties to continuously adapt the study programmes to the challenges arising. The results of the year's ongoing quality-assurance work are assessed in the study programme report.

Study programme evaluations

At least every six years, the faculties evaluate all of their programmes, cf. UCPH's quality-assurance policy, ESG 1.2d. The requirements of the study programme evaluations are stipulated in *Guidelines for programme evaluations at the University of Copenhagen* (see Appendix 10). Each faculty has drawn up a procedure for study programme evaluations based



on the guidelines. The faculties' procedures and examples of study programme evaluations are presented in Appendices 34-42.

The faculty can choose whether to evaluate all of its study programmes at one time, or as part of an ongoing process during the six-year period. Each faculty draws up a schedule that includes all of its higher-education programmes. There is no requirement to present a study programme report in the year in which a study programme evaluation is made. The faculties report on study programme evaluations when the programmes have been evaluated in accordance with the schedule.

The purpose of the study programme evaluations is to continuously and systematically assure and develop the quality of the study programmes. A study programme evaluation provides a detailed insight into the programme's current status and challenges. In the study programme evaluation, the results of the ongoing quality-assurance work are assessed and compared with the outcomes of the external dialogue with graduates and employer panels.

Similarities and differences between study programme reports and study programme evaluations

The formats of study programme reports and study programme evaluations are generally similar, since they both relate to the same overall themes, namely the "status of the programme" and the "perspectives for the future of the programme" based on analysis of quantitative and qualitative data.

The difference is that a larger body of data material is included in a study programme evaluation, for instance a competence matrix and research matrix. The competence matrix ensures that the programme's competence profile is supported by the study activities' descriptions of objectives, cf. Criterion IV.1, page 86. The research matrix ensures that the programme's study activities are handled by relevant active researchers, and are affiliated with relevant strong research environments, cf. Criterion III.1, page 59.

Furthermore, external experts are involved in a study programme evaluation. This is not the case for a study programme report. The study programme evaluation is thus an extended study programme report.

Quantitative material

On an annual basis, UCPH's Central Administration gathers statistical material (key study data) at programme level for all programme managements, for example admissions, production (student full-time equivalents), drop-out rates, study progression, completion times and unemployment statistics. The faculties themselves gather, for example, the number of weekly teaching hours per semester for the bachelor programmes and the number of international students for the master's programmes.

Qualitative material

The qualitative material is the results of course evaluations, dialogue with employer panels and chairs of external examiners' reports.

The faculties report once a year on the quality-assurance work, including study programme reports and study programme evaluations, cf. Criterion I.2, page 26.



External experts

With a view to developing the study programmes' objectives, content and organisation, study programme evaluations involve external experts. This aim is to add value to the programme. UCPH defines external experts as individuals with substantial knowledge of the programme's academic content and context, and individuals who can add an interdisciplinary perspective. How external partners are used as a sounding board will vary in nature and structure according to the individual programme's development potential and needs. External experts may be experts in the core academic subject matter, representatives of the corps of external examiners, employer representatives, education specialists, representatives of interest groups, etc. External experts may not be involved on a day-to-day basis in the development, planning and implementation of the programme. In order to include the students' perspective, the aim is also to find an external student who can participate.

UCPH requires that, as a minimum, three external experts must be involved in a study programme evaluation, and that the experts have different academic skills. The programme management submits a proposal to the dean regarding the types of external experts it is considered relevant to involve, in terms of the programme's specific issues. The dean approves the selection of the external experts. The faculties themselves decide how the experts are to be involved, but UCPH requires that the external experts have a dialogue with students, lecturers and the programme management. The study programme evaluation must state which type of external experts were involved, and why.

Below, it is described how the faculties select external experts and how they are involved in the study programme evaluation.

Use of external experts at HUM

In connection with the study programme evaluations, evaluation seminars involving external experts are held. These experts are selected according to the guidelines described in the *Procedure for programme evaluations* (see Appendix 34), and the *Terms of reference for the use of external experts* (see Appendix 74 link AA).

The external experts are selected on the basis of the themes and challenges identified in connection with the preparation of study programme evaluations and the annual consideration of study programme reports. Each programme has the opportunity to propose types or names of external experts, and the dean will draw up the final group of external experts.

The external experts will meet the programme's representatives: the associate dean for education, the head of studies, lecturers, students and relevant administrative employees. Prior to the meeting, the external experts will have received the study programme evaluation and any material concerning current initiatives.

After the dialogue with the external experts, the head of studies and representatives from the programme, such as the course coordinator, lecturers and students, will draw up an action plan for each of the programmes evaluated. The external experts have the opportunity to comment on the action plans, and these comments are included in the dean's follow-up. After this, the head of



studies and representatives from the programme will meet the dean and discuss the action plan, after which it will be approved by the dean, or the closure of the programme will be recommended.

The action plans cover six years, and the dean is responsible for follow-up in the subsequent study programme reports.

Use of external experts at LAW

The head of studies compiles a list of persons, which is submitted to the associate dean for education, to be used as external experts on the basis of fixed criteria, cf. LAW's *Procedure for programme evaluations* (see Appendix 35). The head of studies must state the reasons for the recommendation on the basis of the relation between the experts' qualifications and how the programme expects to use the external experts, just as the head of studies must document the experts' independence (with CVs). How external partners are used as a sounding board will vary in nature and structure according to the individual programme's development potential and needs. As part of the appointment process, the relevant study board and the Academic Council must be consulted. The associate dean for education will present the selected experts, with remarks, to the dean for approval.

The external experts will receive the study programme evaluation and any other relevant data, and the head of studies will then hold a half-day meeting with the external experts. The meeting will be attended by the study board, associate dean for education, chair of the study board and head of studies. The external experts can request to meet other relevant persons affiliated with the programme. The external experts must analyse the status and future perspectives for the programme and identify potential adjustments. They must also present concrete proposals for the implementation of development proposals for the programme on the basis of the data and the meeting's outcome.

The meeting's results will form the basis for the external experts' final recommendations and development proposals, which will be sent to the head of studies. The recommendations must be included as part of the head of studies' final study programme evaluation in the section concerning the programme's future perspectives and action plans.

Use of external experts at SOC.SCI.

At SOC.SCI. an external panel typically consists of a potential employer, an education expert (for example, a head of studies from another programme) and a student (from another programme, but not necessarily from another university), cf. SOC.SCI.'s *Procedure for programme evaluation*, (see Appendix 36). The dean appoints the external experts for study programme evaluations on the basis of the head of studies' recommendation of which types of external experts are relevant in relation to the specific issues for the programme.

The external experts will typically visit the programme for half a day and meet the study board, associate dean for education, head of department and head of studies. Prior to the visit, the panel will have received all documents concerning the study programme evaluation, the statistical material, the standards and the analysis of quantitative and qualitative management information, as well as a description of the status of the programme.



The external experts will then prepare a report on the basis of the written material and the visit to the programme. On the basis of the external experts' report, the head of studies will prepare the part of the study programme evaluation which concerns the programme's future perspectives.

Use of external experts at SCIENCE

SCIENCE evaluates academically related programmes at the same time in accordance with their grouping in study boards. An annual assessment is made of how the meeting with the external experts should be held, and a separate process plan is prepared. The associate dean for education and the director of studies, supported by SCIENCE Study Affairs, conduct this assessment and prepare a process plan. Following dialogue with the relevant heads of department and deputy heads of department for education (VILU), the head of studies submits proposals (together with the evaluation report) for which external experts it will be relevant to use in connection with the study programme evaluation. SCIENCE involves a minimum of three external experts in a study programme evaluation and seeks to ensure that a student is included, cf. SCIENCE's *Procedure for programme evaluation* (see Appendix 37).

The associate dean for education approves the choice of external experts as delegated by the dean and is responsible for contacting the experts selected.

In preparation for the meeting with the external experts, the head of studies, VILU and head of department decide how they will present the study programme evaluation report and the areas which they wish to discuss and receive input on from the external experts. The head of studies, VILU, head of department, lecturers and students meet the external experts who, prior to the meeting, will receive the evaluation report, curriculum and links to SCIENCE's quality-assurance website.

The head of studies incorporates input from the external experts in the study programme evaluation and draws up a plan of action with the items for which follow-up is required. The dean approves the evaluation report including the action plan.

Use of external experts at HEALTH

After discussion by the study board, the head of studies recommends minimum three external experts to the dean. The proposal is made on the basis of the programme's specific challenges or areas for development. The dean approves the final selection of external experts.

HEALTH's *Procedure for programme evaluation* (see Appendix 38), is supplemented with the memo *External experts and programme evaluation* (see Appendix 78 link BB), which describes how external experts are involved in study programme evaluation at HEALTH. This states that the draft study programme evaluation must be approved by the study board for the programme before it is presented to the external experts.

The external experts will typically visit the programme for half a day and have the opportunity to meet the head of studies and representatives of the students and lecturers from the programme, where they will discuss the study programme evaluation, including documents, as well as the programme's content and development opportunities, etc. The external experts must investigate and ask questions about any aspects of which they become aware, due to their expertise. The head of studies will incorporate input from the external experts in the study programme evaluation.



Use of external experts at THEO

At THEO, the head of studies makes a recommendation to the dean, after consultation of the heads of department and of centres, and the chairman of the study board, concerning which types of external experts are relevant in relation to the specific programme issues. The dean approves the selected types of external experts, cf. THEO's *Procedure for annual programme reports and programme evaluations of full programmes* (see Appendix 39).

The external experts are involved in the study programme evaluation at a meeting with the relevant study board, head of studies, director of studies and a quality-assurance officer. Prior to the meeting, the external experts will have received the study programme evaluation report, including appendices, as well as the most recent graduate survey. On the basis of this material, they will have selected items for the agenda. After the meeting, the external experts prepare a report, which is submitted to the head of studies. Conclusions and considerations in the report from the external experts are included in the head of studies' final reporting to the dean concerning the study programme evaluation.

Example of quality-assurance practice

Use of study programme reports to assure the quality of SCIENCE programmes

As stated in the introduction, parts of UCPH have drawn up study programme reports since 2005. After LIFE (formerly the Royal Veterinary and Agricultural University) merged with SCIENCE in 2012, study programme reports were made by the entire faculty as from 2013. As from 2015, all of UCPH has drawn up study programme reports.

The following example of a study programme report is from 2014 and is thus representative of the current procedures.

Study programme reports are a key quality-assurance tool which gathers various data about the programme, giving the head of studies the opportunity for reflection on the data. On this basis, the head of studies reports on the progress of the programme, what is going well, where the challenges lie, and what can be done to move forward. It is important to emphasise that a study programme report is not an isolated element, but forms the basis for a number of discussions with the employer panel, within the study board and by the management. The study programme report is a key input for UCPH's quality assurance of programmes, because it gathers various quantitative and qualitative, mutually-qualifying, data. The strong aspect of study programme reports is that they are drawn up annually and thereby make it possible to systematically monitor the programmes on an ongoing basis and ensure systematic follow-up.

Below is an example of how a study programme report has been used to ensure that all programmes at SCIENCE have the same high level of quality and relevance. In the specific instance, SCIENCE's management decided that the programme in question would be closed. This decision was not taken solely on the basis of the study programme report. The study programme report was included as part of the overall decision-making basis. Together with the general picture of the educational landscape, the faculty's resources, strategic initiatives and adjustment to external requirements, as well as key figures for the programme, the study programme report provided important input.

In 2014, the bachelor programme in Science and IT presented a programme report in which the head of studies described a challenge regarding the recruitment initiatives and the fact that many of the programme's students were in doubt concerning their choice of programme, or students who had been rejected for the programme they had chosen as their first priority, which was a factor contributing to a high drop-out rate.

From the head of studies' report:

"The bachelor programme in Science and IT has admitted students since the summer of 2010.

The KOT (Coordinated Enrolment) figures for 2010-13 are: 22, 23, 18, and 19. However, these figures do not reflect the number of admitted students compiled by the faculty, which according to the annual analysis as of October 2013 is 21, 29, 27 and 30. This is partly due to the large and growing number of subsequently admitted students.

In Study efficiency at SCIENCE of 30 August 2013, the number of enrolled students is 44. In the Annual analysis of October 2013, the number of active students is 77. A (main) explanation for the deviation from the admission figures is that, to a great extent, the programme attracts doubters who, after a certain time, change to another field of studies. This may apply especially to students who, after rejection by their first priority, are admitted to Science-IT immediately prior to study start. Cf. the Annual analysis, the enrolment period for more than half of the students who have dropped out is less than one year, and only very few who have dropped out have earned one student FTE or more."

In the four years that the programme had an intake of students, the programme lay below SCIENCE's fixed standard for bachelor programmes, as specified in the measurable quality standards, specifically that bachelor programmes must have an annual intake of at least 50 students for them to be profitable.

In the programme report, it was emphasised that the programme's tripartite nature both "structurally and academically" made the programme a "fragile structure", which raised the question of the justification of the programme's continued existence. The head of studies described how there was a need for an increased recruitment effort to improve the intake, but also doubted whether this would have an effect:

"This is clearly below my ambition and raises the question of the justification of the programme's continued existence. Study start surveys over several years clearly indicate that the programme is only known by a minority of (perhaps atypical) upper-secondary school students. The Annual analysis indicates that 21.5% of the students have a background in HTX (higher technical examination) and that the age distribution is clearly bimodal with peaks around 20 years and 26+ years, and with an average age of around 25 years.

The older one-third of the students have typically found the programme by exhaustive search on ug.dk, etc. The study start surveys for several years show that only about 30% (and falling) of the study-start SCIENCE students had heard about the programme. It is thus clear that whatever excellent marketing initiatives were used, these have not had the desired effect. Greater knowledge of the programme among upper-secondary school and higher technical examination students is a precondition for meeting the target of 50 or more. Having said this, Science-IT is probably not a



programme that is likely to increase much above the target. There is too much competition from single-subject programmes.

Science and IT is a 3-subject programme. It therefore has greater appeal to doubters than single-subject programmes. When, in addition, many students are admitted after rejection by their first priority, it is not surprising that there are a large number of students changing programme."

The head of studies continued:

"If an increased recruitment effort does not have a positive effect after a few years, it must be considered whether it is still meaningful to maintain the programme."

On the basis of the programme report, programme intake and drop-out data and subsequent discussions, in accordance with SCIENCE's procedure for the closure of programmes, the dean decided that the proposal for the closure of the programme should be submitted for consultation to the head of studies, the study board, all of the department heads at SCIENCE, as well as the employer panel for mathematics and computer science.

The employer panel stated that: "*...it [is] not entirely clear which types of jobs the programme would lead to, and which are not already adequately covered by the existing programmes*". In addition, the consultation responses from the departments also showed general agreement that the closure of the programme could be justified.

At the end of September 2014, the dean therefore decided to recommend closing the bachelor programme in Science and IT. The reason for the closure of the programme was that the intake was far below the target, and that due to its structure, the programme required extra resources from both the academic environments and administration.

UCPH's management team approved the closure of the bachelor programme at its meeting on 29 October 2014.

A study programme report can thus be an important instrument as management information, and also as an opportunity for dialogue with the head of studies, study board, and the rest of the academic environment and the management on strategic adjustment of the educational landscape.





Criterion V: Relevance of the study programmes

Criterion V.1

The institution has a practice to ensure that both new and existing study programmes reflect society's requirements and are continuously adjusted to the developments in society and the changing needs of the Danish employment market.

The institution must ensure:

- that the study programmes reflect the employment market's requirements and that the students acquire relevant competences; and
- that relevant external stakeholders, including potential employers, as well as graduates from the study programmes, are continuously and systematically involved in dialogue concerning the study programmes, including their objectives, content and results, and that the results of this are applied to any adjustment of the study programmes,

Criterion V.1 describes which external stakeholders are systematically involved in the development of the quality and relevance of the study programmes, including the involvement of regulatory agencies at HEALTH.

Dialogue with external stakeholders

UCPH conducts an ongoing and systematic dialogue with a number of external stakeholders concerning the study programmes' quality and relevance, cf. Criterion II.2, page 43. UCPH focuses on whether graduates are in relevant employment within a reasonable period of time after graduation, and on whether the graduates' competences reflect the needs of the employment market.

Dialogue with employer panels

The faculties have established a procedure for dialogue with employer panels⁵⁹, cf. the *Policy for quality assurance of study programmes at the University of Copenhagen* ESG 1.2h (see Appendix 7). The procedure ensures that the dialogue is used to develop the quality and relevance of the study programmes. The results of the dialogue with employer panels are included as a permanent element of the annual study programme reports and study programme evaluations, both of which are

⁵⁹ The faculties' procedures for dialogue with employer panels:

HUM: See Appendix 74 link H. **LAW:** See Appendix 75 link O. **SOC.SCI.:** See Appendix 76 link J.

SCIENCE: See Appendix 77 link L. **HEALTH:** See Appendix 78 link L. **THEO:** See Appendix 79 link I.

described in further detail in Criterion IV.6, page 109. Overviews of employer panels can be found on the faculties' websites.⁶⁰

Dialog with chairs of the external examiners

The faculties have established a *Procedure for the involvement of the chairs of the external examiners* in ensuring and developing the quality and relevance of the programmes, cf. UCPH's quality-assurance policy ESG 1.2i⁶¹. The chairs of the external examiners' reports are also included in the annual study programme reports and study programme evaluations.

Dialogue with graduates

Finally, UCPH's quality-assurance policy ESG 1.2g requires the faculties to have a *Procedure for dialogue with graduates*⁶². UCPH's Central Administration performs graduate surveys in which graduates assess the study programme's quality in terms of its structure and content, as well as the study programme's relevance in relation to the qualifications and competences required by the employment market, cf. *Procedure for graduate surveys at the University of Copenhagen* (see Appendix 20). This is to ensure that UCPH continuously offers study programmes that are relevant to society.

A graduate survey is conducted for each study programme every third year, and the result is thereby included alternately in a programme report and in a programme evaluation. The preparation of graduate surveys follows the faculties' rota schedule for programme evaluations, so that a graduate survey is always performed for a programme immediately before the programme in question is to be evaluated. Criterion IV.6, page 109, describes how graduate surveys are included in annual study programme reports and in study programme evaluations and thereby how the results of the dialogue with graduates are included in the quality-assurance work in concrete terms.

Dialogue with regulatory agencies

UCPH offers several study programmes that lead to professional authorisation, all of which are anchored at HEALTH. Since the study programmes were established, the regulatory agencies have been involved in the ongoing development of the programmes.

HEALTH is thus in ongoing dialogue with the Danish Health Authority on bachelor and master's programmes in Medicine, Pharmacy and Odontology, and with the Danish Veterinary and Food Administration on bachelor and master's programmes in Veterinary Medicine. The dialogue leads to various different measures, depending on the study programmes, but they all share in common that there is ongoing formal and informal contact. The regulatory agencies receive new curricula and significant changes to existing curricula for consultation, before they are submitted to the dean

⁶⁰ Overview of the faculties' employer panels:

HUM: See Appendix 74 links I1-7. **LAW:** See Appendix 75 links P1-2. **SOC.SCI.:** See Appendix 76 link K. **SCIENCE:** See Appendix 77 link M. **HEALTH:** See Appendix 78 link M. **THEO:** See Appendix 79 link J.

⁶¹ The faculties' procedures for involving the chairs of external examiners:

HUM: See Appendix 74 link H. **LAW:** See Appendix 75 link O. **SOC.SCI.:** See Appendix 76 link L. **SCIENCE:** See Appendix 77 link N. **HEALTH:** See Appendix 78 link N. **THEO:** See Appendix 79 link K.

⁶² The faculties' procedures for dialogue with graduates:

HUM: See Appendix 74 link H. **LAW:** See Appendix 75 link O. **SOC.SCI.:** See Appendix 76 link Æ. **SCIENCE:** See Appendix 76 link BB. **HEALTH:** See Appendix 78 link CC. **THEO:** See Appendix 79 link U.



for approval. For the study programmes in Medicine, Odontology and Veterinary Medicine, regular meetings are held once or twice a year with the head of studies, director of studies and the relevant regulatory agency. The ongoing contact for Pharmacy and certain other programmes at HEALTH is also ensured by a representative of the relevant regulatory agency being a member of the programmes' employer panel.

Criterion V.2

The institution must ensure:

- **that key external stakeholders, including employers and any regulatory agencies, etc., are involved in the development and assessment of proposed new programmes,**

Criterion V.2 describes how it is ensured that the faculties involve key external stakeholders in the development of new study programmes. At the end of the criterion is an example of how external stakeholders have been involved in the development of a new study programme at SOC.SCI..

External stakeholders' involvement in the development of new study programmes

The Policy for quality assurance of study programmes at the University of Copenhagen ESG 1.2e (see Appendix 7), prescribes that the faculties must have a procedure for the development of new study programmes. In their procedure, the faculties must describe how they ensure that employers and other stakeholders, such as regulatory agencies, are involved in the development work on an ongoing basis, and how the faculty's management will be involved in decisions regarding the development of the study programme.⁶³ In the same way, there is a *University Procedure for Approving New Study Programmes* (see Appendix 17), which describes the process for how the faculties' proposed programmes are approved by the Rector.

The development of new study programmes is a unique situation in which the faculties, in the specific situation, consider how they can obtain the best help to develop and evaluate a proposed new programme. The faculties' procedures for the development of new study programmes describe which external stakeholders will always be involved in the development of new programmes, for example the involvement of the employer panel for related study programmes.

⁶³The faculties' procedures for the creation of new study programmes:

HUM: See Appendix 75 link T. **LAW:** See Appendix 75 link R. **SOC.SCI.** See Appendix 76 link N.

SCIENCE: See Appendix 77 link P. **HEALTH:** See Appendix 78 link P. **THEO:** See Appendix 79 link M.



Example of quality-assurance practice

Involvement of external stakeholders in the development of a new study programme at SOC.SCI.

Below, it is described how dialogue with key external stakeholders has been used in connection with the development of the master's programme in Security Risk Management at SOC.SCI.

The idea for the new study programme arose in 2012. The head of department at the Department of Political Science and the faculty management at SOC.SCI. wished to meet the need for graduates within the subject area of political science, politics and public administration whose expertise was not limited to Danish politics and public administration. The department considered a number of proposed study programmes, and after discussions at the department and within the faculty's management team, in 2013 SOC.SCI. decided to request permission from KUUR (Academic Board on Education Strategy) to apply for accreditation of the programme⁶⁴.

The programme combines the Department of Political Science's strong research competences in the areas of security, military studies, management and public administration, and enables the students to acquire knowledge, skills and competences that are vital for businesses and public organisations and authorities to be able to operate in global and complex contexts in the face of such threats as terrorism, environmental disasters, financial collapse, etc. Since already in the development phase the study programme was closely linked to an active and extensive research environment at the department, it was possible to draw on existing professional networks in the assessment of the employer requirement.

A wide range of internal and external players, for example relevant researchers/lecturers, pedagogical consultants, management and an employer panel were involved in the development of the study programme. To discover the employer requirements, a questionnaire-based survey of national and international employers and researchers concerning the relevance of the study programme was conducted. In addition, an assessment panel consisting of external parties was appointed to advise on the development of the proposed study programme.

Questionnaire survey

In January 2013, a questionnaire survey was conducted concerning the relevance of the study programme and the need for it in the existing national and international employment market. A total of 141 international researchers and business managers were contacted. The actual work on the questionnaire survey was extensive and made considerable use of an existing research project network. In several ways the survey was of great value to the development of the study programme. It made potential employers aware of how the study programme was being developed and thereby created a good starting point for the ongoing employer dialogue. The survey also contributed substantial input for the work on the study programme and documented a clear employment market requirement. The questionnaire survey was conducted in order to assess whether to continue to

⁶⁴ It must be noted that UCPH's procedure for the development of new study programmes was revised in 2014. The primary change concerns the approval procedure, while the requirement concerning the involvement of external stakeholders in the development of new study programmes is unchanged.



work on the programme proposal. The very positive outcome of the survey meant that it was decided to continue the development work.

Assessment panel

While the questionnaire survey was conducted, the team behind the programme proposal appointed an assessment panel consisting of 21 representatives from various types of employer industries. All of the panel participants were selected on the basis of their important posts in their respective organisations and because they were considered to be highly competent in assessing the employment market's need for the study programme's subject area. Moreover, the Ministry of Foreign Affairs of Denmark appointed a specific reference group with academic and HR expertise as the basis for their participation in the assessment panel.

The purpose of the assessment panel was to get advice and guidance on the relationship between employer needs, and the competence profile and content of the study programme. The team behind the study programme facilitated three meetings with the assessment panel. After each meeting, the team behind the study programme took stock of what they would include or not include, on the basis of the participants' input. The results of the questionnaire survey were submitted to the assessment panel at the first and third assessment panel meetings, cf. below.

First meeting with the assessment panel

The first meeting with the assessment panel was held in February 2013. The purpose of the meeting was to have an initial dialogue about the study programme's academic profile and employment market. The meeting was based on an outline of the study programme and three questions:

- Do you see a special need for this study programme? Do you and your industry/workplace expect to be able to employ graduates from this study programme? Which elements of the study programme do you find most attractive/less attractive?
- How important is it that there are opportunities to take an internship?
- Do you have any suggestions for the ongoing work on the programme proposal, including how the study programme's content and ideas can be more targeted at the needs of the employment market?

On the basis of the meeting, the initiative was taken to:

- a) Sharpen the study programme's focus on elements that are aimed at both the private- and public-sector employment markets.
- b) Include 'intelligence' as a separate subject in the study programme.
- c) Increase practical involvement in the programme.

Second meeting with the assessment panel

In March 2013, the second meeting with the assessment panel was held, with focus on the academic profile and subject elements of the study programme. Prior to this, the panel had received a draft of the course descriptions for four compulsory subjects, as well as a list of related study programmes in Denmark and abroad. The meeting was based on three questions:

- How do you assess the revised programme structure and course package?
- Which academic dimensions could be added to the compulsory subjects, and which elective subjects would it be important to offer within the aforementioned categories?



- What distinguishes the study programme from other social science programmes, seen from an employer perspective?

On the basis of the meeting, the following initiatives were taken:

- a) Inclusion of crisis communication as a subject element in the organisation course.
- b) Formulation of a new compulsory course "Transformations of the public-private divide".
- c) Investigation of how the study programme differs from similar programmes at CBS.

Third meeting with the assessment panel

The third meeting with the assessment panel was held in April 2013. The purpose of this meeting was to discuss the employment market's requirements and possible job functions. The meeting was based on the following questions:

- Are there other markets than the aforementioned at which this study programme could be targeted?
- Which type of job functions could graduates from the study programme be employed in – both at your workplace, but also more generally?
- Which advantages do graduates with this competence profile hold compared to graduates from other programmes?

On the basis of the meeting, the following initiatives were taken:

- a) The name of the study programme was discussed and subsequently amended.
- b) The proposed job functions were in line with those proposed by the team behind the study programme. The discussion with the employers did, however, give rise to a slightly sharper categorisation of the job functions.

Employer panel for the Department of Political Science

The programme proposal was first discussed by the Department of Political Science's employer panel in November 2012. At the meeting, there was strong support to continue to work on the programme proposal, and ideas were put forward for the further development of the programme proposal. After the meeting, the programme proposal was revised so that the risk concept was made clearer, in a broader perspective, and commercial risks became part of the study programme's focus.

In March 2013, the programme proposal was discussed once again with the employer panel on the basis of the revised draft of the study programme, which had been prepared after the second meeting with the assessment panel. The material consisted of a draft programme structure and organisation. The employer panel was enthusiastic about the programme proposal and saw the study programme as a good opportunity to further develop and communicate the department's special academic core competences, for the benefit of a growing employment market.

Academic environments and pedagogical consultants

Academic environments and pedagogical consultants were also involved in the development of the programme proposal on an ongoing basis. In December 2012, the team behind the study programme initiated a CIEL-funded project for the development of innovative competences among students (see Appendix 73 link W). This project was linked to the development of the study programme and contributed to strengthening the programme's teaching methods and profile.



The team was also in ongoing dialogue with external teaching staff, including teaching staff from potential qualifying bachelor programmes, on the development of the structure and subject portfolio. Finally, focus group interviews were held with potential students from relevant Danish universities.

The programme achieved positive accreditation, was approved in December 2013 and had its first intake in September 2014.

Criterion V.3

The institution must ensure:

- **that the graduates' employment situation and the development in the Danish employment market are monitored continuously, and that the results of this are assessed systematically with a view to a more precise determination of when the employment situation gives reason for specific initiatives.**

Criterion V.3 describes how UCPH monitors the study programmes' relevance by systematically gauging the graduates' employment situation.

The graduates' employment situation

As stated in Criterion V.1, page 118, UCPH has focus on ensuring that graduates gain relevant employment. The relevance of the study programmes is also reflected in the graduates' employment rate, just as the demand for graduates is shown by how quickly the graduates gain employment.

UCPH uses the Ministry's unemployment statistics. The Ministry's unemployment statistics concern Q4-Q7 after graduation⁶⁵ for master's programmes and professional bachelor programmes. The strength of the Ministry's unemployment statistics is that they include all master's programmes and professional bachelor programmes in Denmark. This allows for comparison across the university sector. The weakness of the Ministry's unemployment statistics is that they solely include populations of minimum ten graduates. Another weakness is that the Ministry's unemployment statistics group some of the master's programmes, which means that the unemployment statistics are not consistently programme-specific. In addition, the Ministry's unemployment statistics do not include bachelor graduates.

To ensure a more accurate basis for assessing the study programmes' relevance, UCPH supplements the Ministry's unemployment statistics with its own unemployment statistics, which are delivered

⁶⁵ With effect from September 1 2015, UCPH has adopted that UCPH monitors the graduates' employment levels via the Ministry's unemployment statistics for Q4-Q7 after graduation. Previously, UCPH used the Ministry's statistics for graduates' employment levels 4-19 months after graduation.



by Statistics Denmark. UCPH's supplementary unemployment statistics include populations of at least five graduates. It is important for UCPH to also be able to follow small populations, as UCPH offers a number of study programmes with an annual population below ten graduates. UCPH's supplementary unemployment statistics are programme-specific and include graduates from bachelor, master's and professional bachelor programmes. UCPH's supplementary unemployment statistics comprise 12 quarters after graduation, because UCPH can thereby better follow the development in the graduates' employment situation over time. UCPH assesses that the Ministry's unemployment statistics for Q4-Q7 do not give a full picture of the study programmes' relevance, since the graduates' employment situation is significantly better after Q7.

The Ministry's unemployment statistics are included as a compulsory element in the annual programme reports and in the programme evaluations, cf. Criterion IV.6, page 109. UCPH's supplementary unemployment statistics are used where the Ministry's unemployment statistics are not complete, cf. above.

All of the faculties have determined faculty-specific measurable standards for unemployment and compare themselves with the unemployment rate for the main academic area, see *Guidelines for Annual Programme Reports* (Appendix 9), and *Guidelines for programme evaluations* (Appendix 10).

HUM faces the particular challenge that for a number of study programmes the population is so small that the unemployment rate can fluctuate from 0% to 100% from year to year. Here, the standard serves as a guide and mitigating initiatives are implemented if the negative deviation persists for several consecutive years.





Management reflections

Research-based education

The University of Copenhagen (UCPH) is characterised by strong basic research and a broad range of study programmes in a poly-faculty organisation, with the resulting unique opportunities for research-based education. UCPH's research fields and study programmes span a wide range of the principal academic fields within the humanities, social sciences, natural sciences and health sciences. Only the technical sciences and the commercial area are not part of UCPH's scientific and educational profile.

UCPH is characterised by offering study programmes of high quality, based on the most advanced research. UCPH's international position is reflected in rankings (see Appendix 73 link X). In 2015, UCPH was no. 35 in the world and no. 6 in Europe in the Academic Ranking of World Universities - Shanghai. In the Leiden Ranking, in 2015 UCPH was no. 42 in the world and no. 7 in Europe, and in the QS World University Ranking, UCPH was no. 69 in the world and no. 22 in Europe. UCPH's management assesses that the good rankings are a result of its sustained research focus, which contributes to ensuring the high educational quality.

UCPH wishes to continue to expand and strengthen its position as a nationally and internationally recognised and leading university characterised by free and excellent research, attractive research-based study programmes of high quality, and value-adding collaboration with national and international partners. The international partners include the International Alliance of Research Universities (IARU), which is a platform for cooperation with ten of the world's best universities⁶⁶ on research and education at the highest international level.

UCPH's management has strong focus on continuously and persistently promoting and ensuring the quality of the research-based study programmes, so that UCPH's graduates in many different fields contribute knowledge and skills that are relevant to the world at large. The development of UCPH's quality-assurance system is, therefore, an iterative development process that must leave scope for local quality-assurance cultures at UCPH that to the greatest possible extent meet the local need for the development of research-based teaching.

Development of the quality-assurance system

As stated in the introductory presentation of UCPH, in 2007 UCPH merged with the Royal Veterinary and Agricultural University and the Danish University of Pharmaceutical Sciences. Subsequently, in 2012, UCPH merged the Faculty of Pharmaceutical Sciences and the veterinary parts of the Faculty of Life Sciences with the Faculty of Health Sciences, which became the Faculty of Health and Medical Sciences; while the non-veterinary parts of the Faculty of Life Sciences merged with the Faculty of Science, which continued as the Faculty of Science. In 2013, the Royal School of Library and Information Science merged with the Faculty of Humanities.

⁶⁶Australian National University, ETH Zürich, National University of Singapore, Peking University, University of California, Berkeley, University of Cambridge, University of Copenhagen, University of Oxford, University of Tokyo and Yale University. As from 2016, the University of Cape Town is also included.



As a consequence of the mergers, various quality-assurance practices were combined, which has led to UCPH's ongoing identification of best practice within the quality assurance of study programmes. In connection with the university merger in 2007, UCPH thus undertook the first identification of best practice within the study programme area. This led to UCPH's first common guidelines and marked the start of the UCPH quality-assurance system which is in place at UCPH today. The development of the UCPH quality-assurance system has always been based on best practice and knowledge sharing, besides balancing the need to retain local and well-functioning quality-assurance practices.

Since then, UCPH has progressed significantly from being a university where the faculties themselves were responsible for the quality assurance of study programmes, to a university with more and more common practices across the faculties, while still leaving scope to maintain local, academically-based practices. *The Policy for quality assurance of study programmes at the University of Copenhagen* from 2011 combines the UCPH guidelines and procedures and guides the faculties on how these are to be implemented and rolled out in the faculties' local quality-assurance systems.

The development of the UCPH quality-assurance system and the local faculty quality-assurance systems gained momentum on the adoption of the Danish Act on Institutional Accreditation from 2013. UCPH's quality-assurance policy with focus on a clear allocation of responsibility at university level and faculty level, and the determination of measurable standards for all of the central quality parameters, was thereby adopted, and the UCPH quality-assurance system and the faculties' local quality-assurance systems were revised. The UCPH quality-assurance system, in which the faculties' quality-assurance work is aggregated up to UCPH level and discussed by the deans and the Rector and prorectors jointly, has created greater cohesion among the faculties, and thereby a better foundation for continued quality enhancement.

Since 2014, UCPH has reviewed the revised quality-assurance system once and believes that the system, with its local consideration of the faculties, is well-functioning. Having said this, the management still wishes to promote additional UCPH quality-assurance initiatives, where this is relevant. An example could be greater common practice within course evaluation, in order to increase the response rates.

Quality assurance and quality development of study programmes

UCPH's is distinguished by excellent research, high-quality study programmes and a focus on talent. The precondition for this is close cohesion between research and teaching at the faculties, regardless of differences in the faculties' study programme portfolios and organisation. The management wishes to maintain and respect the close cohesion between research and teaching, as this supports UCPH's existence.

It is a clear management decision that the ongoing and systematic quality assurance of study programmes takes place in accordance with the UCPH guidelines implemented by the faculties in harmony with the internal organisation. Deans have a clear management responsibility at the faculties, while the Rector has a clear management responsibility at the University level. Practice is only required to be centralised and standardised if this is for the common good. The management assesses that there is generally greatest potential for quality development close to the academic



environments, which is also assessed to promote cohesion between research, teaching and co-ownership.

In parallel with the faculties' own systematic quality assurance and quality development of the study programmes, the Rector and the deans' objective is for UCPH's quality activities to make the most appropriate use of resources, while also being relevant to the quality assurance of the individual study programme. Both the local evaluation of the faculties' quality-assurance systems and the centralised evaluation of UCPH's quality-assurance system are essential elements of the University's own quality assurance of the overall quality-assurance system.

The objective of the ongoing and systematic evaluation of the quality-assurance system is also to ensure a well-functioning evaluation practice. It should be noted that the quality-assurance system including evaluation was not implemented until 2014 and has thereby only been tested once, when the deans submitted their first report to the Rector in October 2015. If future evaluation processes show that it would be advantageous to introduce greater common practice in the quality-assurance area, a revision of the quality-assurance system will be made, in parallel with the ongoing systematic quality assurance. This will make it possible to adjust the UCPH guidelines and quality-assurance practice while the work is being carried out.

The quality-assurance system's strengths, weaknesses and potential

Just as UCPH's diversity is a strength, the management is aware that diversity may also constitute a weakness in relation to UCPH overall.

Diversity is a strength because the many academic environments at study programme and research level provide many educational and research opportunities for both enrolled and new students, and for both current and new academic staff members. Diversity presents an inexhaustible source of inspiration across study programmes and faculties for UCPH's staff groups, students and management, who may, for example, be inspired by their colleagues' organisation of their teaching, fellow students' experience from periods of study abroad, administrative case flows, etc.

In addition, the two-tiered management responsibility between Rector and dean entails that the organisational management responsibility for the quality of the study programmes lies with the faculties specialising in their own portfolios of study programmes and research. From here, the overall responsibility is aggregated to the Rector.

Diversity can entail a weakness, because the variation in the faculties' programme portfolios, student populations, finances and internal organisation as, for example, departments, and department sizes, challenge the university's cohesion due to the many different interests and the decentralised organisation. This weakness is countered systematically and persistently by a deeply rooted tradition for dialogue and coordination across the management levels, between the students and the management, and between lecturers, students and management.

With regard to the quality-assurance system's strengths and weaknesses, it is optimal for each faculty to be able to draw up its own procedures, in line with the faculty's organisation. The faculty-specific procedures and internal time schedules also affect the transparency of UCPH's overall quality-assurance system. Despite these challenges, the management assesses that the UCPH overall



quality-assurance system, with the associated faculty systems, is the most appropriate organisation of quality assurance at UCPH, since this can accommodate UCPH's diversity.

The management furthermore assesses that UCPH's tradition for dialogue with students, lecturers and staff is a strength, since this dialogue is not limited to specific areas, but takes place in many different contexts. The management wishes the students to contribute to forming the University's culture, values and distinctive character. In addition, the dialogue between students themselves and between lecturers and students is of great value to creating and safeguarding the quality culture at UCPH.

UCPH has extremely active students who take part in board, council and study-board work, besides student politics and academic events. The management gives particular emphasis to students being involved in important decisions about the study programmes and conditions for the students, via their ongoing representation in central advisory committees. This ensures student co-ownership of UCPH's development both at the overall strategic level and when handling local challenges close to the study programmes and the academic environments.

As a special initiative in Denmark, in 2013 UCPH nominated a student ambassador, who offers help to UCPH students concerning their rights in relation to study programmes. The student ambassador is independent of UCPH and bound by professional secrecy. The creation of this function emphasises the management's wish to promote the students' opportunities for dialogue concerning their rights and conditions for their studies at UCPH.

The Rector and prorectors and the Student Council's management meet regularly to discuss current agenda topics submitted by both parties, while the deans meet student representatives from the faculty. Another example of how the students are important contributors is the two UCPH-appointed joint committees on the implementation of the Study Progress Reform. It is also the practice for the Student Council to be consulted in relation to hearings concerning key acts and executive orders, and that any remarks are included on an equal footing with those of the faculties in UCPH's overall consultation responses.

The potential and the advantages of the UCPH quality-assurance system concern its flexibility, which gives the opportunity for greater inter-faculty practice and also for greater decentralisation, yet still with systematic, annual quality-assurance reporting to the Rector. The management's vision for the development of the quality-assurance system during the next few years will be to create well-functioning practice in the current quality-assurance system, subject to the adjustments and changes as a consequence of the systematic evaluation of the quality-assurance system.

Further development of the quality-assurance system

With regard to the continued development of the quality-assurance system, on the basis of the deans' first report the management made the decision to have sustained focus on the development of the management information system. The management's monitoring of the quality of the study programmes is thus an important aspect of UCPH's active approach to quality assurance and quality development of its study programmes. In addition, the management believes that one of UCPH's major development projects is the consolidation of various different reporting tools into a shared, dynamic UCPH management reporting system. The system must be able to meet the faculties' ever-increasing need for consolidated dynamic data, instead of more static key figures, to reveal the



quality of education currently being delivered. This development is assessed to be important for the active ongoing monitoring, quality assurance and development of the study programmes.

The UCPH management information system will include dynamic data on drop-out rates, study progression and completion figures. The objective is for UCPH's management information system to be developed and implemented within the next few years, although with due consideration of the financial resources available.

Regarding course evaluations, the management is aware of the need to increase response rates, which are generally not satisfactory. Experience from the faculties shows that students do not find it relevant to participate in the evaluation of courses unless they are dissatisfied with the teaching, which is a less appropriate quality culture that the management wishes to change.

The management views UCPH's current focus on increasing feedback in teaching contexts as a potential lever to create further dialogue and increased awareness about how results from course evaluations can contribute to developing teaching. Systematic use of feedback in teaching will make the value creation associated with a good evaluation culture clear to the students.

UCPH's management is also aware of supporting lecturers' pedagogical qualifications, which is documented by the University Pedagogy Initiative (KUUPI). The results of these efforts will be evaluated in 2017 in order to establish a long-term foundation for the pedagogic initiatives at UCPH. The initiative's cross-faculty development projects promote focus on lecturers' pedagogical skills, which should be promoted in the context of the quality of teaching experienced by the students. The management thereby signals that the pedagogical-didactic presentation of research results in teaching is just as important for UCPH as the actual research results. The management is positive with regard to the preliminary results in the form of adopted common UCPH guidelines, but recognises that both the faculty managements and UCPH's management should continue to pay great attention to ensuring that the pedagogical tools are used in practice at the faculties.

It has also been decided that the reasons for using permanent academic staff and part-time academic staff respectively, and ensuring the skills development of both teaching groups, will be included in faculty policies, and that every third year the deans will report to the Rector on the competence development of permanent and part-time academic staff. The management wishes to point out that UCPH often uses part-time academic staff for teaching in cases where permanent academic staff would not be able to provide teaching. This applies, for instance, to study programmes where the lecturers' practical and labour-market experience is essential to ensuring that students achieve relevant skills in terms of the needs of the labour market.

Consequently, the management does not necessarily view the relatively extensive use by certain study programmes of part-time academic staff compared to permanent academic staff as a problem. On the contrary, UCPH's experience is that part-time academic staff to a high degree ensure and support teaching with professional relevance and practical experience. UCPH will therefore maintain a high ratio of part-time academic staff for study programmes that are related to specific professions. The management is aware, however, that there are particular challenges in relation to ensuring current research-based teaching for programmes for which there is a high ratio of part-time academic staff. The integration and quality assurance of part-time academic staff will therefore continue to be a focal point in UCPH's quality assurance of its study programmes.



The programme portfolio

As a management decision, the language of instruction for the bachelor programmes is Danish, with the possibility of courses taught in English, while master's programmes may be offered in both Danish and English. Since 2008, some of the master's programmes have thus undergone conversion from Danish to English, and are now also offered to an international market. Another objective is not to increase the number of study programmes significantly, just as the management has not had a strategic objective to increase the student intake significantly, but instead has focused on attracting the most promising students. UCPH continues to have the objective of attracting more international students, and UCPH will regularly assess whether there is a need to increase the capacity of non-dimensioned programmes in accordance with the needs of prospective employers.

Even though UCPH has not had an objective to increase the intake of students, for several years the universities have been requested by the Minister to increase the number of study places. In 2013, UCPH's management assessed, however, that teaching quality and the study environment were affected by how the physical environment in particular could not accommodate any continued increase in the number of students. The management therefore in 2013 adopted a capacity reduction by almost 100 places on the bachelor programmes and UCPH had thus already initiated the adjustment of the intake to its bachelor programmes before the Ministry's introduction of dimensioning in December 2014. In the period from 2013 to 2015, UCPH's own adjustment of the bachelor programme intake has resulted in a stable bachelor-programme intake.

UCPH's programme portfolio is matched to the academic environments' assessments and employers' demand. As a result, UCPH has only made a few adjustments to the programme portfolio in recent years. Specifically, since the accreditation system's introduction in 2007, UCPH has created 35 new study programmes and closed 35 study programmes⁶⁷, which means that over a period of nine years there has been no real growth in the number of study programmes. The figures indicate that UCPH's strategic objective to maintain the size of the programme portfolio is being achieved. At the same time, the economic challenges in terms of the profitability of study programmes in the coming years may affect UCPH's programme portfolio in a negative direction.

Both on the closure and on the creation of study programmes, and in connection with the University's own adjustment of the number of study places, there has been special focus on the competence requirements of employers and the labour market.

Despite the academic and financial challenges as a consequence of maintaining small study programmes, the management would like these to continue to be part of the national provision as far as possible, provided that the individual academic environments are of sufficiently high quality. The management believes that value is created by offering the unique small study programmes, of which some in national and others in international terms are only offered at UCPH. Nine of the University's small humanities programmes receive special ministerial funding. In addition, UCPH has adopted annual supplementary funding for a further nine small humanities programmes. Out of UCPH's programme portfolio of approximately 200 study programmes, small programmes account

⁶⁷ Of the 35 closed programmes, 19 are still in the process of being discontinued.



for around one tenth. The management wishes to retain the small study programmes in UCPH's programme portfolio, to the extent permitted by the financial framework, as the wide range of programmes is one of UCPH's special characteristics. In view of the Finance Act for 2016, the management's aspirations have come under pressure, however.

Internationalisation of study programmes

As previously stated, UCPH only offers bachelor programmes in Danish with the opportunity for certain courses taught in English, but offers more and more master's programmes taught in English. Master's programmes taught in English are an international focus area which promotes the ongoing internationalisation process. This process also includes the focus on offering all bachelor and master's programme students at UCPH an international dimension to their study programme. All bachelor and master's curricula at UCPH include a mobility window, which ensures the opportunity for a period of study abroad. In addition, the ever-increasing international interest in a period of study at UCPH is contributing to increased focus on the integration of international students at the University's campuses, as well as Danish students' benefit from 'Internationalisation at Home'.

UCPH wishes to attract even more highly qualified national and international master's students, although these ambitions have been affected by the compulsory dimensioning of study programmes that was introduced in the autumn of 2014. The biggest challenge presented by dimensioning in relation to the required increase in qualified national and international master's students is that bachelors with a legal right to admission will be awarded the majority of the study places offered on the master's programmes. This results in a static education system that is in conflict with UCPH's objectives for the mobility of its own students and to attract master's students from other Danish and international universities, as well as from university colleges.

Increased qualified master's admissions and UCPH's new admission requirement of a minimum grade point average of 6.0, and also the special elite initiatives, are thereby impeded by the dimensioning scheme, which runs until 2020. In terms of quality assurance, the dimensioning does not affect UCPH's actual quality-assurance system, but the development potentials for the greater internationalisation and diversity of the student populations are minimised.

Trends in the labour market

While preserving UCPH's specialised knowledge and academic competences in its study programmes, the management also wishes to adapt the programmes to an increasingly more global labour market. The relevance of the study programmes is primarily taken into consideration on the basis of graduate surveys and input from employer panels.

The management believes that one of UCPH's main responsibilities is to ensure that the programmes are always relevant and to ensure job preparedness. For many of UCPH's students, however, relevant student jobs are still the primary entrance route to the labour market after graduation. Unfortunately, the management expects that the Study Progress Reform will force students away from those student jobs, with the risk of making the transition from education to paid employment more challenging. UCPH's management regrets that with the introduction of the Study Progress Reform students no longer have the same opportunity to try out their own skills in a student job in parallel with their study programme.



The financial framework conditions

The biggest challenge in future will be to continue to offer study programmes of high quality to many students for less funding. During the past ten years, since the Danish government's Globalisation Agreement from 2006, the universities have seen significant investment in research and education, which has created good conditions for positive development in the quality of education.

With the 2016 Finance Act, the universities were required to make significant savings, which in the coming years will result in extensive rationalisation measures and task shedding. In addition, the dimensioning, Study Progress Reform and a future funding reform will impose uncertain economic conditions, which will affect the universities' own planning of courses of study, study progression and opportunities for the development of the quality of education. The management notes that education is not the only area that is subject to budgetary constraints. The same applies to research, which constitutes the basis for the study programmes.

As a consequence of the savings, a need has arisen to reduce programme administration wherever possible, which will have implications in terms of lecturers' taking over administrative tasks, thereby reducing the time spent on research and teaching, as well as a lack of administrative support for the required positive development of the quality-assurance system at both faculty and university level.

The management's focus on possible ways to increase the programme revenue is exemplified by UCPH's introduction of the minimum grade requirement of 6.0 for the bachelor programmes. Many bachelor programmes across UCPH have a higher drop-out rate than the management would like. UCPH has analysed the background of students who have dropped out, and the analysis has revealed that the majority of the students who do not complete their bachelor programme were admitted on the basis of qualifying examinations with a grade point average lower than 6.0. As from 2018, UCPH has therefore introduced a grade point average requirement of 6.0 for admission to a bachelor programme. UCPH expects that in future this initiative will reduce the drop-out rate for the bachelor programmes and thereby improve the financial basis.

Another example of how programme revenue can be increased is UCPH's work to improve the study environment. UCPH is working strategically on the study environment in order to improve the students' probability of completing their study programme. This is expected to contribute to reducing the drop-out rate and improving completion times.

Despite the financial constraints, whereby the management to the greatest possible extent seeks to ensure education and research, and its administrative support, the financial situation will impose strong pressure on the programme portfolio and the quality of education. The management also notes that the future development of the quality-assurance system, as well as the development of the rest of the programme administration, will require strict prioritisation, due to the budget cuts.

Summary

In summary, the management emphasises that the primary strengths of UCPH's organisation are respect for diversity, study-programme quality and a quality-assurance system that encompasses these aspects. It is also considered particularly positive that, in just a few years, UCPH has progressed from being several universities, to different and relatively autonomous faculties, and to



one unified university with a diversity that reflects the special characteristics of the faculties and the academic environments, but also with more and more shared practices. The management also wishes to highlight the tradition for dialogue across the University as a central element of knowledge sharing and the dissemination of best practice.

The management does not see UCPH's relatively decentralised organisation or the other development potentials specified in UCPH's quality work as the greatest challenges. This is because UCPH is aware of its challenges and is addressing them. On the contrary, the biggest challenges, seen from the management's perspective, are the many external regulatory measures which interrupt UCPH's own course and deprive UCPH of some of its room for manoeuvre to develop the quality of education. In this respect, the most recent reforms, i.e. the dimensioning, the Study Progress Reform, the new funding system for higher education, and the significant education cuts in the 2016 Finance Act, naturally have a severe effect. Nonetheless, the management will continue to focus on the sustainable development of the quality of education, which is UCPH's most important task.



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43. The faculties' reports on the quality assurance of study programmes (in Danish)
44. Rector follow up-letters to the faculties (in Danish)
45. UCPH follow up-points on the Faculties' Quality Assurance Reports (in Danish)
46. UCPH report on Target Plan 2014 (in Danish)
47. UCPH report on Target Plan 2015 (in Danish)
48. Rules of Procedure for the Board of the University of Copenhagen (in Danish)
49. UCPH Rector Instructions (in Danish)
50. UCPH Head of Department Instructions (in Danish)
51. The faculties' internal players and stakeholders who are involved in the faculties' quality-assurance work (in Danish)
52. The faculties' external players and stakeholders who contribute to the faculties' quality-assurance work (in Danish)
53. Additional guidelines to the Ministerial Order Regarding Appointments (in Danish)
54. Principles for appointment committees and assessment committees on the appointment of academic staff
55. Guidelines for the work of appointment committees and assessment committees
56. Principles for researcher's/research groups' contribution to education at the University of Copenhagen



57. Pedagogic competence profile (in Danish)
58. Correlation between pedagogic competence profile and teaching portfolio (in Danish)
59. Strategy for the study environment 2014–2016 – Road to better learning
60. HUM procedure for revision of curricula
61. LAW procedure for revision of curricula
62. SOC.SCI. procedure for revision of curricula
63. SCIENCE procedure for revision of curricula
64. HEALTH procedure for revision of curricula (major changes)
65. HEALTH procedure for revision of curricula (minor changes)
66. THEO procedure for revision of curricula
67. HUM procedure for course evaluations
68. LAW procedure for course evaluations
69. SOC.SCI. procedure for Course Evaluations
70. SCIENCE procedure for course evaluations
71. HEALTH procedure for course evaluations
72. THEO procedure for course evaluations
73. UCPH link collection
74. HUM Link collection
75. LAW Link collection
76. SOC.SCI. Link collection
77. SCIENCE Link collection.
78. HEALTH Link collection
79. THEO Link collection