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EDUCATION & STUDENTS

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Guidelines for Programme Evaluations at the University of Copenhagen

Objective

The University of Copenhagen evaluates all of its programmes at least once every six years as part of its continuous and systematic efforts to assure their quality. The evaluation provides in-depth insight into the current status of the programmes, the challenges they face and any changes the faculties need to make to them. The results of the ongoing quality-assurance work are also compared with the outcomes of the external dialogue with graduates and employer panels. Programme evaluations are extended programme reports, i.e. they include more data, e.g. a competence matrix. The point of the competence matrix is to ensure that the descriptions of objectives for the study activities support the competence profile. The point of the research matrix is to ensure that there is cohesion between the programme's study activities, the lecturers' research activities and the underlying research environments.

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

If a master's programme constitutes a natural progression from a bachelor's programme, or if there are parallels to a programme, the faculties can choose to make a joint report for the programmes¹.

In the years when the faculties conduct a programme evaluation, they do not submit programme reports, as the elements contained in the programme report are incorporated into the evaluations.

¹ In joint reports, requirements for separate or joint compilation of data quantitative data are specified in the templates for programme evaluations.

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 and publishes it on the faculty website.

Contents

Programme evaluations contain at least the following 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 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? Follow-up/evaluation of initiatives launched after the previous programme evaluation/programme report.
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? What do the external experts recommend? On the basis of the above, an follow-up plan is drawn up for the next six years.
4. *Misc.: If any of the criticisms are serious enough to warrant immediate action, this must also be included in the above-mentioned follow-up plan. If serious problems are identified, closing the programme is one of the options.*

Requirements placed on faculty procedures

The University of Copenhagen places requirements on the faculties to establish procedures for programme evaluations. The procedure should clearly indicate who is responsible for the process, who approves the conclusions in the programme evaluation and follow-up plan (if any), who is responsible for following up on the programme evaluation and which stakeholders are involved.

Faculty procedures for programme evaluations must include details of the role played by the study boards.

The procedure must also show that the external experts are in dialogue with students, teachers and programme management.

Selection and involving external experts

The faculties must involve external experts in the evaluation of the study programmes. The external experts contribute to quality assurance and devel-

opment of the the programme objectives, content, its organization and research base by discussing new ideas and perspectives. This adds value to the programme. Requirements for the number, composition and role of external experts are specified in “Guidelines for the Selection and Involvement of External Experts in Programme Evaluations”.

Reporting, approval and follow-up

The faculty submits individual programme evaluations to the Dean. The faculty then submits an overall report to the Rector. This report contains information about the most significant strengths, challenges and efforts 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 Dialogue on Quality of Education with the Rector”).

How the Rector provides feedback to the faculties is described in “University Procedures for Follow-up on Dialogue about Quality of Education”.

Template and publication

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

The programme evaluation is an internal document for the systematic monitoring of programmes. For each of the faculty’s study programmes, the faculties make the programme evaluations 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 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 faculties make the standards 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 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. Qualitative material can include annual action plans, e.g. for study start or internationalisation.

Programme evaluations – at least every six years
Content – educational level
<ol style="list-style-type: none"> 1. Status of the programme 2. Status of the follow-up plans 3. Visions and future perspectives for the programme
Material included in the programme evaluation
*The Central University Administration provides this material
Quantitative material (the last three years for which figures are available): <ul style="list-style-type: none"> • Intake^{2*} • Student numbers^{3*} • Drop-out rate(s)^{4*} • Number of degrees conferred^{5*} • Study progression^{6*} • Completion^{7*} • Excess completion time^{8*} • Graduate unemployment statistics^{9*}

² As of 1 October

³ As of 1 October

⁴ 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 programme evaluation.

⁵ The number of degrees conferred in the period 1 October to 30 September (the subsequent year).

⁶ 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.

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 professional master's, postgraduate diploma and higher adult education (academy) programmes is not calculated or included in the programme evaluation.

⁸ Studietidsoverskridelse opgøres pr. 1. oktober for det senest opgjorte år som forskellen mellem uddannelsens normerede studietid og faktiske studietid. Studietidsoverskridelse opgøres som et gennemsnit for de fuldførtes studietid og studietidsoverskridelser opgjort i måneder.

⁹ 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 months after completing their studies. For other types of programmes, unemployment statistics are not recorded or included in the programme evaluation.

- Outgoing exchanges^{10*}
- The proportion of international students on the master's programme taught in English (full degree)^{11*}
- Number of teaching hours on bachelor's and master's programmes¹²
- Academic staff coverage¹³
- Results from the study survey on the rating of programmes' research base on bachelor's and master's degree programmes (latest results only)¹⁴

Qualitative material:

- Reports by the chairs of external examiners¹⁵
- Course evaluations¹⁶, including pass rates
- Dialogue with employer panels
- Study start¹⁷
- Dialogue with graduates¹⁸
- Competence matrix¹⁹

¹⁰ 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.

¹¹ 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).

¹² Calculated as the number of teaching hours per week during the semester for the last three completed years of study on bachelors' programmes and on first year of master's programmes.

¹³ For bachelor's, master's, master's for working professionals and academic graduate 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, postgraduate 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.

¹⁴ The Ministry of Higher Education and Science conducts educational environmental assessments (Study Environment Survey) for all ordinary study programmes every second years (in odds years).

¹⁵ Programme evaluations of postgraduate diploma programmes do not include reports by the chairs of external examiners.

¹⁶ 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.

¹⁷ If the faculty does not arrange specific study-start activities at programme level, an account is given for both study-start at faculty level and how the programme fits into the faculty's study activities.

¹⁸ 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.

¹⁹ Competence matrix: The competence matrix is designed to ensure that the description of objectives for the study activities support the programme's competence profile.

- Research matrix/Knowledge base matrix²⁰

Standards for quality

The faculties must define standards for the following parameters, i.e. the point at which the circumstances for each parameter are deemed (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's and master's programmes
- Academic staff coverage
- Study start²¹

²⁰ Research matrix: Comparison of the programme's study activities, the lecturers' research activities and the underlying research environments as well as content of types of research based and/or research integrating study activities. 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, professional master's and academic graduate programmes, a research matrix is conducted. For professional bachelor's, postgraduate diploma and higher adult education (academy) programmes, a knowledge base matrix is conducted.

²¹ See Note 17.