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[1] (SAK), the Academic

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[1] 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.

Board on Education Strategy[2] (KUUR), the Rectors's Office[3] and the University of Copenhagen's Management Team[4] (LT). Strategic educational initiatives, e.g. education portfolios, are approved by the University Board, following discussions in KUUR, the Rectors's Office 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

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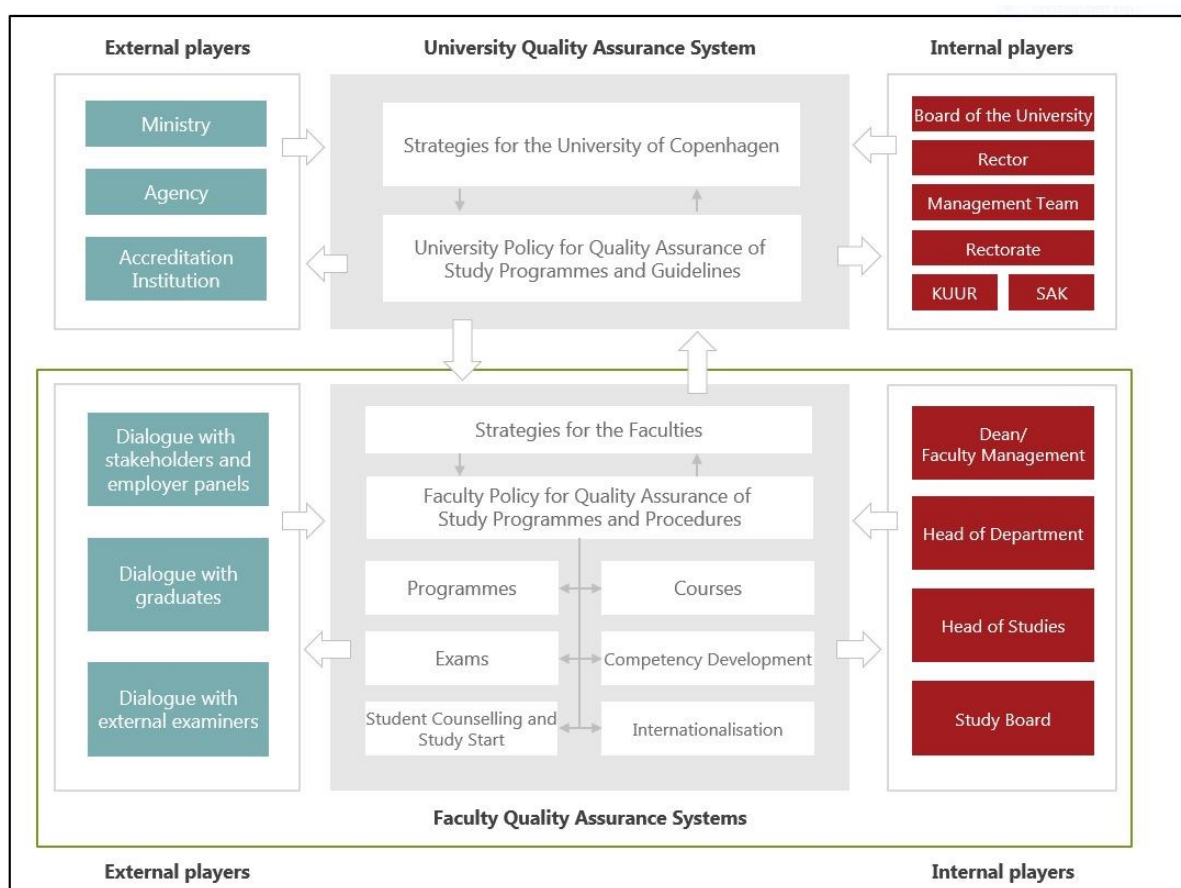
[2] KUUR (Academic Board on Education Strategy) consists of the faculties' associate deans for education, the prorector for education and student representatives. KUUR advises the Management Team and the Rector's Office on education strategy issues.
[3] The Rector's Office consists of the Rector, the Prorectors and the university director.
[4] The Management Team consists of the faculties' deans and the Rector's Office.

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.

Dialogue on quality of education with the Rector
The faculties submit brief annual quality-assurance reports to the Rector followed by dialogue meetings on quality of education. The process for dialogue meetings with the Rector is described in "University Procedure for Follow-up on Dialogue on Quality of Education".

The faculty reports consist of a brief description of the results of programme reports and/or programme evaluations and an analysis of other qualitative and quantitative material which focuses on strengths, challenges and efforts. The requirements for these reports are set out in "Guidelines for Dialogue on Quality of Education with the Rector".

Evaluation and development of UCPH's quality assurance system
As part of the follow-up on dialogue on quality of education, Education & Students 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–Education Regulations and Structures[5].

UCPH quality assurance system is evaluated once a year as part as the follow-up on dialogue on quality of education with the Rector on 1 October and comes into force 1 September the following year. Changes must be approved by the Rector recommended the Management Team, Rector's Office, Academic Board on Education Strategy, Study Administration Coordination Committee and SAK-Education Regulations and Structures.

In special cases, SAK-Education Regulations and Structures may independently decide to change the quality assurance system regardless of the annual evaluation process, when a change is deemed not to negatively affect

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[5] SAK–Education Regulations and Structures, 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.

other processes, and there will be a benefit or need to make the change as soon as possible.

Study Administration Coordination Committee, Academic Board on Education Strategy, Rector's Office, the Management Team and the Rector are informed of changes, decided by SAK-Education Regulations and Structures, when the annual evaluation of the quality assurance system is carried out.

Figur 2. Evaluation of the quality-assurance system
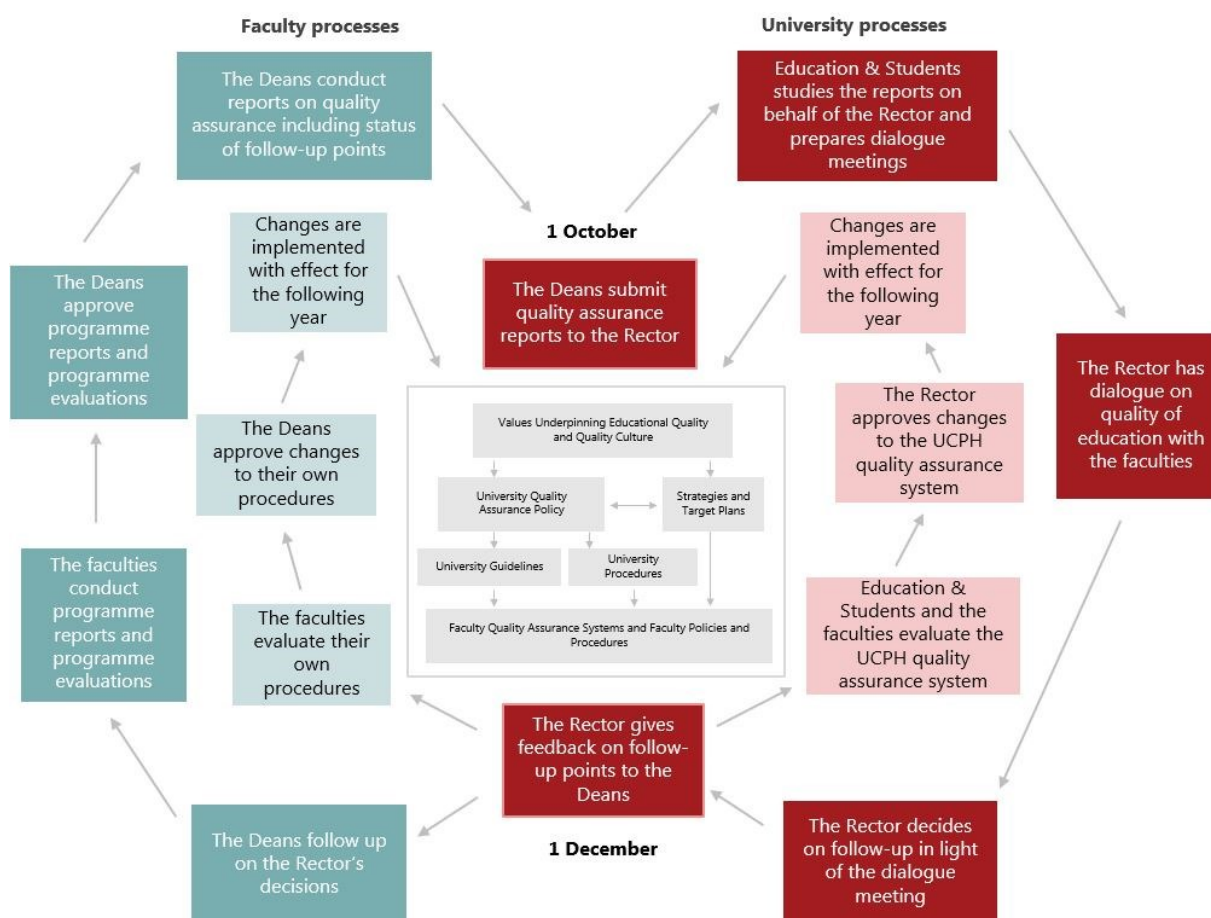
The quality-assurance policy
The University's quality assurance policy complies with the requirements of the "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and is divided into the same sections:

Section 1 **outlines the areas covered.**

Sections 2, 3, 4 5, 6 and 9 **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 7 deals with documentation and monitoring, **section 8** 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 2016, 2017, 2018, 2019, 2020, 2021, 2022 and 2023. Figures 1 and 2 have been revised with effect from 1 March 2024.

ESG 1.1 – Policy and procedures for quality assurance

"Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders."

The University of Copenhagen:
The quality-assurance policy covers every higher education programme at the University[6], no matter where and how it is run. It stipulates that the faculties are responsible for:

1.2 Design and approval of programmes

1.3 Student-centred learning, teaching and assessment

1.4 Student admission, progression, recognition and certification

1.5 Quality assurance of teaching staff

1.6 Learning resources and student support

1.7 Information systems

1.8 Public information

1.9 On-going monitoring and periodic review of programmes

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 1.7a).

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**
   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

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[6] Bachelor's, master's, master's for working professionals, one year academic graduate programmes, professional master's, professional bachelor, postgraduate diploma and adult higher education (academy) programmes.

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 Design and approval of programmes

"Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area."

The University of Copenhagen:
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 1.2a).

"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.

Education & Students 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. **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 measurable quality standards, 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/knowledge base matrix.

b. **Procedure for closing and merging programmes**
   The faculties have procedures for closing and merging study programmes that comply with "Guidelines for the Closure and Merger of Study Programmes". Deliberations concerning the closure and merger of programmes are included in the annual programme report (see ESG 1.9a). The faculties define the criteria for when consideration should be given to closing programmes.

c. **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[7]. 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.

ESG 1.3 Student-centred learning, teaching and assessment

"Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach."

The University of Copenhagen:
In "Student-Centred Learning at the University of Copenhagen", UCPH has defined how students' learning is a key point within three main areas: pedagogy and didactics, organisation of programmes and teaching, and student well-being. "Student-Centred Learning at the University of Copenhagen" builds on "Values Underpinning the Quality of Education and the Quality Culture at the University of Copenhagen", see EGS 1.5.

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

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[7] 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).

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 physical and mental disabilities, etc.).

University requirements for the content of faculty 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. **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.

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

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

ESG 1.4 Student admission, progression, recognition and certification

"Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification."

The University of Copenhagen:
On its website, the University of Copenhagen provides information to new students on admission requirements, application procedures, including documentation and deadlines, compulsory application for mandatory credit transfer, programme content student life at the University of Copenhagen, see ESG 1.3 and ESG 1.8.

The University regularly monitors student progression measured in ECTS credits per student per academic year. Upon recommendation from the deans, the Rector approves ambitious measurable standards for study progression on all ordinary degree programmes. Monitoring of study progression is a compulsory element in programme reports and evaluations, see ESG 1.7 and 1.9.

Upon completion, graduates receive a digital diploma from the University giving the name, scope and completed course elements of their programme as well as the overall objective for the learning outcome (qualification profile).

University requirements for faculty quality assurance systems:

a. The faculties must inform students about the options for applying for credit transfer of previously completed courses from other degree programmes and for pre-approval of study activities from other programmes, including stays abroad. The faculties provide information about documentation requirements and deadlines for applications for credit transfer and pre-approvals on websites/intranet.

b. The faculties must inform students about the options for studying abroad during the course of their studies. On the intranet, the faculties inform about existing exchange agreements for the individual programmes as well as relevant documentation requirements and deadlines.

ESG 1.5 Quality assurance of teaching staff

"Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff."

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 lectures 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. "Guidelines for the university teacher training programme"

2. "Guidelines for teaching portfolios when applying for a position at associate professor and professor level" supported by "UCPH Pedagogic Competence Profile".

3. "Ongoing development of pedagogical skills (teaching portfolio and PDR)" 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, describe 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 1.5d).

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 Dialogue on Quality of Education with the Rector").

e. Research-based education

The University defines research-based education in "Values Underpinning the Quality of Education and the Quality Culture at the University of Copenhagen". The faculties assess the study programmes' level of research-based teaching/affiliation to practice and development activities of the study programmes and the students' contact with the knowledge base every year via the academic staff coverage[8] and every three years via the research matrix/knowledge base matrix. The faculties set measurable quality standards for research-based education. Reports on research-based education/affiliation to practice and development activities are included in programme reports, programme evaluations and the reporting to the Rector (see "Guidelines for Dialogue on Quality of Education with the Rector").

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[8] Academic staff coverage applies to bachelor's, master's, master's for working professionals and academic graduate programmes. Locally established methods apply to other types of education.

ESG 1.6 – Learning resources and student support

"Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided."

The University of Copenhagen:

The University conducts every two years a student evaluation of the teaching environment. The University uses the results on bachelor's, professional bachelor's and master's programmes from the Ministry's Study Survey. The University conducts its own teaching environment assessments for part-time programmes (see "Procedure for educational environment assessments of part-time programmes"). 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 Dialogue on Quality of Education with the Rector"). All refurbishment and building projects are subjected to a study-environment screening process.

The University's common "Guidelines for Study Start" lay down requirements for the content of the faculties' study start activities and the evaluation of such activities.

"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.

The University offers Special Education Support (SPS) to students with functional impairments. SPS may cover both physical aids and personal support. Information about process and documentation requirements for SPS applications is given on the University's website.

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 the Study Start". 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 Dialogue on Quality of Education with the Rector").

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 Dialogue Concerning Quality of Education with the Rector").

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 University has defined various types of research-based teaching and research integration describing how students are part of the research environment(s) behind their programme. Every three years, the faculties must assess via the research matrix/knowledge base matrix whether students are ensured contact with the relevant research environment(s), including whether the programmes' study activities include the right types of research base and/or research integration. This should be supplemented by measurable standards for academic staff coverage[9]. Reports on students' contact with the study environments are included in programme reports, programme evaluations and the reporting to the Rector (see "Guidelines for Dialogue Concerning Quality of Education with the Rector").

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

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[9] Academic staff coverage applies to bachelor's, master's, master's for working professionals and academic graduate programmes. Locally established methods apply to other types of education.

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.

ESG 1.7 – Information management

"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 Education & Students 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 Education & Students' 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.

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

Education & Students also compiles official statistics and management information, which is validated by the faculties. The faculties can submit data requests to Education & Students, 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. Excess completion time*

G. Completion times*
H. Pass rates for study activities
I. Employment/unemployment*
J. Teaching hours on bachelor's programmes*
K. Teaching hours on master's programmes*
L. Outgoing exchange programmes*
M. The number of international students on master's programmes*
N. Educational environment assessment*
O. Academic staff coverage*
P. Study start
Q. Student counselling and career guidance
R. Dialogue with graduates
S. Pedagogic skills enhancement for full-time, new and part-time academic staff
T. Support for the study programmes' competence profil (competence matrix)
U. Research base/affiliation to practice and development activities of study programmes (research matrix/knowledge base matrix)

Data is assessed at programme level, except P, Q and S, which can be assessed at faculty level.

A, B, C, D, E, F, G and I are assessed separately for master's degree programmes for working professionals and ordinary master's degree programmes. The other programme-specific data is assessed jointly for master's degree programmes for working professionals and ordinary master's degree programmes.

For parallel programmes offered on several campuses, data is calculated separately per programme, except for S and T. When exams for at least 50 percent of the programme's ECTS credits are merged, O, R and U should not be calculated separately.

For parallel programme offers in several languages on the same campus, data is calculated separately per offer, except for N, P, Q, S and T. When merging courses of at least 50 percent of the programme's ECTS credits, O, R and U should not be calculated separately

Programme-specific data for professional master's, diploma and academy programmes only covers A, B, C, H, N, O, P, T and U if P is not assessed at faculty level.

* Education & Students collates and publishes data on the intranet every year on 1 December. Graduate surveys and educational environment assessments are not, however, available until first of February.

b. Measurable 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' measurable 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's programmes
E. Teaching hours on master's programmes
F. Academic staff coverage
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

Measurable standards are as a minimum set at programme level, except G, H, I and J, which can be set at faculty level.

Separate measurable standards are set for A and B in the master's degree programmes for working professionals. Measurable standards for the other parameters at programme level are set jointly for master's degree programmes for working professionals and ordinary master's degree programmes.

Measurable standards for professional master's, diploma and academy programmes only cover F and G if G is not set at faculty level.

ESG 1.8 Public information

"Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible."

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.

ESG 1.9 On-going monitoring and periodic review of programmes

"Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned."

The University of Copenhagen:
"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. Graduate surveys are conducted every two years. The University has decided that the graduate surveys at least every three years by turn will form part of the programme evaluations (see ESG 1.9b) and part of the programme reports (see ESG 1.9a).

The University has joint "Procedure for the Rector's approval of setting up new employer panels" that describes the university's approval process for the establishment of new employers panels.

The University has joint "Guidelines for Dialogue on Quality of Education with the Rector", which set out requirements for how often the individual elements must be included in reporting, and for which elements the faculties must set measurable standards. The University requires the faculties to use the same template.

The University of Copenhagen has a common calculation method for the annual monitoring of programmes' research coverage and students' contact with the research environment for bachelor, master's degree, master's for working professionals and academic graduate programmes. For professional bachelor's and part-time programmes, each faculty must describe the method used for the annual monitoring of the programmes' research coverage/affiliation to the relevant knowledge base and the students' contact with the research environment/knowledge base. The description of the common calculation method for bachelor's, master's, master's for working professionals and academic graduate programmes as well as the requirements for describing faculty-specific calculation methods for professional bachelor's and part-time programmes are set out in appendix 1 of this document.

"University Procedure for Follow-up on Dialogue about Quality on Education" describes the process for gennemførelse for holding and following up on dialogue meetings about the quality of education between the rectorate and the individual faculty.

University requirements for faculty quality assurance systems:

a. **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").

b. **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").

c. **Procedure for following up on dialogue about quality of education**
   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.

d. 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.

e. 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.

f. 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.

Appendix 1

A. Annual monitoring of programmes' research coverage and students' contact with the knowledge base on bachelor's, master's, master's for working professionals and academic graduate programmes via academic staff coverage

1. Data

Academic staff coverage is calculated on the basis of data from reportings of lessons for the most recent full academic year.

The number of lessons is included in the data for all semesters/teaching blocks on bachelor's and master's programmes. For programmes with both summer and winter intake, the latest data is used if duplicates occur in the semesters reported.

The number of lessons is reported for all ordinary study programmes and for each independent course offer. On programmes with considerable freedom of choice, the typical course of study is reported.

For bachelor's, master's, master's for working professionals and academic graduate programmes, the planned teaching and supervision activities are reported on three job categories: Full-time academic staff, Part-time academic staff and Other lecturers/supervisors.

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.

2. Academic staff coverage
The sum of lessons covered by full-time academic staff / the sum of weighted threshold value. The academic staff coverage is calculated per semester and as an average for the entire programme in the last full academic year.

2.1 How to calculate lessons covered by full-time academic staff
The sum of lessons covered by ViP also includes propaedeutic courses and teaching activities marked as type 1-5[10].

2.2 How to calculate the threshold value
In general, the threshold value for each semester/two blocks is 168 lessons on the bachelor's study programmes and 112 lessons on the master's study programmes. These threshold values correspond to the University's number of required lessons.

The number of required lessons is reduced if a study programme reports a(n) bachelor project, thesis, internship/academic internship, compulsory study abroad, elective studies or complete freedom of choice within elective courses. Propaedeutic courses are not subject to the required number of lessons. These activities reduce the number of required lessons corresponding to the ECTS workload in question. For example, a bachelor project of 15 ECTS on the sixth semester reduces the number of lessons to six hours per week on the semester in question.

The same principle applies when calculating the threshold value. However, elective studies are not included here and will not reduce the threshold value.

Calculation of the threshold value:

threshold value – ((threshold value/30) * sum of ECTS workload for reducing activities).

B. Annual monitoring of programmes' research coverage/affiliation to the relevant knowledge base and students' contact with the knowledge base on professional bachelor's, professional master's, postgraduate diploma and higher adult education (academy) programmes

For professional bachelor's, professional master's, postgraduate diploma and adult higher education (academy) programmes, the faculties must describe how they annually monitor research coverage/affiliation to the relevant knowledge base and students' contact with the knowledge base as well

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[10]Type of instruction 1: Compulsory internship, 2: Final exam project (business academy), 3: Bachelor project, 4: Master's thesis and 5: Compulsory study abroad.

as the principles for setting measurable standards. The faculties may use either a quantitative or a qualitative method.

The method description must be available on the faculty's quality-assurance website or intranet in the same location as the faculty's measurable standards.

The faculties can use different monitoring methods per type of programme. However, the individual faculty must use the same method for all programmes belonging to the same type of programme.

If the faculties choose to use full-time/part-time academic staff ratio and the student FTEs/full-time academic staff ratio, the following principles still apply:

1. 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.

2. 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.

3. 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).

4. 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.

5. Lessons:
   At UCPH, a lesson consists of 60 minutes.

6. Planned/completed teaching:
   UCPH calculates full-time and part-time academic staff FTEs on the basis of planned teaching.

7. 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.

8. 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[11]
   - 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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[11] 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.