



Guidelines for Dialogue on Quality of Education with the Rector

Material for Dialogue on Quality of Education

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 reporting is part of the Rector's annual dialogue on quality of education with each faculty.

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".

At least every six years, 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.

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

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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 years.¹

After the Dean has approved the programme reports and the programme evaluations specified in the timetable, each faculty writes a single, brief report for all of its study programmes, highlighting strengths, challenges and efforts for selected programmes or areas, and submits this report to the Rector.

Follow-up

How the Rector conducts dialogue on quality of education and provides feedback to the faculties is described in “University Procedure for Follow-up on Dialogue about Quality of Education”.

Template and publication

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

UCPH Education makes the reports available on the intranet.

Measurable quality standards

The faculties define their own measurable quality standards at programme level. On 1 October, the deans submit their faculties’ measurable standards for the next report period as part of 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. As part of the dialogue on quality of education, the Rector must approve these standards by 1 December. The standards are available on the intranet.

All standards must ambitious. As a minimum, the faculties must compare themselves with the average drop-out rate and graduate unemployment statistics 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.

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

Faculty quality-assurance reports to the Rector

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Contents – faculty level (aggregated form)

1. Follow-up points from the previous year
2. Examples of successful initiatives in the faculty's study programmes or well-functioning study programmes
3. Examples of challenges faced by the faculty's study programmes
4. Planned focus areas for the faculty's study programmes

Material – annually

Quantitative material:

- Drop-out rate(s)²
- Study progression³
- Graduate unemployment statistics⁴
- Number of teaching hours on bachelor's and master's programmes⁵
- Academic staff coverage⁶

Qualitative material:

- Educational environment assessment action plans⁷

² Drop-out rates from bachelor's programmes are calculated for the whole programme (key data G.1.4) (background material without standard for quality) and for 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.2.4). 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.

³ Study progression is calculated as per 1 October as the weighted average number of ECTS credits per student per year exclusive leave. Study progression is not registered on the professional master's, diploma and academy programmes (adult higher education), and therefore is not included in the evaluation for these types of programme.

⁴ 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.

⁵ Calculated as the number of teaching hours per week during the semester for the last year of study on bachelor's programmes and on first year of master's programmes. A semester (two blocks) lasts 14 weeks. There are two semesters per year.

⁶ For bachelor's, master's and master's for working professionals programmes, the academic staff coverage is calculated on the basis of data from reportings of lessons for the most recent full academic year. For professional bachelor's, professional master's, post-graduate diploma and adult higher education (academy) programmes, the research base/affiliation to the relevant knowledge base and students' contact with the knowledge base are monitored by faculty-specific methods.

⁷ Educational environment assessments are conducted every two years. Once a year, the faculties take stock of the work on the initiatives in their two-year action plans for the educational environment assessment.

Staffing (based on the research matrix/knowledge base matrix of the year⁸)
Material – at least every third years
Qualitative material: - Study start⁹ - Student counselling and career guidance - Pedagogic skills enhancement for full-time, new and part-time academic staff
Background material - annully (from programme reports and programme evaluations)
Quantitative material: - Intake¹⁰ - Completion¹¹ - Excess completion time¹² - Drop-out rates from the bachelor's programmes (full degree) - The proportion of international students on master's programmes taught in English (full degree)¹³ Qualitative material: - Reports by the chairs of external examiners

⁸ Research matrix: Comparison of the programme's study activities, the lecturers' research activities and the underlying research environments. Knowledge base matrix: Comparison of the programme's study activities, the lecturer's level of education and up-to-date knowledge from practice and development activities. For bachelor's, master's and professional master's programmes, a research matrix is conducted. For professional bachelor's, postgraduate diploma and higher adult education (academy) programmes, a knowledge base matrix is conducted. Research matrix/Knowledge base matrix is conducted every third year and is by turn included in the programme evaluation and in the programme report. The annual staffing status addresses whether a study programme has the right affiliation to the underlying research environment within the next three years.

⁹ 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.

¹⁰ As of 1 October

¹¹ 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.

¹² Excess completion time is made up as per 1 October for the latest year as the difference between the study programme's prescribed completion time and the actual completion time. Excess completion time is calculated as an average of the completion time and the excess completion time in months.

¹³ 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 covers both winter (1 February) and summer intake (1 October).

- Course evaluations¹⁴, including pass rates
- Dialogue with employer panels

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Background material – every third year (from programme reports and programme evaluations)

Qualitative material:

- Dialogue with graduates¹⁵

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
- Academic staff coverage
- Study start
- Student counselling and career guidance
- Pedagogic skills enhancement for full-time, new and part-time academic staff

¹⁴ Course evaluation results are reported in the programme report if the faculty does not prepare summarised course evaluation reports, cf. Guidelines for Course Evaluation and the Publication of Course Evaluation Results.

¹⁵ Surveys of graduates are conducted every two years, comprising the last three year groups, but at the earliest one year after graduation. The surveys are included in the quality assurance work at least every three years, i.e. by turn in a programme evaluation and a programme report.