Guidelines for the Deans' Reports to the Rector Concerning Quality of Education

Reporting

The University requires that the deans submit reports on various aspects of their quality-assurance work on their study programmes to the Rector at regular intervals. The annual deadline for the Deans to report to the Rector is 1 October.

The Deans' reports to the Rector are at faculty level.

The table below shows the minimum elements and intervals for reports to the Rector. Reports are submitted on certain elements annually, others less frequently, e.g. every three years.

Each year, the faculties review the programme reports for all of their study programmes and report back to the Dean. The requirements for programme reports are stipulated in "Guidelines for Programme Reports at the University of Copenhagen". After the Dean has approved the programme reports, each faculty writes a single report for all of its study programmes, highlighting the main trends, results and activities, and submits this report to the Rector.

This aggregate report is based on the programme reports and serves as the basis for the Deans' annual report to the Rector on the quality of education.

At least every third year, the report to the Rector also includes information about study start, about student counselling and career guidance and pedagogic enhancement. Note that none of these elements are included in the annual programme report. The faculty submits a report for

<u>each of the elements for the whole period</u>, i.e. if the faculty adopts a three-year cycle, the report covers a period of three years.[1]

At least <u>every six years,</u> the faculties evaluate all of their programmes and submit a report to the Dean. The requirements for this are stipulated in "Guidelines for programme evaluations at the University of Copenhagen". The faculties can choose whether to evaluate all of their study programmes at once or as part of an ongoing process. Each faculty draws up a timetable that includes all of its higher-education programmes. The faculties report on programme evaluations when these are specified in the timetable. Once the Dean has approved the programme evaluations, the faculty submits a report to the Rector.

The reports on programme evaluations of the year are attached as an appendix to the overall annual report submitted to the Rector (as mentioned above under "Each year").

At least <u>every six years</u>, once each faculty has completed its research evaluation, it submits a report about the study programmes' research quality.

Approval and follow-up
How the Rector deals with them and provides feedback to the faculties is described in "University Procedure for Approval and Follow-up on the Deans' Reports on Quality of Education".

Template and publication
The University provides the faculties with a report template, which they are required to use.

The report is an external document designed to support the flow of knowledge regarding the quality assurance of the study programmes. University Educational Services makes the reports public on the University website.

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 study programmes. They 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

---

[1] Study-start is also covered in the programme evaluations (see "Guidelines for programme evaluations at the University of Copenhagen").

statistics and full-time/part-time academic staff ratio at national level in the main subject area.

Where programmes have a much higher score than the national average, the faculties can choose to measure themselves against their own performance.

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. Qualitative material can include annual action plans, e.g. for student counselling and career guidance.

Faculty quality-assurance reports to the Rector
Contents – faculty level (aggregated form)
1. Status of the faculty's study programmes 2. Any follow-up points from the previous year. 3. Visions and future perspectives for the programmes
Material – annually
Quantitative material: • Intake[2] • Drop-out rate(s)[3] • Study progression[4] • Completion[5] • Graduate unemployment statistics[6]

---

[2] As of 1 October

[3] 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 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 faculty report on quality assurance.

[4] Study progression is calculated as per 1 October as the weighted 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.

[5] 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) is not calculated or included in the Deans' reports on quality of education.

[6] For bachelor's, master's, academy profession and professional bachelor's programmes, unemployment figures are calculated as the percentage of unemployed graduates 4th-7th quarter after completing their studies. For other programmes, graduate unemployment statistics are not recorded or included in the faculty report on quality assurance.

- Number of teaching hours on bachelor's and master's programmes[7]
- The number of international students on master's programmes taught in English (full degree)[8]
- Full-time/part-time academic staff ratio[9]
- Student/full-time academic staff ratio[10]

Qualitative material:
- Reports by the chairs of external examiners
- Course evaluations, including pass rates
- Dialogue with employer panels
- Educational environment assessment action plans
- ~~Research matrix~~

Material – as a minimum every third year

Qualitative material:
- Research matrix[11]
- Study start[12]
- Student counselling and career guidance
- Pedagogic skills enhancement for full-time, new and part-time academic staff
- Dialogue with graduates[13]

Material that is only included for the programmes that have performed a programme evaluation (which is performed every sixth year)

Qualitative material:

---

[7] Calculated as the number of teaching hours per week during the semester for the last year of study on bachelor's- and master's programmes. A semester (two blocks) lasts 14 weeks. There are two semesters per year.

[8] 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).

[9] 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.

[10] 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.

[11] Research matrix: Comparison of the programme's study activities, the lecturers' research activities and the underlying research environments. Research matrix is conducted every third year and is by turn included in the programme evaluation and in the programme report.

[12] A report on study-start across the whole faculty is submitted every three years. Study-start on individual study programmes is also included in the programme evaluations every six years.

[13] 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 in the programme report.

- The competence matrix[14]

Standards for quality

The faculties define standards for the following parameters, i.e. the point at which the circumstances for each sub-element are deemed (un)satisfactory. They must at least live up to the specific objectives stipulated in University and faculty strategies and target plans. The standards are defined on the faculty websites.

- Drop-out rate(s)
- Studieprogression
- Graduate unemployment statistics
- Full-time/part-time academic staff ratio
- Student/full-time academic staff ratio
- Study start
- Student counselling and career guidance
- Pedagogic skills enhancement for full-time, new and part-time academic staff

---

[14] Competence matrix: The competence matrix is designed to ensure that the description of objectives for the study activities support the programme's competence profile and the ministry's method of calculating working hours.