



Guidelines for Annual Programme Reports at the University of Copenhagen

1 SEPTEMBER 2017

UNIVERSITY EDUCATION SERVICES

Objective

The University of Copenhagen produces annual programme reports as part of its continuous and systematic efforts to assure the quality of all of its study programmes. The reports provide insight into the current status of the individual programmes, help the faculties adapt to challenges, and evaluate the work done in the past year on quality assurance.

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The University of Copenhagen places specific requirements on the content and form of the reports. The faculties determine the timetable for the preparation, evaluation and submission of reports to the Dean and decide who will be involved. The Dean approves the programme reports and then reports on them to the Rector.

If a master's programme constitutes a natural progression from a bachelor programme, the faculties can opt to present a joint report covering both¹.

The faculties conduct a programme report for all programmes every year, except in the years when they submit programme evaluations of the programme in question, as the elements contained in the programme report are incorporated into the programme evaluation.

Contents

Programme reports contain at least three fixed points:

1. Status of the programme based on analysis of quantitative and qualitative management information. What is the current status of the programme and of student progress? Does the study programme live

¹ In aggregate reports for bachelor and master's programmes, quantitative data must be calculated separately for each programme.

up to the standards that the faculty has set for it? What has happened since the last report? Do the results of the course evaluations, dialogue with graduates and employers, etc. suggest any need for change?

2. Status of the follow-up plan for the most recent programme evaluation. Follow-up/evaluation of initiatives launched after the previous programme report.
3. Visions and future perspectives for the programme – in which direction is the programme heading? Is there a need for educational-strategy initiatives, i.e. interventions in the long term to improve the programme?
4. *Misc.: If any of the criticisms are serious enough to warrant immediate action, a follow-up plan must also be drawn up and attached to the programme report. If serious problems are identified, closing the programme is one of the options.*

Requirements placed on faculty procedures

The University requires that each faculty draws up a procedure for annual programme reports. The procedure should clearly indicate who is responsible for the process, who approves the conclusions and follow-up plan (if any), and who is responsible for following up on the programme report. It also stipulates which stakeholders are involved.

Reporting, approval and follow-up

Annual reports for the individual programmes are submitted to the Dean. The faculty then submits an overall report to the Rector. This report contains information about the most significant trends, results and activities across the programmes in the faculty.

It is submitted to the Rector as part of the annual faculty report on quality of education (see “Guidelines for the Deans’ Reports to the Rector Concerning Quality of Education”). Faculty procedures for programme reports must include details of the role played by the study boards.

How the Rector deals with them and provides feedback to the faculties is described in “University Procedures for Approval and Follow-up on the Deans’ Reports on Quality of Education”.

Template and publication

The University provides the faculties with a template for programme reports. Faculties are not required to use the template. They are free to use their own templates as long as they contain the same elements.

Programme reports are internal documents, and there is no requirement to publish them.

Quantifiable quality standards

The faculties define their own quantifiable standards for quality at programme level. On 1 October, the deans submit their faculties' quantifiable standards for the next report period as part of the follow-up on the annual reporting on the quality of education. The faculties must at least live up to the specific objectives stipulated in University and faculty strategies and target plans. The Rector must approve these standards by 1 December. The standards are published on the faculty websites.

All standards must ambitious. As a minimum, the faculties must compare themselves with the average drop-out rate, graduate unemployment statistics and part-time/full-time academic staff ratio at national level in the main subject areas. The faculties recommend to the Rector the degree of deviation from the national average they deem acceptable before they take action.

Where programmes have a higher score than the national average, the faculties can choose to measure their annual performance against their own data in previous years.

If national averages are not available, the faculties recommend to the Rector their own quantifiable standards for the point at which each sub-element of a programme is considered satisfactory/unsatisfactory. For example, for quantitative data, a mean value could be based on the last three years and a percentage deviation agreed. A further requirement could, for example, be sub-standard scores for at least three consecutive years before the faculty intervenes.

Programme reports – annual
Content – programme level
<ol style="list-style-type: none"> 1. Status of the programme 2. Status of the follow-up plan 3. Future perspective for the programme
Material included in the annual programme report *The Central University Administration provides this material
Quantitative material: <ul style="list-style-type: none"> • Intake^{2*} • Student numbers^{3*} • Drop-out rate(s)^{4*}

² As of 1 October

³ As of 1 October

⁴ Drop-out rates from bachelor's programmes are calculated for at least the first year of the programme (key data F.3.1). Drop-out rates for master's programmes are calculated for the whole programme (key data G.1.4). Drop-out rates for academy profession and

- Number of degrees conferred^{5*}
- Study progression^{6*}
- Completion^{7*}
- Graduate unemployment statistics^{8*}
- Outgoing exchanges^{9*}
- The number of international students on the master's programme taught in English (full degree)^{10*}
- Number of teaching hours on the bachelor's programme¹¹
- Full-time/part-time academic staff ratio¹²
- Student/full-time academic staff ratio¹³

Qualitative material:

- Reports by the chairs of external examiners¹⁴

professional bachelor's programmes are calculated both for the first year and for the entire programme. For other types of programmes, drop-out rates are not calculated or included in the programme report.

⁵ Number of degrees conferred in the period 1 October to 30 September (subsequent years).

⁶ Study progression is calculated as per 1 October as the average number of ECTS credits per student per year. Study progression is not registered on the professional master, diploma and academy programmes (adult higher education), and therefore is not included in the evaluation for these types of programme.

⁷ Completion is calculated on 1 October, and comprises the proportion of students who have completed their programmes in the prescribed time and the percentage of students who have completed in the prescribed time + one year (key data G). Completion for continuing education master's, postgraduate diploma and higher adult education (academy) programmes is not calculated or included in the programme report.

⁸ For bachelor's, master's, academy profession and professional bachelor's programmes, unemployment figures are calculated as the percentage of unemployed graduates 4.–7. quarter after completing their studies. For other types of programmes, unemployment statistics are not recorded or included in the programme report.

⁹ The number of outgoing exchange students is calculated as per 1 October. It comprises the number of students who are doing part of their study programme abroad.

¹⁰ Calculated as of 1 October as the proportion of student intake on full master's programmes taught in English (full degree) whose nationality is not Danish, Swedish, Norwegian, Finnish, Icelandic or Faroese. The period counted is from 1 October to 30 September (the following year).

¹¹ Calculated as the number of teaching hours per week during the semester for the last completed year of study.

¹² They are calculated in terms of FTEs. Full-time and part-time academic staff are defined as per ministry's method of calculating working hours. Includes the activities that are part of the study programme, i.e. teaching, preparation, supervision, exams and administration. Full-time/part-time academic staff ratios are calculated for all programmes.

¹³ They are calculated in terms of FTEs. Student FTEs are taken from the FTE report, while full-time members of academic staff are calculated as per the calculation for the ratio of full-time to part-time academic staff. Student/full-time academic staff ratios are calculated for programmes.

¹⁴ Programme reports of postgraduate diploma programmes do not include reports by the chairs of external examiners.

- Results of course evaluations, including pass rates
- Dialogue with employer panels
- Research matrix¹⁵

Material included in the programme report every six years

Qualitative material:

- Dialogue with graduates¹⁶

Standards for quality

The faculties must define standards for the following parameters, i.e. when the circumstances for each parameter are (un)satisfactory. The faculties must at least live up to the specific objectives stipulated in University and faculty strategies and target plans.

- Drop-out rate(s)
- Study progression
- Graduate unemployment statistics, master's and professional bachelor's programmes
- Number of teaching hours on bachelor programmes
- Full-time/part-time academic staff ratio
- Student/full-time academic staff ratio

¹⁵ Research matrix: Comparison of the programme's study activities, the lecturers' research activities and the research environment's strengths.

¹⁶ Surveys of graduates are conducted every three years, comprising the last three year groups, but at the earliest one year after graduation. The surveys are by turn included in the programme evaluation and the programme report.