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UNIVERSITY EDUCATION SERVICES

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## Policy for Quality Assurance of Study Programmes at the University of Copenhagen

### Introduction

The University of Copenhagen aims to run research-based study programmes of the highest international calibre. This makes regular and systematic quality assurance crucial. Highly qualified lecturers develop and run the programmes and are at the key to quality assurance and the quality culture at UCPH. The active role played in evaluations by the students is also crucial, e.g. they sit on study boards and are part of the process of dialogue with the other stakeholders.

The strategic objectives for quality assurance are defined in the University's strategies and target plans.

Quality assurance of study programmes requires a clear and unambiguous managerial and organisational structure. As per the University statutes, the responsibility for the study programmes, including quality assurance, lies with the deans, heads of department, study boards and heads of studies. The responsibility for follow-up on the Deans' annual reports on quality of education lies with the Rector. The Director for Education oversees the quality assurance work done by the faculties. This includes how they implement the University-wide policy.

Quality assurance is co-ordinated by management forums at University level – the Study Administration Co-ordination Committee<sup>1</sup> (SAK), the Academic Board on Education Strategy<sup>2</sup> (KUUR), the Executive Management<sup>3</sup>

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<sup>1</sup> SAK (the Study Administration Coordination Committee) consists of the faculties' directors of studies and the deputy director of the programme. SAK discusses and implements initiatives within the study-administrative area.

<sup>2</sup> KUUR (Academic Board on Education Strategy) consists of the faculties' associate deans for education, the prorector for education and student representatives. KUUR advises LT and DIR on education strategy issues.

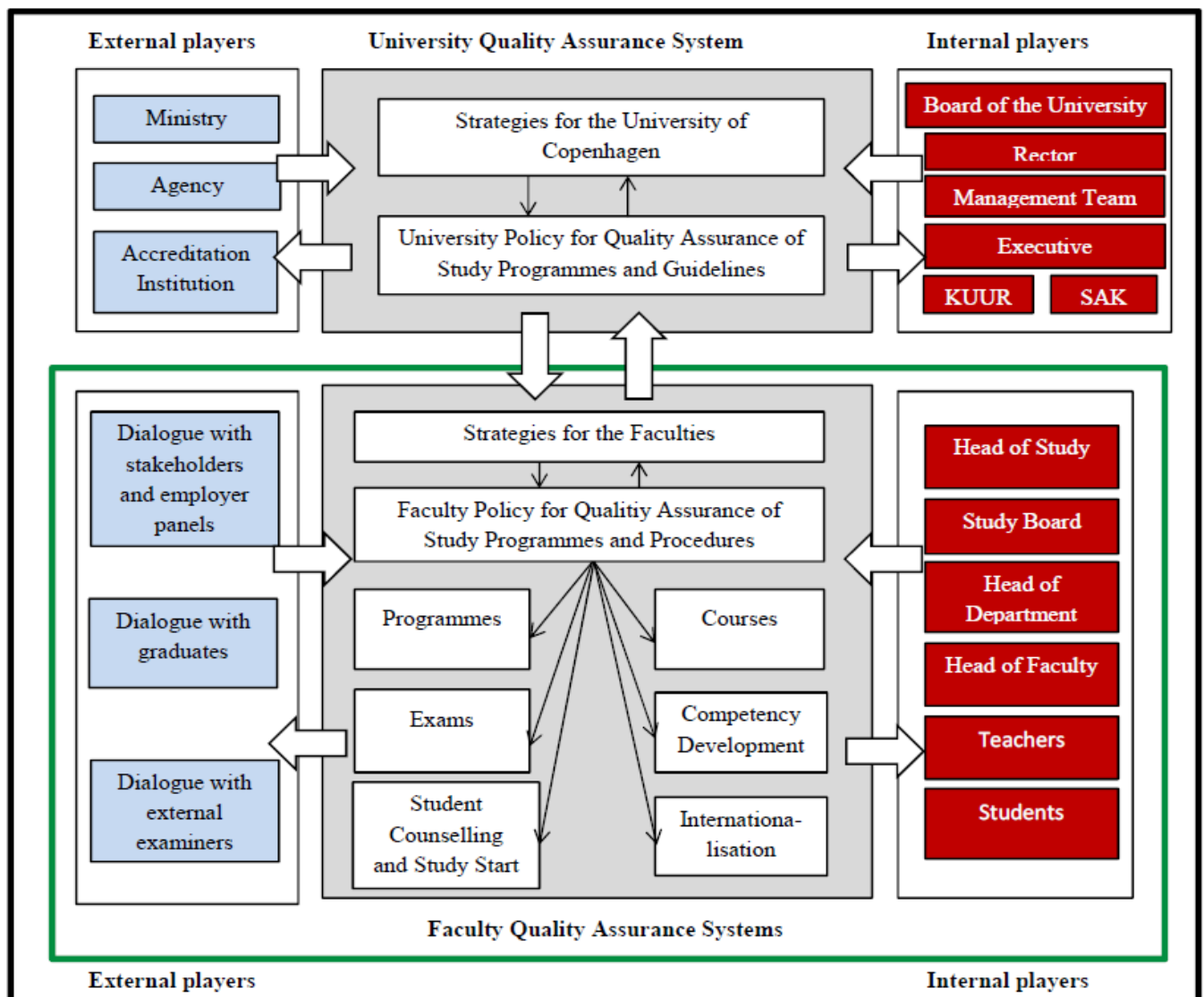
<sup>3</sup> DIR (executive management) consists of the Rector's Office and the university director.

(DIR) and the University of Copenhagen's Management Team<sup>4</sup> (LT). Strategic educational initiatives, e.g. education portfolios, are approved by the University Board, following discussions in KUUR, the Executive Management and the Management Team.

These forums also develop University policies and guidelines for quality assurance, while the Rector approve, monitor and follow up on them. The quality assurance work is implemented at the faculties by programme managers, study boards and administrators and through lecturers' specific programme activities in dialogue with students.

The University statutes stipulate that responsibility for the study programmes lies with the six faculties. They are responsible for drawing up faculty quality-assurance policies, procedures and documentation that comply with University policies and guidelines. In other words, quality assurance is subject to a combination of University and faculty guidelines.

**Figure 1. Quality Assurance System at the University of Copenhagen**



<sup>4</sup> LT (management team) consists of the faculties' deans and the Executive Management.

The bold, black frame denotes the framework for the overall system. The diagram shows how internal and external stakeholders interact to set quality-assurance policy and educational strategies.

The bold, green frame denotes the framework for the faculty systems, including interaction between internal and external stakeholders. The faculty systems involve a number of procedures based on six themes. These procedures 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 frameworks indicate where the University sets the parameters for the faculties and also where the faculties provide feedback on their work. The feedback helps improve policies and strategies.

### **Reporting to University management**

The faculties submit annual quality-assurance reports to the Rector. How the Rector deals with them is described in “University Procedure for Approval of and Follow-up on the Deans’ Reports on Quality of Education”.

The faculty reports consist of the results of programme reports and/or programme evaluations and an analysis of other qualitative and quantitative material. The requirements for these reports are set out in “Guidelines for the Deans’ Reports to the Rector Concerning Quality of Education”.

### **Evaluation and development of UCPH’s quality assurance system**

As part of the follow-up on the Deans’ annual reports on quality of education, University Education Services conducts regular evaluations of the UCPH quality assurance system on behalf of the Director for Education. These evaluations are designed to ensure that the quality assurance system complies with the requirements placed on it by both the University and external stakeholders and to develop best practice in all of the faculties. The faculties are involved in the evaluations, which are the responsibility of SAK-QA<sup>5</sup>.

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<sup>5</sup> SAK-QA, a permanent sub-committee of UCPH’s Study Administration Co-ordination Committee (SAK), which consists of a representative from University Education Services and one from each faculty.

**Figur 2. Evaluation of the quality-assurance system**



**The quality-assurance policy**

The University’s quality assurance policy complies with the requirements of the “European Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) and is divided into the same sections:

Section 1 **outlines the areas covered.**

Sections 2, 3, 4 and 5 **describe individual procedures and requirements.**

UCPH has a range of overall procedures supplemented by faculty procedures. A list is also provided of information and guidelines to be published by the faculties and of the supplementary descriptions to be incorporated into the faculty policies.

**Section 6** deals with documentation and monitoring, **section 7** with the publishing of information about the study programmes.

This policy comes into force on 1 September 2014.

The quality assurance policy has been revised with effect from 1 September 2017.

## ESG 1.1 – Policy and procedures for quality assurance

“Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.”<sup>6</sup>

### **The University of Copenhagen:**

The quality-assurance policy covers every higher education programme at the University<sup>7</sup>, no matter where and how it is run. It stipulates that the faculties are responsible for:

- 1.2 Approval, monitoring and periodic review of programmes and awards
- 1.3 Assessment of students
- 1.4 Quality assurance of the lecturers
- 1.5 Learning resources and student support
- 1.6 Information systems
- 1.7 Public information

### **Requirements placed by the University on the faculties’ quality-assurance systems:**

#### **a. Key indicators of educational quality**

Systematic collation of documentation and follow-up in each individual area. Faculty systems must stipulate clearly which parameters are used. The faculties monitor and follow up on a number of parameters used as key indicators of educational quality stipulated by the University (see ESG 1.6a).

#### **b. Organisation and responsibilities**

Each faculty draws up a comprehensive description of the organisational and managerial responsibility for the quality assurance of its study programmes, including how students are involved. The description of the organisation includes a brief introduction to the main councils, boards, committees and management functions involved in quality assurance. It also clearly indicates who has overall responsibility and who are the main figures involved in the key procedures in the faculty.

#### **c. Requirements to the faculty procedures**

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<sup>6</sup> The Danish translation of ESG is from the University and Property Agency's 2010 publication “Universiteternes kvalitetsarbejde”.

<sup>7</sup> Bachelor’s, master’s, continuing education master’s, professional bachelor, postgraduate diploma, academy profession and adult higher education.

The faculty procedures must stipulate the frequency of each activity, who is responsible for implementation and follow-up, and whether any other parties are involved. These items must also be stipulated in cases where the University has decreed minimum frequency requirements or specific requirements about who is responsible for the process or its place in the management structure.

**d. Implementation of quality assurance at faculty level**

The faculties publish details about how they implement the quality assurance policy on their websites under “About the Faculty”.

## **ESG 1.2 Approval, monitoring and periodic review of programmes and awards**

“Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.”

### **The University of Copenhagen:**

“Guidelines for Course Evaluations and the Publication of Course Evaluation Reports” prescribes the frequency of evaluations and sets out the requirements for evaluation plans, evaluation procedures and the publication of course evaluation reports.

“Guidelines for Annual Programme Reports at the University of Copenhagen” sets out the requirements for the content and scope of the faculties’ programme reports.

“Guidelines for Programme Evaluations at the University of Copenhagen” sets out the requirements for the content and scope of the faculties’ programme evaluations. The programme evaluations include more quantitative and qualitative data than the programme reports. This means that in a programme evaluation it is possible to perform deeper analyses of causal relationships for the programme than is the case with a programme report.

“Guidelines for Selection and Involvement of External Experts in Programme Evaluations at the University of Copenhagen” makes minimum requirements of the number and team of external experts and their role in the programme evaluations.

“Procedure for Graduate Surveys at the University of Copenhagen” sets out the requirements for the content and scope of graduate surveys and outlines the division of responsibilities between the University and the faculties. The procedure stipulates that the University conducts a graduate survey every three years. The University has decided that the graduate surveys by turn will form part of the programme evaluations (see ESG 1.2d) and part of the programme reports (see ESG 1.2c).

The University has joint "Guidelines for the Deans' Reports to the Rector Concerning Quality of Education", which set out requirements for how often the individual elements must be included in reporting, and for which ele-

ments the faculties must set measurable standards. The University requires the faculties to use the same template.

“UCPH principles for calculating the ratios of full-time/part-time academic staff and student FTEs/full-time academic staff” lays down the requirements placed on the faculties for calculating both ratios. The faculties must provide a description of the method used to acquire data on the deployment of full-time and part-time academic staff at study-programme level. The method must comply with the UCPH principles, see Appendix 1 at the back of this document.

“University Procedure for Approval of and Follow-up on the Deans’ Reports on Quality on Education” describes the process by which the University approves the Faculty Reports Concerning Quality Assurance and the Rector provides feedback to the Faculties.

The “Annual Cycle for Applying for Approval of New Study Programmes” details the University’s internal deadlines for approving proposals for new study programmes and relates them to the Ministry’s deadlines for applying for prequalification. The annual cycle is updated once a year.

“University Procedure for Approving New Study Programmes” describes the process by which the University approves proposals by the faculties for new study programmes. It contains a checklist for the faculties so that proposals are carefully prepared and meet the requirements for prequalification. Approval by the University is preceded by the faculties’ own internal procedures (see ESG 1.2e).

“Guidelines for the Closure and Merger of Study Programmes” describes the elements that the faculties must incorporate into their considerations regarding the closure or merger of existing study programmes, as well as which stakeholders to involve.

“Procedure for the Rector’s Approval of the Closure and Merger of Study Programmes” describes the process by which the University approves proposals by the faculties for closing and merging study programmes.

The University supports the quality of internationalisation work on its study programmes by monitoring bilateral exchange agreements, (see “Procedure and Checklist for Entering into and Ending Erasmus Agreements”), including the balance of mobility.

University Education Services provides assistance to the faculties on all matters relating to study programmes, including the regulatory and legal framework.

#### **University requirements for faculty quality assurance systems:**

- a. Quality assurance of curricula and course descriptions, including competence profiles, descriptions of objectives and assessment criteria.**

The faculties have procedures for the quality assurance of curricula and course descriptions, including co-ordinating the terms used with the relevant descriptions in the Qualifications Framework. The procedures also cover competence profiles, descriptions of objectives for study activities and assessment criteria (see the curriculum). The competence profiles comply with the requirements for learning levels set out in the qualifications framework. The competence profile, descriptions of objectives and assessment criteria must relate to knowledge, skills and competences. The descriptions contained in the curriculum – of programme content, structure, objectives, assessment criteria – are there to help students achieve the competence profile. The procedure is designed to ensure that changes to the competence profile in the curriculum are recorded on the examination certificate, so that there is consistency between the competence profile in the curriculum and the examination certificate. The forms of exams also reflect the competence profile. Curricula and course descriptions are monitored and reviewed at least every three years.

**b. Procedures for course evaluations, including projects, internships, field studies and outsourced courses**

The faculties have procedures that comply with the University's "Guidelines for Course Evaluations and the Publication of Course Evaluation Reports". The Dean is responsible for publishing course evaluation reports.

**c. Procedure for annual programme reports**

The faculties have procedures for programme reports that comply with "Guidelines for Programme Reports at the University of Copenhagen". These annual reports are submitted to the Dean. They are then submitted to the Rector as part of the Deans' annual report on quality assurance (see Guidelines for the Deans' Reports to the Rector Concerning Quality of Education").

**d. Procedure for programme evaluations**

The faculties have procedures for programme evaluations that comply with the University's "Guidelines for Programme Evaluations at the University of Copenhagen". External experts are involved in writing the programme evaluations. The definition of external participation is stipulated in the guidelines. The study programmes are evaluated at least once every six years and reports submitted to the Dean. They are then submitted to the Rector as part of the Deans' annual report on quality assurance (see "Guidelines for the Deans' Reports to the Rector Concerning Quality of Education").

**e. Procedure for developing new programmes**

The faculties have procedures for developing new study programmes, including how employers and other stakeholders are involved in the process and the role played by the management in the decision-making process. Each faculty sets quantifiable standards for



quality, i.e. the requirements that the programme must meet before the faculty approves the proposal. For each proposed programme, the faculty draws up a competence matrix and a research matrix.

**f. Procedure for closing and merging programmes**

The faculties have procedures for closing and merging study programmes. Deliberations concerning the closure and merger of programmes are included in the annual programme report (see. ESG 1.2c). The faculties define the criteria for when consideration should be given to closing programmes.

**g. Procedure for dialogue with graduates**

The faculties have procedures for regular and systematic dialogue with graduates. The procedure describes the purpose of the dialogue, who is responsible for incorporating the findings into quality-assurance work and who else is involved. “Procedure for Graduate Surveys at the University of Copenhagen” stipulates how often the University conducts graduate surveys, i.e. collates and disseminates answers from respondents. The faculty procedures describe how the findings will be applied in the quality-assurance work.

**h. Procedure for dialogue with employer panels**

The faculties have procedures for regular and systematic dialogue with employer panels. This purpose of the dialogue is to assure and enhance the quality and relevance of the programmes. The Dean is responsible for ensuring that all study programmes engage in regular dialogue with employer panels. These findings are included in programme reports and evaluations.

**i. Procedure for involving the chairs of external examiners**

The faculties have procedures for involving the chairs of the corps of external examiners, e.g. following up on the annual chair of external examiners reports. These reports are included in at least the programme reports and programme evaluations.

**j. Erasmus agreements and exchange balance**

The faculties have procedures for Erasmus agreements that comply with the University’s “Procedure and Checklist for Entering into and Ending Erasmus Agreements”, including monitoring the balance between incoming and outgoing students<sup>8</sup>. This also applies to the balance in other exchange agreements to which the faculties are party. A separate annual report on balance is submitted to the Rector.

**k. Procedure for following up on the Rector's feedback on the quality of education**

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<sup>8</sup> Balance is defined as the value of credits for FTEs transferred from UCPH students studying abroad (FTE exports) at least equalling the value of credits earned by international students at the University of Copenhagen (FTE imports).

All faculties must have a procedure in place for following up on the Rector's feedback to the deans on their reports about the quality of education. The description of this procedure must include who is involved in it, how they are involved and who is responsible for the follow-up.

### **ESG 1.3 Assessment of students**

“Students should be assessed using published criteria, regulations and procedures which are applied consistently.”

#### **The University of Copenhagen:**

Student assessments must comply with national regulations. Curricula and faculty exam rules and procedures are drawn up in accordance with the relevant ministerial orders. University rules concerning students and programmes are published on the website and Intranet, (e.g. disciplinary measures, exam conditions for students with disabilities, etc.).

#### **University requirements for the content of faculty systems:**

##### **a. Curricula and exam rules**

The faculties are responsible for publishing curricula. The faculties' exam rules and procedures are published on their own intranet/websites so that students are aware of their rights and obligations. The University requires that students familiarise themselves with the rules.

##### **b. Rules regarding cheating and plagiarism**

The faculties are responsible for informing students about the University's rules regarding exam cheating and plagiarism.

##### **c. Procedure for exam complaints and appeals**

The faculties have procedures for complaints and appeals that are available to students and lecturers.

### **ESG 1.4 Quality assurance of teaching staff**

“Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.”

#### **The University of Copenhagen:**

The University wants to provide the best-possible framework for teaching, including robust support systems and learning resources. Systematic evaluation is the main method of quality assurance in teaching (see the University's “Guidelines for Course Evaluations and the Publication of Course Evaluation Reports”).

Another method is to employ lecturers with research skills who are capable of integrating their research knowledge into their teaching (“Values

underpinning the Quality of Education and Quality Culture at the University of Copenhagen”).

The University seeks to enhance the quality of its teaching by offering skills-enhancement courses for all lecturers who need it. Performance and development reviews for lecturers cover their teaching, and negotiations on pay and conditions focus on their teaching qualifications.

”Policy Guidelines for Deploying and Developing the Skills of full- and part-time Academic Staff” sets out the requirements for the content of the faculties’ policy for deploying and developing the skills of full- and part-time academic staff.

The University has also issued guidelines to enhance the pedagogic skills of lecturers and supervisors:

1. “Common Guidelines for the Teaching and Learning in Higher Education Programme”
2. “Common Guidelines for Teaching Portfolios when Appointing Academic Staff at the University of Copenhagen” supported by ”UCPH Pedagogic Competence Profile”.
3. ”Teaching Portfolio for Ongoing Reflection on own Teaching” is supported by the “UCPH Pedagogic Competence Profile”.

The Centre for Internationalisation and Parallel Language Use (CIP) is responsible for the quality assurance of English-language teaching and runs skills-enhancement programmes.

#### **University requirements for faculty quality assurance systems:**

##### **a. Advertising academic posts**

The faculties are responsible for publishing requirements for advertising academic posts that comply with national regulations and with the University of Copenhagen’s human resources rules, including “Common Guidelines for Teaching Portfolios when Appointing Academic Staff at the University of Copenhagen”. UCPH requires students to be included in appointment committees when permanent academic staff appointments are made.

##### **b. Implementation of pedagogic guidelines**

The faculties describe how they intend to implement the University’s pedagogic guidelines, including quality assurance of the “University guidelines for the “Teaching and Learning in Higher Education Programme”.

##### **c. Deploying and Developing the Skills of full- and part-time Academic Staff**

Faculties have policies for Deploying and Developing the Skills of full- and part-time Academic Staff in accordance with ”Policy Guidelines for Deploying and Developing the Skills of full- and part-time Academic Staff”. The policy should, among other things, de-

scribe what is done by permanent academic staff and part-time academic staff respectively, and how part-time staff are integrated into the academic environment and contribute to the development of the individual study programmes. The policy must also describe the options both full-time and part-time academic staff have for pedagogic skills development (see ESG 1.4d and e).

**d. Pedagogic skills enhancement for full-time, new and part-time teaching staff**

The faculties have procedures for pedagogic skills enhancement for full-time academic staff, for following up on course evaluations and for setting quality targets. The faculties have procedures for introducing new teachers and part-time staff to their duties and setting quality targets. A report on pedagogic skills enhancement for full-time, new teachers and part-time academic staff is submitted to the Rector at least every three years (see “Guidelines for the Deans’ Reports to the Rector Concerning Quality of Education”).

**e. Research quality**

The faculties must account for the quality of the study programmes’ research environments. At least once every six years, following a research evaluation, each faculty submits a report on research quality to the Rector. (see “Guidelines for the Deans’ Reports to the Rector Concerning Quality of Education”).

**f. Research-based study programmes**

The University has a definition of research-based study programmes in “Values Underpinning the Quality of Education and the Quality Culture at the University of Copenhagen” The faculties assess the research base of the study programmes annually based on the research matrix and full-time/part-time academic staff ratios, FTEs. The faculties set their own criteria for its quality, as a minimum for full-time/part-time academic staff ratios, FTEs. Research-based study programmes is included in programme reports, programme evaluations and in the faculty reports on quality assurance to the Rector (see “Guidelines for the Deans’ Reports to the Rector Concerning Quality of Education”).

## **ESG 1.5 – Learning resources and student support**

“Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.”

**The University of Copenhagen:**

The University conducts every third year a student evaluation of the teaching environment. The faculties draw up action plans based on the results of the teaching environment evaluations. The status of the follow-up work on the action plans for the teaching environment evaluations is included in the deans' annual report on the quality of education, (see ”Guidelines for the

Deans' Reports to the Rector Concerning Quality of Education"). All refurbishment and building projects are subjected to a study-environment screening process.

"Guidelines for Quality Assurance of Student Counselling and Career Guidance" sets out the content and scope of the faculties' quality assurance of their student-counselling and career-guidance services.

As part of its internationalisation process, the University provides advice to academic staff from other countries about residency and employment in Denmark to students planning a study trip abroad about what to expect.

### **University requirements for faculty quality assurance systems:**

#### **a. Procedure for study start**

The faculties have a procedure for getting students off to the best-possible start to their studies. The procedure describes the minimum requirements for study-start activities, and who is responsible for them. It also complies with the University's "Guidelines for Introductory Activities". Reports on study start are submitted to the Rector at least once every third year as part of the annual faculty report on quality assurance (see "Guidelines for the Deans' Reports to the Rector Concerning Quality of Education").

#### **b. Procedure for student counselling and career guidance**

The faculties have procedures for student counselling and career guidance that comply with "Guidelines for Quality Assurance of Student Counselling and Career Guidance". The procedures describe how quality is assured and define a series of quantitative and qualitative parameters. Each faculty describes its system for collating statistics, how knowledge and experience derived from the faculty's contacts with business and industry are passed on to career-guidance staff, and how knowledge and experience relating to students, study programmes and careers is relayed from student-counselling and career-guidance services to the study programmes.

Annual reports are submitted to the Dean. Reports are submitted to the Rector at least once every third year as part of the annual faculty report on quality assurance (see "Guidelines for Faculty Reports to the Rector Concerning Quality Assurance").

#### **c. Support for learning, student life and physical frameworks**

The faculties have procedures that describe how they provide support for learning, student life and the physical frameworks and how they assure the quality of these services.

#### **d. Influence on the study environment and learning resources**

The faculties have procedures that describe student involvement in enhancing the study environment and learning resources.

#### **e. Students' contact with researchers**

The faculties have procedures that describe how students are guaranteed interaction with the relevant research environments and set parameters for quantification, e.g. student/full-time academic staff ratios. FTEs. Reports on student interaction with research is included in programme reports, programme evaluations and in the faculty reports on quality assurance to the Rector (see “Guidelines for Faculty Reports to the Rector Concerning Quality Assurance”).

**f. Internationalisation**

The faculties have procedures for encouraging student participation in an international study environment, e.g. via the presence of, and interaction with, lecturers and students from other countries. The international nature of the study environment is also supported by making information available in English, e.g. teaching material, advice and administrative services. The University publishes information and guidelines aimed at making it easy and attractive for Danish students to go on study trips abroad. The faculty sets and monitors targets for information about study trips abroad. Annual reports are submitted to the Dean.

## **ESG 1.6 – Information systems**

“Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.”

### **The University of Copenhagen:**

The faculties and University Education Services produce statistics on the study programmes for use by management and for monitoring purposes. Programme managers in the faculties and University management forums such as the Study Administration Co-ordination Committee (SAK) and the Academic Board on Education Strategy (KUUR) follow up on these statistics. The statistics generated by monitoring the study programmes also provide a basis for student counselling work, and inform University Education Services’ casework and educational development strategy.

Regular statistics are produced for intake, student numbers, completion times, drop-out rates, number of degrees conferred, FTEs and students who are behind in their studies. This data facilitates counselling sessions when necessary.

University Education Services reports relevant information to official agencies and, when required, publishes it on the University website.

University Education Services also compiles official statistics and management information, which is validated by the faculties. The faculties can submit data requests to University Education Services, e.g. graduate analyses, drop-out rates, etc.

### **University requirements for faculty quality assurance systems:**

### a. Monitoring of management information

The faculties have procedures for how programmes are monitored, which areas are monitored and how the programme managers make use of this information. The description specifies who is responsible for the monitoring and the follow-up work, and determines when action is required to rectify problematic trends. The following is included in the faculties' programme evaluations and in the Deans' reporting of quality of education to the Rector.

The faculties monitor at least the following:

- a. Intake\*
- b. Student numbers\*
- c. Drop-out rate(s)\*
- d. Degrees conferred\*
- e. Study progression\*
- f. Completion times\*
- g. Pass rates for study activities
- h. Employment/unemployment\*
- i. Teaching hours on bachelor programmes\*
- j. Outgoing exchange programmes\*
- k. The number of international students on master's programmes\*
- l. Educational environment assessment\*
- m. Full-time/part-time academic staff ratio (FTEs)
- n. Student/full-time academic staff ratio (FTEs)
- o. Study start
- p. Student counselling and career guidance
- q. Dialogue with graduates
- r. Pedagogic skills enhancement for full-time, new and part-time academic staff
- s. Support for the study programmes' competence profil Understøttelse af uddannelsernes kompetenceprofil (competence matrix)
- t. Research-based study programmes (research matrix)
- u. Research quality (reporting on current research evaluations)

\*University Education Services collates and publishes data on the intranet every year on 1 December. Graduate surveys are not, however, available until the end of December.

### b. Quantifiable quality standards

The faculties must define ambitious standards for several parameters, which are monitored by the faculties in programme reports, programme evaluations, faculty reports concerning quality assurance, study counselling and career guidance and developing new programmes. 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 study programmes. The Rector must approve these standards by 1 December. The standards are published on the faculty websites.

The faculties must define standard for the following parameters:

- a. Drop-out rate(s)
- b. Study progression
- c. Unemployment, master's and professional bachelor's programmes
- d. Teaching hours on bachelor programmes
- e. Full-time/part-time academic staff ratio (FTEs)/Research-based study programmes
- f. Student/full-time academic staff ratio (FTEs)/Student's contact with researchers
- g. Study start
- h. Student counselling and career guidance:
  - i. level of competence and education of counsellors
  - ii. action plan for student counselling
  - iii. evaluation of counselling services
  - iv. registering referrals
  - v. SLA (Service Level Agreement)
  - vi. Student/counsellor ratio
- i. Pedagogic skills enhancement for full-time, new and part-time academic staff
- j. Developing new programmes

### **ESG 1.7- Public information**

“Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.”

The University publishes information about its study programmes in accordance with the requirements of the Act on Transparency and Openness. The information is published on the University and faculty websites. The faculties publish information about quality as per the University guidelines listed above. These guidelines and the faculty procedures constitute the quality-assurance system at the University of Copenhagen.



## Appendix 1

### **UCPH principles for calculating ratios of full-time/part-time academic staff and student FTEs/full-time academic staff**

The faculties must provide a description of the method used to calculate the ratios of full-time/part-time academic staff and student FTEs/full-time academic staff. The method must comply with the following UCPH principles. The description of the method used by the faculty must be made available on the faculty's quality-assurance website in the same location as the faculty's standards for quantification.

The ratios are calculated per FTE, per study programme.

1. The study activities on a programme consist of:
  - all constituent and compulsory non-constituent study activities (see the curriculum)
  - elective study/minor subject within the subject area for the study programme (e.g. elective study/minor subject in Danish is calculated along with the bachelor or master's programme in Danish respectively)
2. Definitions of full-time and part-time academic staff:  
UCPH uses the ministry's definition of the employment categories full-time and part-time academic staff.

*Full-time academic staff covers:*

professor with special responsibilities, professor, research professor, visiting professor, clinical professor, senior associate professor, associate professor, research associate professor (incl. temporary associate professors), visiting associate professor, assistant professor, research assistant professor, senior consultant, teaching associate professor, fixed-term lecturer, teaching assistant professor, research assistant, visiting associate professor (usually by the authorities abroad according to special agreement, usually fixed-term), teaching lecturer, researcher, senior researcher, project researcher, research assistant, clinical assistant, postgraduate fellow, research fellow (formerly senior research fellow), PhD fellow, postdoc, clinical associate professor, postgraduate in odontology, postgraduate fellow in psychology, lecturer in social theory and methodology (specific category for the social work programme at AAU), as well as lecturer on the diploma degree programme and the Global Business Engineering programme.

*Part-time academic staff covers:*

clinical supervisor (in hospital specialities, general medicine, chiropractor practice or odontology), senior clinical instructor in dentistry, external lecturer, assistant lecturer, guest lecturer (fee), as well as external clinical lecturer.

Student teachers and instructors are categorised as “Other lecturers/supervisors” and are not, therefore, included in the calculation of full-time and part-time academic staff FTEs.

3. Period covered by the calculations:  
The full-time/part-time academic staff ratio and the student FTEs/full-time academic staff ratio are calculated by academic year, i.e. from 1 September to 31 August.
4. Full-time and part-time academic staff FTEs:  
From 1 September 2018, full-time and part-time academic staff FTEs at UCPH consist of 1,680 hours, i.e. excluding holidays.
5. Student FTEs:  
Student FTEs (full-time equivalents) are calculated on the basis of study activities passed in the reporting year (including retrospective reporting and internship/practical FTEs) regardless of the source of funding. The number excludes the open university and part-time study (see reporting of student FTEs).
6. Study activity:  
The details of study activities are included in the curriculum for the study programme. When allocating full-time and part-time academic staff’s teaching FTEs to study activities (step 2 above), all full-time and part-time academic staff’s teaching FTEs used on courses, projects, internships and supervision are included. All completed study activities are included in the calculation, irrespective of whether student FTEs were earned in association with the activities concerned.
7. Lessons:  
At UCPH, a lesson consists of 60 minutes.
8. Planned/completed teaching:  
UCPH calculates full-time and part-time academic staff FTEs on the basis of planned teaching.
9. Exchanging full-time and part-time academic staff FTEs:  
Study programmes that include study activities from different departments/faculties (c.f. the curricula) must exchange details of part-time and full-time academic staff FTEs per study activity with the relevant other parties by 1 December. Full-time academic staff FTEs for all study activities on a study programme are then counted together and used as the full-time academic staff figure in the full-time academic staff/student FTE ratio and in the part-time/full-time academic staff ratio per study programme. Part-time academic staff FTEs for all study activities on a study programme are calculated and used as the part-time academic staff figure in the part-time/full-time academic staff ratio per study programme.
10. The description of the method used by the faculty to calculate the ratios must specify:

- how the full-time academic staff FTEs are calculated for joint teaching schemes
- whether 100% optional study activities, offered by the unit where the member of staff for the study programme concerned is employed, are included in the calculation of the ratios<sup>9</sup>
- what the teaching obligation covers (e.g., hours of classroom instruction)
- which teaching norm is used per full-time academic staff category.

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<sup>9</sup> 100 % optional study activities are ones for which the curriculum allows the student the option of choosing study activities from outside the study programme. 100 % optional study activities should not be confused with elective courses, where the student chooses between a defined group of study activities. Elective courses are (typically) constituent in contrast to 100% optional study activities.