



Values Underpinning the Quality of Education and the Quality Culture at the University of Copenhagen

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UNIVERSITY EDUCATION SERVICES

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Graduates of the University of Copenhagen possess in-depth knowledge, expertise and competences that will be of lifelong benefit both to them and to society. Researchers and students work together in an academic partnership that puts student learning in the centre of globally oriented study programmes. It is this type of partnership that generates the highest possible level of quality.

Study programmes at the University of Copenhagen have to meet the most stringent international standards for higher education. The whole University is involved in an ongoing proactive process to assure and enhance quality. The tools are regular and systematic evaluation, discussion and enhancement of the quality of all aspects of the study programmes. The evaluations are based on critical self-reflection by academic staff, technical and administrative staff and students, as well as open and responsive dialogue with graduates and employers.

Systems are also in place to respond quickly and effectively to any negative trends. The University management has established a clear and transparent division of responsibilities for quality assurance. This visibility promotes a culture in which everybody in the University is able to respond quickly and effectively to localised challenges.

The objective is study programmes that meet the highest standards, as set by the University and in international debate, at all times.

The focus is programmes not only meeting the University's own standards, but also the requirements of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

- **Research-based**

At all levels – and in different ways – the study programmes are based on research and linked to active research environments. Students are taught and/or supervised by active researchers. The teaching and content builds upon the latest research-based knowledge and outcomes. The students learn relevant research methodology and academic theories and will eventually be able to contribute to research in their disciplines.

- To ensure that the programmes remain research-based, systematic attention is paid to the academic staff-student ratio and the ratio of part-time to full-time lecturers; external examiners grade exams and write reports that inform development work; and regular external evaluations are conducted (see ESG 1.2, 1.3, 1.4).

- **Inspiring**

All of the study programmes at the University form part of a vibrant learning environment, based on interaction between researchers and students, and on frameworks for an active student life. Students have the chance to actively apply their high academic standards both inside and outside of their study programmes.

- To keep the programmes inspiring, the University conducts regular surveys of the study environment and student well-being and satisfaction. The student-counselling and career-guidance service also provide regular feedback, and an organised system of course evaluations provides feedback to the ongoing development process (see ESG 1.5).

- **Challenging**

To constantly challenge students throughout the semester, programmes combine both independent study and inclusive and relevant teaching and supervision.

- Effective tools are used to evaluate the scope of the teaching and student performances, e.g. detailed exam and course statistics facilitate rapid and effective responses to negative trends (see ESG 1.3).

- **Relevant**

The study programmes involve students in the world outside the University – both in Denmark and abroad. They make a positive contribution to society in both the short term and the long term. Graduates are equipped with the skills to assume important roles in society throughout their careers.

- To keep its programmes relevant, the University conducts regular studies of graduate employment and maintains an on-going dialogue with employers. It collates detailed statistics about graduate employment, about partnerships with business and industry and about its own international relations. The aim is to make the study programmes relevant to society's needs (see ESG 1.2).

- **Quality-assured**

The development and management of study programmes is integrated into the University at every level of the organisation, and quality assurance is overseen by the senior management. Students and academic staff are involved in the development and management of programmes. They sit on councils and boards at every level of the University. Where appropriate, technical and administrative staff are also consulted and involved in specific cases.

- **Well-organised**

Study programmes at the University are organised according to well-planned, subject-specific didactic principles. Researchers, students and employers are all involved in developing and assuring the quality of them. The procedure is designed to ensure coherence, progression are assured and up-to-date and appropriate teaching methods.

- Clearly documented systems are used to draw up and monitor curricula and course descriptions and there are clear links between the programme-evaluation system and improvements to programmes (see ESG 1.2).

Detailed and wide-ranging strategies, policies, procedures and guidelines for quality assurance at all levels of programme management clearly define and demarcate who is responsible for which aspects of quality assurance. This means that any problems are detected and dealt with right away (see. ESG 1.1, 1.6, 1.7).