



Guidelines for Annual Programme Reports at the University of Copenhagen

Objective

The University of Copenhagen produces annual programme reports as part of its continuous and systematic efforts to assure the quality of all of its study programmes. The reports provide insight into the current status of the individual programmes, help the faculties adapt to challenges, and evaluate the work done in the past year on quality assurance.

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

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

The faculties conduct a programme report for all programmes every year, except in the years when they submit programme evaluations of the programme in question, as the elements contained in the programme report are incorporated into the programme evaluation.

Contents

Programme reports 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

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

since the last report? Do the results of the course evaluations, dialogue with graduates and employers, etc. suggest any need for change?

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. *Misc.: If any of the criticisms are serious enough to warrant immediate action, a follow-up plan must also be drawn up and attached to the programme report. If serious problems are identified, closing the programme is one of the options.*

Requirements placed on faculty procedures

The University requires that each faculty draws up a procedure for annual programme reports. The procedure should clearly indicate who is responsible for the process, who approves the conclusions and follow-up plan (if any), and who is responsible for following up on the programme report. It also stipulates which stakeholders are involved.

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

Reporting, approval and follow-up

Annual reports for the individual programmes are submitted 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 programme reports. Faculties are not required to use the template. They are free to use their own templates as long as they contain the same elements.

Programme reports are internal documents, and there is no requirement to publish them.

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 follow-up on 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 areas.

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.

Programme reports – annual
Content – programme level
1. Status of the programme 2. Status of the follow-up plan
Material included in the annual programme report
*The Central University Administration provides this material
Quantitative material: • Intake^{2*} • Student numbers^{3*} • Drop-out rate(s)^{4*} • Number of degrees conferred^{5*} • Study progression^{6*}

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 report.

⁵ Number of degrees conferred in the period 1 October to 30 September (subsequent years).

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

- Completion^{7*}
- Excess completion time^{8*}
- Graduate unemployment statistics^{9*}
- 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 coverage^{13*}

Qualitative material:

- Reports by the chairs of external examiners¹⁴

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

⁸ Excess completion time is calculated as per 1 October for the most recently reported year, and as the difference between the programmes' prescribed duration and the actual completion time. The excess completion time is calculated as an average and is reported in months. Excess completion time 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..

⁹ For bachelor's, master's, academy profession and professional bachelor's programmes, unemployment figures are calculated as the percentage of unemployed graduates 4.–7. quarter after completing their studies. For other types of programmes, unemployment statistics are not recorded or included in the programme report.

¹⁰ The number of outgoing exchange students is calculated as per 1 September. It comprises the number of students who are doing part of their study programme abroad. The period covers from 1 September – 31 August. Outgoing exchange students 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.

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

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

¹³ 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, 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 Programme reports of postgraduate diploma programmes do not include reports by the chairs of external examiners.

• Results of course evaluations¹⁵, including pass rates • Dialogue with employer panels	PAGE 5 OF 5
Material included in the programme report every six years	
Qualitative material: • Research matrix/Knowledge base matrix¹⁶ • Results from the study survey on the rating of programmes' research base on bachelor's and master's degree programmes (latest results only)¹⁷ • Dialogue with graduates^{18*}	
Standards for quality	
The faculties must define standards for the following parameters, i.e. when the circumstances for each parameter are (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	

¹⁵ 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.

¹⁶ 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 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.

¹⁷ 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).

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.