

Study Environment Survey Action Plans 2021



August 2022

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Foreword by Kristian Cedervall Lauts

A good study environment is essential for students to thrive, learn and develop. That's why it's good to see that 70 percent of the students feel comfortable on their degree programme and find that they have a good relationship with their fellow students.

In the 2019 study environment survey, student well-being was in focus. Keen efforts to boost well-being have been going on since then, and in particular when COVID 19 hit Denmark and sent the University into lockdown. The 2021 study environment survey clearly evidences that many students continue to struggle with stress and finding balance in their student life. So, the University of Copenhagen will continue to be ambitious about student well-being, which is very clear from the faculties' action plans. Initiatives such as tools for good study planning and a good framework for participation and involvement in communities play a large part in the action plans. Just as the faculties have facilitation of study group and community participation as a focal point. Many faculties want to support and make students aware of the many academic and social study communities and activities that exist on the programmes in order to give them even better opportunities to become involved. Moreover, they are working with students' expectations of themselves, which for some can be a big pressure, but which can be addressed with, for example, course feedback and alignment of expectations in the classroom. I'm very much looking forward to following the initiatives.

I would like to say a big thank you to the more than 9,500 students who completed the study environment survey last autumn. It sets direction for the initiatives that UCPH will be working with to improve the study environment and the quality of education.

Introduction

The University of Copenhagen is a world-class research university. Staff members across the university should inspire each other and make each other better. Well-being and academic or professional gain are intertwined and are prerequisites for each other. That is why UCPH is determined to have an ambitious agenda for well-being.

The University conducts a study environment survey, which does not just examine the physical, aesthetic and psycho-social study environment but also students' well-being and their framework for being active students. On the back of the survey results, each faculty makes an action plan. The plans are drafted in collaboration with students and focus on how to address challenges and how students' study and learning environment can be improved.

Since the last educational environment assessment

According to the 2019 study environment survey, a large proportion of students experienced stress symptoms in their daily life. On the basis of the results, UCPH set up a [think tank on stress and student well-being](#) as well as the Good Student Life project, which have both resulted in a number of recommendations and concrete initiatives. The Study Support & Study Environment section in the Central Administration has also been established to focus on joint well-being initiatives across the University, and on supporting and spreading knowledge about the faculties' many local efforts.

Finally, the University's Board on Education Strategy/KUUR has set up a [Study Environment Council](#) with half the members being students. The Council will help to qualify the University's joint efforts for the study environment and give its perspective on particularly psycho-social study environment issues and the administrative support at the University. The Council will also help to qualify

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strategic initiatives for student well-being and was involved in all phases of the recent study environment survey.

Joint focus areas 2021-2023

According to the results of the survey, stress and student well-being will continue to be key issues at the University of Copenhagen.

The biggest efforts to improve the study environment are made locally at the faculties, with differences in terms of perspectives and initiatives. However, they all have the following main issues:

- Feedback and alignment of expectations
- Well-being, loneliness and stress
- Offensive behaviour
- Students with functional impairments

Specifically, well-being and a balanced student life will be key areas for the faculties. At the core they have inclusion, communities and a good framework for study group participation. They focus on a good study environment in the form of course feedback and alignment of expectations in the classroom. This is to ensure that the pressure many students feel based on what they expect of themselves is addressed in a proper way and does not create unnecessary imbalance in their student life.

The University of Copenhagen has a vibrant study environment with more than 500 active associations and student-run initiatives with committed students. At the same time, the survey has shown that many students continue to feel lonely, and that some students do not feel they have the time to get involved in the study environment. These issues are also focal points for the faculties. They will work to enhance the visibility of the many good initiatives and positive communities that already exist and promote other academically

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committed communities such as study groups to include all students in communities at the University.

Education & Students is also working with initiatives to prevent offensive behaviour and to support the rising number of students with functional impairments.

Facts about the 2021 study environment survey

In October-December 2021, the University conducted a questionnaire survey via the Ministry of Higher Education and Science's *Denmark's Study Survey*. The survey is part of the statutory educational environment assessment (UMV), which is the University of Copenhagen's official status report on the study and learning environment. It is compulsory to run the assessment at least every three years. This was the first time that the University used the Ministry's questionnaire to conduct the educational environment assessment.

Reading guide

The action plans consist of input from the six faculties, each of which has filled out a template. The layout of the full document ensures compliance with a number of accessibility requirements so it can be read by students and staff who need to have the text read out aloud.

Study Environment Survey Action Plans, Faculty of Humanities (HUM)

Title and action number	1. Student life and good learning environments
Purpose	<p>The purpose of this action plan is to help set the framework for a good and cohesive student life, with the focus being on the alignment of academic expectations, systematic support of the use of study groups and study techniques as well as a strengthening of the feedback culture at the faculty.</p> <p>The objectives of this focus include increasing students' sense of belonging in their degree programme and providing them with knowledge and tools that can help counter uncertainty about academic expectations and promote student well-being.</p>
Grounds for choice of action area	<p>The Study Environment Survey 2021 and the subsequent discussions include the following findings:</p> <ul style="list-style-type: none">• Several results in the study environment survey indicate that the students are subject to pressure from their own expectations of their performance on their degree programme. For example, 62% of the students state that their own expectations of their performance on their degree programme

Title and action number	1. Student life and good learning environments
	<p>are what has put them under the most pressure in the past two weeks.</p> <ul style="list-style-type: none"> • In the study environment survey, approximately 25% of the students state that they are in doubt or disagree that they have fellow students they can lean on as well as a group of fellow students they feel comfortable with. At the same time, more than 50% state that they have experienced feeling lonely. • The survey shows that it benefits students to work together with others. However, it is also clear that a large proportion of the students often do not collaborate with other students on their degree programme. In discussions of this issue in, for example, the Forum for Study Boards, it emerged that study groups often fall apart quickly because of different expectations, academic levels, fields of interest etc. • 69% of the students respond in the study environment survey that it helps them in their further studies when they receive feedback from a lecturer. At the same time, only 45% respond that they think they get enough

Title and action number	1. Student life and good learning environments
	<p>feedback, and just about half respond that if there is something they have not understood, it is made clear by the feedback they receive.</p>
Action/solution	<ul style="list-style-type: none"> a. In continuation of previous study environment survey action plans, the lecturers must continue to clarify: <ul style="list-style-type: none"> - What is expected of students - Focus on study activity and hours used for studying. b. Examining and mapping good experiences with study groups and (further) developing concepts for support of, for example, study group facilitation, peer learning and introduction of <i>My Study Group</i> app/system for students (possibly as a pilot project across departments and at BA/MA level). c. Competence development courses for lecturers with focus on organising learning courses and teaching which integrate study groups and study techniques to support students' learning processes. d. Part 1: Dialogue meetings in the Forum for Study Boards about students' requests for

Title and action number	1. Student life and good learning environments
	<p>feedback and development of supportive teaching and supervision formats.</p> <p>Part 2: On the basis of dialogue meetings, local competence courses are developed and held for lecturers with focus on methods for supporting good feedback.</p>
Schedule/milestones	<ul style="list-style-type: none"> a. Throughout the action plan period b. Start-up in connection with study start 2022 and on an ongoing basis during the academic year 2022/2023 c. Development of competence courses in the academic year 2022/2023; implementation of competence course in 2023; testing in teaching during the second half of the action plan period, including follow-up d. Dialogue meetings in autumn 2022; development of courses in spring 2023; implementation of local courses in the second half of the action plan period, including follow-up.
Objective/success criterion	<ul style="list-style-type: none"> a. The next study environment survey will show a positive development in the response rate for relevant questions regarding academic expectations.

Title and action number	1. Student life and good learning environments
	<p>b. Mapping of good experiences and testing of <i>My Study Group</i> on selected degree programmes, where the departments see special needs for support of study groups as well as subsequent evaluation.</p> <p>c. The departments have identified degree programmes with a special need for support and have, together with TEACH, implemented competence courses, which are incorporated in the teaching.</p> <p>d. Part 1: Dialogue between management and students on feedback culture and experiences as well as requests for feedback, including at information meetings and through discussions at local study board meetings.</p> <p>Part 2: All departments select degree programmes/subjects, where the students have particularly requested feedback and where local courses will be implemented with TEACH on support of good feedback.</p>
Responsible	<p>Overall responsibility for the action plan: Eva Silberschmidt Viala, Associate Dean for Education</p> <p>Responsibility for the individual actions:</p>

Title and action number	1. Student life and good learning environments
	<p>a. Departments' programme management</p> <p>b. Academic counsellors in collaboration with programme management and study boards with support from TEACH</p> <p>c. TEACH in collaboration with the Faculty Education Committees and the departments' programme management</p> <p>d. The Dean's Office in collaboration with the departments' programme management; courses conducted by TEACH.</p>
Responsible for follow-up	Education & Student Services

Title and action number	2. Early career guidance and focus on practice integration
Purpose	<p>With this action plan and related actions, the faculty intends to strengthen students' labour market-oriented competences and career opportunities. The Faculty of Humanities (HUM) wants to produce attractive candidates and will focus on students' academic identity, practice-integrating teaching activities, case-based teaching and on (further) development of formats for business and company</p>

Title and action number	2. Early career guidance and focus on practice integration
	theses. HUM will also strengthen its career guidance and develop more career-learning activities.
Grounds for choice of action area	<p>The Study Environment Survey 2021 includes the following findings:</p> <ul style="list-style-type: none"> • 51% of the students in the study environment survey respond that thoughts about what they will do after they graduate are among the issues about which they have felt under pressure in the past weeks. • At the same time, the students have a relatively low score on some of the questions concerning practice-oriented teaching: 41% respond 'neither/nor', 'disagree' or 'strongly disagree' to the question of whether practice is involved in the teaching to a relevant extent. 39% respond 'neither/nor', 'disagree' or 'strongly disagree' to the question 'The teaching is organised so that I can practice my competences and skills'.
Action/solution	<p>a. Mapping and discussing current use of employer panels</p> <p>b. Examining and mapping good experiences with early career guidance as well as</p>

Title and action number	2. Early career guidance and focus on practice integration
	<p>developing, highlighting and initiating career guidance aimed at BA students</p> <p>c. Based on the work done in the 2023 project on practice integration, work will be done with joint understanding, language and didactic approaches to incorporate practice into the degree programmes, including opportunities for early academic internships.</p>
Schedule/milestones	<p>a. Before the end of 2023</p> <p>b. Before the end of 2024, possibly with earlier evaluation on a sample basis</p> <p>c. Ongoing until December 2023 – follows 2023 project.</p>
Objective/success criterion	<p>a. Current use of employer panels is mapped and discussed by faculty education committees and study boards.</p> <p>b. Best practices and experiences with early career guidance are gathered and discussed across student counselling services and study boards. The framework or concept for early career guidance will then be prepared and initiated/implemented at all departments.</p> <p>c. Is defined as part of the 2023 project.</p>
Responsible	<p>Overall responsibility for the action plan: Eva Silberschmidt Viala, Associate Dean for</p>

Title and action number	2. Early career guidance and focus on practice integration
	<p>Education</p> <p>Responsibility for the individual actions:</p> <ul style="list-style-type: none"> a. Faculty education committees and study boards b. Academic counsellors and study boards c. TEACH/working group in 2023 project.
Party responsible for follow-up	Education & Student Services

Title and action number	3. Highlighting and coordination of study environment activities
Purpose	<p>With this action plan, the faculty wants to support students' participation in academic social communities, including that more students have knowledge of all the good initiatives and associations that exist at HUM and become inspired to engage in these activities or start up initiatives themselves. This is to strengthen a vibrant study environment that supports students' academic standards and well-being.</p>
Grounds for choice of action area	<p>The Study Environment Survey 2021 includes the following findings:</p> <ul style="list-style-type: none"> • In both Study Environment Survey 2019 and 2021, only 43% of the students responded that

Title and action number	3. Highlighting and coordination of study environment activities
	<p>they participate actively in the study environment. In 2021, those who do not participate respond that they do not have time (57%), are not interested (34%) or do not know how to engage in the study environment (32%). As a consequence of COVID-19, the study environments have been at an even greater standstill and under pressure. In connection with the restart of the open and vibrant university, it is important to focus on the associations and activities that already exist and to support the development of more initiatives.</p>
Action/solution	<ul style="list-style-type: none"> a. Mapping opportunities for and possibly development of a joint platform/bulletin board on KUnet/KUALiv or the like for publication and communication with students about associations and study environment activities at HUM. b. Coordinating and holding a physical event (HUM Association Festival) once a year with the participation of all student associations. c. Strengthening knowledge of and communication about the study environment pool d. Ensuring an ongoing dialogue between the Dean's Office and the students.

Title and action number	3. Highlighting and coordination of study environment activities
Schedule/milestones	<ul style="list-style-type: none"> a. Before the end of the academic year 2022/2023 b. Will be implemented twice within the action plan period c. Continuously during the action plan period d. Continuously during the action plan period.
Objective/success criterion	<ul style="list-style-type: none"> a. Development of a common platform/website for publication and communication about association and study environment activities at HUM b. Holding of annual event in 2022 and 2023 c. Knowledge of the study environment pool as well as opportunities for applying for funding/starting projects, associations etc. are to be strengthened among students d. Continuation of systematic dialogue through initiatives such as information meetings and well-being working group.
Responsible	<p>Overall responsibility for the action plan: Eva Silberschmidt Viala, Associate Dean for Education</p> <p>Responsibility for the individual actions:</p> <ul style="list-style-type: none"> a. Communications in collaboration with Education & Student Services b. CFC coordinator in collaboration with

Title and action number	3. Highlighting and coordination of study environment activities
	Communications and Education & Student Services c. Communications in collaboration with Well-being Working Group d. Dean's Office.
Responsible for follow-up	Education & Student Services

Study Environment Survey Action Plans, Faculty of Law (LAW)

Focus area	1 Student Communities
Titles	<ul style="list-style-type: none">1.1 Quality assurance of the mentor programme of Pusterummet1.2 Continuation and quality assurance of activity groups among bachelor students1.3 Special guidance offer for student groups and group related challenges1.4 Development of an inclusive party culture1.5 Development of group counsellors: Recruitment and training1.6 Improved administrative support of student-run activities
Purpose	<ul style="list-style-type: none">1.1 Support of a student-run activity that in return supports student communities and eases transition between bachelor and master studies1.2 Support of student ability to engage in the close community in classes1.3 Student groups have specific guidance offer about cooperation and study technique in groups

Focus area	1 Student Communities
	<p>1.4 An inclusive party culture reduces the risk of offensive behaviour and strengthens a sense of community</p> <p>1.5 Support of academic and social sense of belonging during the 1st year of the Bachelor Programme</p> <p>1.6 Improvement of student run activities</p>
Activity/solution	<p>1.1 Development and initiation of quality assurance of the mentor programme of Pusterummet</p> <p>1.2 Activity groups as an initiative is evaluated and group counsellors support forming of activity groups</p> <p>1.3 The Student and Career Guidance offer booked meetings with study groups</p> <p>1.4 Cooperation with Juridisk Diskussionsklub (JD) and the tutors regarding improved party culture</p> <p>1.5 Development of Group Counsellor training. The Bachelor Study Board will discuss continuation of Group Counsellors for the entire first year</p>
Deadline/milestones	<p>1.1 Study start 2025: the Faculty has developed and initiated quality assurance of the mentor programme</p>

Focus area	1 Student Communities
	<p>1.2 Study start 2023: Forming activity groups is a continued part of the study introduction on the 1st semester. Study start 2025: Activity groups are formed beyond the 1st semester</p> <p>1.3 Q3 2022 The guidance offer is communicated</p> <p>1.4 Study start 2022: JD has participated in the training session for tutors. A workshop with JD has been held before the semester starts.</p> <p>1.5 2023: The Bachelor Study Board and the Education Management has decided wheather Group Counsellors are a part of the entire first year 2025: Training of the Group Counsellors is developed. Cooperation with Student and Career Guidance examined</p> <p>1.6 Q3 2022: Faculty support of student activity calendar and other practical support has been examined</p>
Goal/success criterion	<p>1.1 The programme is a well-known and quality assured offer for the students</p> <p>1.2 Activity groups are well established and connected to student run activities</p>

Focus area	1 Student Communities
	<p>1.3 Study groups know where to get support to improve group work and overcome possible challenges</p> <p>1.4 The next study environment survey shows a reduction of offensive behaviour.</p> <p>1.5 Academic and social sense of belonging is strengthened on the first year. Cooperation between Group Counsellors and Student and Career Guidance is strengthened</p> <p>1.6 Student run activities are more accessible to students</p>
Responsible	<p>1.1 Team Studieliv</p> <p>1.2 Team Studieliv</p> <p>1.3 Team Studieliv</p> <p>1.4 Team Studieliv and Research Services</p> <p>1.5 Team Studieliv Team Uddannelseskvalitet Education Management Bachelor Study Board</p> <p>1.6 Team Studieliv</p>
Follow-up responsibility	<p>1.1 Karen Riskær</p> <p>1.2 Stine Randel and Peter Mertz</p> <p>1.3 Astrid Kirstine Poulsen</p> <p>1.4 Karen Riskær, Stine Randel og Thomas Haaning</p> <p>1.5 Astrid Kirstine Poulsen</p>

Focus area	1 Student Communities
	<p>Tina Futtrup</p> <p>1.6 Astrid Kirstine Poulsen</p> <p>Karen Riskær Jørgensen</p>

Focus area	2 From performance to proficiency
Titles	<p>2.1 Implementation of tool to form study groups</p> <p>2.2 From performance to proficiency: Feedback</p> <p>2.3 Well-structured course rooms in Absalon</p>
Purpose	<p>2.1 Better support of study groups</p> <p>2.2 Reduction of the number of students who request more feedback</p> <p>2.3 Easing student navigation in Absalon</p>
Activity/solution	<p>2.1 <i>My study group</i> has been tested as a tool on the Bachelor and Master programmes.</p> <p>2.2 The Study Boards establish working groups to update learning principles. The working groups consist of researchers as well as students.</p> <p>2.3 Course coordinators, teaching staff, Education Services and UCPH Learning Units ensure compliance between</p>

Focus area	2 From performance to proficiency
	Absalon rooms and common UCPH principles
Deadline/milestones	<p>2.1 Q4 2022 <i>My study group</i> has been tested</p> <p>2.2 Q2 2023</p> <p>2.3 Q3 22: All course coordinators and lecturers are offered support to improve structuring of Absalon rooms</p> <p>A plan has been made for the introduction of Absalon to new lecturers</p>
Objective/success criterion	<p>2.1 If the tool is used, study groups are also formed on elective courses.</p> <p>2.2 Learning principles are well known among course coordinators and students</p> <p>2.3 A maximum of 5% of the students have difficulties navigating Absalon at the next Study Environment Survey in 2023</p>
Responsible	<p>2.1 Team Uddannelseskvalitet and Team Studieliv</p> <p>2.2 Bachelor and Master Study Boards</p> <p>2.3 Heads of Studies</p>
Follow-up responsibility	<p>2.1 Astrid Kirstine Poulsen Tina Futtrup</p> <p>2.2 Tinne Geiger</p> <p>2.3 Ole Vanman</p>

Focus area	3 A balanced student life
Titles	<p>3.1 Cooperation with student organisations on courses in study technique</p> <p>3.2 Involvement of employers in a nuanced image of success</p> <p>3.3 Communication of alternative career paths</p> <p>3.4 Development of high school cooperation and "Student for a day"</p>
Purpose	<p>3.1 Students co-define meaningful study technique support and a nuanced image of the successful student</p> <p>3.2 Reducing a negative performance culture by offering nuanced images of career paths</p> <p>3.3 Reducing a negative performance culture by offering nuanced images of career paths</p> <p>3.4 A more diverse student body reduce a negative performance culture</p>
Activity/solution	<p>3.1 Cooperation with student organisations regarding study technique courses</p> <p>3.2 Cooperation with student organisations on career activities</p> <p>3.3 Cooperation with Juridisk Diskussionsklub (JD) on career fair and more diverse representation of legal job market</p>

Focus area	3 A balanced student life
	3.4 Improved knowledge of the education and "Student for a day" at high schools
Deadline/milestones	3.1 Q2 2023 3.2 Q3 2022 3.3 Q2 2023 3.4 Q3 2023 Relevant high schools are identified
Goal/success criterion	3.1 The faculty cooperates about student-run activities on study technique 3.2 The faculty cooperates with student organisations and add career perspectives to student run-events 3.3 The faculty works closely with JD on career fair 3.4 Selected high schools have improved knowledge of the education
Responsible	3.1 Team Studieliv 3.2 Team Studieliv 3.3 Team Studieliv 3.4 Team Studieliv
Follow-up responsibility	3.1 Karen Riskær 3.2 Mette Bang Saporito 3.3 Mette Bang Saporito 3.4 Astrid Kirstine Poulsen

Focus area	4 Students with special needs
Titles	<p>4.1 Holistic view on students with special needs (from guidance to case processing)</p> <p>4.2 Improved communication</p>
Purpose	<p>4.1 A holistic view on students with special needs improve their sense of being included</p> <p>4.2 Better alignment of expectations and transparent case processing make it easier for students to navigate offers as well as transition to the job market</p>
Activity/solution	<p>4.1 Mapping of faculty processes and obligations</p> <p>4.2 Case worker and Guidance Counsellor have joint meetings with students with special needs</p>
Deadline/milestones	<p>4.1 Q3 2022</p> <p>4.2 Q4 2022</p>
Goal/success criterion	<p>4.1 Relevant employees are familiar with internal processes</p> <p>4.2 Joint meetings are tested and the outcome evaluated especially regarding use of resources</p>
Responsible	<p>4.1 Team SUE</p> <p>4.2 Team SUE Team Studieliv</p>

Focus area	4 Students with special needs
Follow-up responsibility	4.1 Sabrija Tirak 4.2 Sabrija Tirak Astrid O. Astrid P. Kirstine Therkelsen

Study Environment Survey Action Plans, Faculty of Theology (THEO)

Focus area	1 Physical study environment
Titles	<p>1a Access to group workplaces</p> <p>1b Increase student satisfaction with Absalon</p> <p>1c Improved indoor climate in UV rooms</p> <p>1d Less noise in classrooms</p> <p>1e Better cleaning of toilets and student kitchen</p>
Purpose	<p>1a The question whether THEO has suitable group rooms and reading rooms gets a score of 3.7 in SMU21, which is not critical. However, the primary feedback in SMU21 regarding group workplaces at THEO is that students find it difficult to find space for group activities, e.g. group rooms for undisturbed reading group activities.</p> <p>The purpose of the effort is to improve visibility and communication about where there are group workplaces and thus promote their use.</p> <p>1b The aim is to use Absalon uniformly across the faculty, so that it becomes</p>

Focus area	1 Physical study environment
	<p>more transparent and user-friendly for students who meet many lecturers.</p> <p>1c The question whether THEO students are satisfied with the indoor climate gets a score of 3.3 in SMU21, which is on the low side. The primary feedback in SMU21 is dissatisfaction with indoor climate. It is generally too cold on the ground floor and especially in the Kierkegaard lecture hall and the canteen.</p> <p>The purpose of the effort is to achieve a more comfortable temperature in the student house, especially in the Kierkegaard lecture hall and the canteen.</p> <p>1d Students experience annoying noise from blinds that automatically move up and down in classrooms.</p> <p>Students often find that reading lights don't work because the light bulb hasn't been changed, and some sockets in the floors don't work.</p> <p>The purpose of the effort is to reduce noise from blinds and to inspect classrooms and reading areas to check reading lamps and floor sockets.</p>

Focus area	1 Physical study environment
	<p>1e The question whether THEO students are satisfied with the cleaning in general gets a score of 3.8 and satisfaction with cleaning toilets gets a score of 3.3. Both scores are a bit below the average score at KU.</p> <p>The aim is to improve cleaning in general, but especially of the student kitchen and the toilets.</p>
Action/solution	<p>1a It must be clarified how information about group workplaces can best be communicated to students and lecturers, so that it benefits them. Suggestions for activities:</p> <p>Clear communication as part of the 2022 study start about group reading spots/opportunities for space for other activities in all classrooms and meeting rooms when they are available.</p> <p>Tutors focus on conveying this as part of the tour during the 2022 study start. First-year teaching staff mediate in the teaching.</p>

Focus area	1 Physical study environment
	<p>News/study message in autumn 2022 on KUnet about the possibilities of finding room for various study activities on campus. The news is spread on SoMe in collaboration with the Theology Student Council.</p> <p>Study information on KUnet will be updated in 2022 with information about places for group study activities on</p> <p>Study information – Campus, student life and IT – Study spaces and group rooms.</p> <p>If the canteen is not to be used as a canteen in the future, work could be done on screens to make room for group reading areas.</p> <p>1b A seminar for teaching staff was held in August on consistent use of Absalon. Other measures follow the joint KU Absalon project.</p> <p>1c The matter is passed on to Søndre Campus management.</p> <p>1d The matter is passed on to Søndre Campus management.</p>

Focus area	1 Physical study environment
	<p>It must be investigated whether timers can be set on the blinds so they can be operated manually during the day from 8-17, and then run automatically.</p> <p>Sealing contacts often do not work because they are dirty. They are not closed after use and a lot of dirt accumulates in the recesses, which is a problem.</p> <p>1e The case is handed over to Søndre Campus management.</p> <p>Investigate whether a local stock of, for example, hand towels and toilet paper can be established, as this is often lacking in the toilets after 12.</p> <p>Investigate whether the student kitchen on the ground floor could be relieved by setting up an extra microwave oven and electric kettle in the THEO canteen.</p> <p>Students can be encouraged to use the toilets in the basement. Inform about the possibility at the study start.</p>

Focus area	1 Physical study environment
Schedule/milestones	<p>1a The effort is implemented in the BA and KA study start 2022-2023 and through a campaign in 2022-2023.</p> <p>1b The effort will be implemented in 2022.</p> <p>1c 2022-2023</p> <p>1d 2022-2023</p> <p>1e 2022-2023</p>
Goal/success criterion	<p>1a The aim is for students to experience that there are group workplaces available when they need them.</p> <p>The success criterion is a higher score in SMU23, or by SMU25, as well as fewer free text answers about challenges of finding group workplaces.</p> <p>1b The goal is for students to experience a more uniform use of Absalon, so that they can better navigate the course rooms.</p> <p>The success criteria is a higher score in SMU23, or by SMU25, as well as fewer free text answers about challenges of navigating in Absalon.</p> <p>1c The goal is for students to experience a better indoor climate.</p>

Focus area	1 Physical study environment
	<p>The success criterion is a higher score in SMU23, or by SMU25 and fewer free text answers about indoor climate.</p> <p>1d The goal is for students to experience less noise from blinds.</p> <p>The success criterion is a higher score in SMU23, or by SMU25, as well as fewer free text answers about blinds.</p> <p>1e The goal is for students to experience that it is cleaner in the student kitchen and in the toilets.</p> <p>The success criterion is a higher score in SMU23, or by SMU25, as well as fewer free text answers about cleaning in general and toilets in particular.</p>
Responsible	<p>1a AC supervisor and head of studies</p> <p>1b Head of studies</p> <p>1c Faculty director and campus management</p> <p>1d Faculty director and campus management</p> <p>1e Faculty director and campus management</p>

Focus area	1 Physical study environment
Responsible for follow-up	1a AC supervisor and head of studies 1b Head of studies 1c Faculty director and campus management 1d Faculty director and campus management 1e Faculty director and campus management

Focus area	2 Psychological study environment
Titles	2a Inclusive study start with increased attention to the social study environment 2b Increase awareness of the faculty's associations 2c Support group formation 2d Create community across master's programmes 2e Support social activities on master's programmes 2f Communication about the study environment
Purpose	2a The faculty generally has a good study environment, but there are challenges in the master's programmes, where one program is completely new, there are relatively many students with children,

Focus area	2 Psychological study environment
	<p>there are many international students, and some programs have few students. International students especially have challenges of finding accommodation and getting their finances together.</p> <p>The aim of the effort is to maintain the high level of satisfaction with the study environment, address loneliness and stress and create an inclusive community on all programmes as well as improve satisfaction in the master's programmes.</p> <p>2b See 2a 2c See 2a 2d See 2a 2e See 2a 2f See 2a</p>
Action/solution	<p>2a THEO continues to support the study start on all five programmes, so that both academic and social elements are included.</p> <p>The study start must have extra focus on conveying how to be a co-creator of a good study environment, and introductions are given to the faculty's various associations.</p> <p>The study start must highlight that there must be room for professional</p>

Focus area	2 Psychological study environment
	<p>disagreement and that everyone has a responsibility to be inclusive.</p> <p>Students must, through the start of their studies, become part of a good study environment, which is supported by social and academic events after the study start.</p> <p>The study start must pay extra attention to clarifying how students can be active in the study environment after the study start.</p> <p>2b Investigate the possibility of holding an event where the faculty's associations can present themselves to all the faculty's students. It could, for example, be on the Market Square on a Friday afternoon, and could possibly take place together with the semester opening lecture.</p> <p>2c Investigate how group formation can be supported on master's programmes, for example lecturers can be encouraged to use the new feature in Absalon, which can facilitate group formation.</p> <p>2d Investigate the possibility of holding a joint academic and social Friday afternoon event every year, where all</p>

Focus area	2 Psychological study environment
	<p>programmes present themselves to each other.</p> <p>Investigate the possibility of organising a voluntary buddy scheme, where theology students become a buddy with a student on one of the other master's programmes.</p> <p>2e CAS: Extra effort at the study start to set up a party committee, make contact with the THEO party committee. Encourage events and student gatherings such as AfricaBar in TeoBar.</p> <p>IRIS and RRE: Extra effort at the study start to set up a joint party committee for IRIS and RRE, create contact with the THEO party committee. Investigate how IRIS and RRE can become a more visible part of the THEO graduation event.</p> <p>2f Investigate the possibility of creating a joint platform/bulletin board on KUnet etc. for visibility and communication about associations and student environment activities at THEO.</p>

Focus area	2 Psychological study environment
	<p>Enhance knowledge of and communication about the study environment funds.</p> <p>Information about the fixed dialogue forum between the dean's office and students.</p>
Schedule/milestones	<p>2a 2022-2023</p> <p>2b See 2a</p> <p>2c See 2a</p> <p>2d See 2a</p> <p>2e See 2a</p> <p>2f See 2a</p>
Goal/success criterion	<p>2a The aim is to maintain high satisfaction for theology BA and KA students as well as increased satisfaction in SMU23 and 2025 with the mental teaching environment among students on three of the master's programmes.</p> <p>2b See 2a</p> <p>2c See 2a</p> <p>2d See 2a</p> <p>2e See 2a</p> <p>2f See 2a</p>
Responsible	<p>2a AC supervisor/student hub/study board/academic coordinator</p> <p>2b See 2a</p> <p>2c See 2a</p>

Focus area	2 Psychological study environment
	2d See 2a 2e See 2a 2f See 2a
Responsible for follow-up	2a AC supervisor/student hub/study board/academic coordinator 2b See 2a 2c See 2a 2d See 2a 2e See 2a 2f See 2a

Focus area	3 Learning environment
Titles	3a Communication of academic goals 3b Good feedback culture 3c Thesis seminar 3d Expectations alignment
Purpose	3a It must be clear to students what is expected of them academically. Students must have a well-connected student life, and there must be a clear alignment of professional expectations at the faculty. The purpose is to increase students' sense of belonging and to give them knowledge and tools that can help to

Focus area	3 Learning environment
	<p>curb the uncertainty about expectations and promote their well-being.</p> <p>3b There must be a good feedback culture at the faculty.</p> <p>The goal is that especially master's students on small interdisciplinary courses experience a greater consistency in the programme with good and constructive feedback.</p> <p>3c The purpose is to increase students' sense of belonging and to give them knowledge and tools that can help to curb the uncertainty about expectations and promote their well-being.</p> <p>3d The purpose is to challenge and support students in the best way, so they get the best learning outcome. We should focus on creating a knowledge-based discussion and understanding of the youth generation in the academic environments.</p>
Action/solution	<p>3a Make lecturers aware that the academic goals should be communicated together with a translation of the study plans, so that the focus is not only on what it takes to attain a 12, so as not to contribute to further grade pressure.</p>

Focus area	3 Learning environment
	<p>Communicate as part of the study start that students must ask their lecturers and talk to their fellow students.</p> <p>BA in theology: The mentors talk to their groups about how to work to gain an understanding of the academic goals.</p> <p>In continuation of previous Teaching Environment Action Plans, lecturers must continue to clarify:</p> <ul style="list-style-type: none">- What is expected of students- Focus on study activity and time- Focus on feedback to students <p>3b There must be a focus on students getting good and useful feedback if they fail an exam. Lecturers should make themselves available for in-depth conversation about what the student can do better and differently.</p> <p>Dialogue meetings can be held with subject councils and representatives of the three other master's programmes about students' desire for feedback and the development of supporting teaching and guidance formats.</p>

Focus area	3 Learning environment
	<p>Investigate the possibility of a TEACH competence development course for teaching staff with a focus on organising courses and teaching that integrate study groups and study techniques in order to support students' learning processes, as well as a focus on methods to support good feedback.</p> <p>3c It is recommended that a thesis seminar be introduced on master's programmes prior to signing a thesis contract, i.e., spring and autumn, where students can meet lecturers with different backgrounds and examples of problem formulations are presented.</p> <p>3d Seminar for all teaching staff about students' study framework: grade culture, grade pressure, performance culture, transition from high school to university, alignment of expectations, well-being, SU requirements, maximum study time, etc. Students can be invited to give a presentation.</p> <p>Increase focus on the transition from bachelor to master. On all master's programmes, students typically have significantly fewer classes than on</p>

Focus area	3 Learning environment
	bachelor's programmes, and far more self-study is required.
Schedule/milestones	3a --- 3b See 3a 3c See 3a 3d See 3a
Goal/success criterion	3a --- 3b See 3a 3c See 3a 3d See 3a
Responsible	3a Head of studies and AC supervisor 3b See 3a 3c See 3a 3d See 3a
Responsible for follow-up	3a Head of studies and AC supervisor 3b See 3a 3c See 3a 3d See 3a

Study Environment Survey Action Plans, Faculty of Science (SCIENCE)

Focus area	1 Physical study environment
Titles	<p>1.1 Improve indoor climate in classrooms at SCIENCE</p> <p>1.2 Accessibility for wheelchair users in classrooms at SCIENCE</p> <p>1.3 Upgrade equipment in classrooms at SCIENCE</p> <p>1.4 Improve satisfaction with group rooms at SCIENCE</p>
Purpose	<p>1.1 The aim of the initiative is to improve the indoor climate in classrooms at SCIENCE, in order to improve the learning environment for students and the working environment for lecturers.</p> <p>1.2 Due to increased attention and demand from users and SCIENCE Study Administration, this should be a focus area for SCIENCE.</p> <p>The aim is to improve accessibility to SCIENCE classrooms for wheelchair users.</p> <p>The work has already begun in some locations (North Campus), but there is a</p>

Focus area	1 Physical study environment
	<p>need for a broader effort and to address the specific challenges.</p> <p>1.3 Under an initiative in a previous action plan, equipment and fixtures will continually be improved and standardised in classrooms. The aim is for students and lecturers to experience the same standard in all classrooms across SCIENCE. This will pave the way for improved utilisation of classrooms.</p> <p>1.4 Since the SMU score (3.6) is not critical (based on the average of cross-reports for BSc, MSc and DEPT), the initiative has been divided into two steps. The first is to be effected now, and the second, if necessary, after SMU23.</p> <p>The primary feedback in SMU21 concerning group rooms at SCIENCE was that they are too few and too small.</p> <p>The aim of the initiative is to improve visibility and communication about where group rooms are located (step 1), and thus promote use of them.</p>

Focus area	1 Physical study environment
	<p>If this does not result in an improved score in SMU23, focus can move on to how group rooms are booked (step 2)</p>
Action/solution	<p>1.1 (Building complex: 772, 771, 726, 782, 781, 779)</p> <p>MONITORING</p> <p>Set up IC meters in representative classrooms to measure and collect data about temperature, CO2, humidity and noise levels. This will allow data from SMU21 to be validated, and the specific challenges can be clarified based on hard data.</p> <p>ANALYSIS</p> <p>Ongoing analysis of the collected data in order to identify challenges and problem areas (i.e., values under/over permitted and recommended values). If desired, analysis can be linked to the perceived indoor climate via questionnaires (QR codes). The possibility of linking data with the booking of shared rooms (Syllabus) will be examined, to allow further data validation.</p>

Focus area	1 Physical study environment
	<p>EVALUATION</p> <p>Based on the analysis, the range of possible initiatives that can be implemented in the problem areas will be evaluated (in terms of technical feasibility, the design of the buildings (and heritage listings, where relevant), finances and any other planned renovations/maintenance)</p> <p>IMPLEMENTATION</p> <p>Selected initiatives will be implemented as this becomes possible in relation to teaching and finances</p> <p>BENEFITS REALISATION</p> <p>Continuously measuring indoor climate will provide measurable data on the effect of implemented initiatives, and the results of SMU23 will show the perceived effect</p> <p>1.2 (All of SCIENCE)</p> <p>The starting point will be information registered by SCS in 2022 in relation to accessibility.</p>

Focus area	1 Physical study environment
	<p>PRIORITISATION</p> <p>Based on the registered information, the following issues will be addressed in priority order:</p> <ul style="list-style-type: none">- Ensure access from the street to classrooms- Establish dedicated disabled spaces as needed (assess jointly with SCIENCE Study Administration)- Establish access to enter classrooms <p>CLARIFICATION</p> <p>The goals and success criteria for the prioritised initiatives must be clarified in relation to the financial, physical and legislative frameworks. Full access to all classrooms in existing buildings is not deemed to be realistic at present.</p> <p>EVALUATION</p> <p>The need for initiatives to be completed in the short and long term will be evaluated jointly with the SCIENCE Study Administration based on what is possible in terms of time and finances</p>

Focus area	1 Physical study environment
	<p>IMPLEMENTATION</p> <p>Initiatives will be implemented in line with the above when time and finances permit. As part of this, information material (e.g., maps on KUnet) will be prepared showing accessibility for wheelchair users at SCIENCE</p> <p>1.3 (All of SCIENCE – varying issues)</p> <p>IMPLEMENTATION (continuation)</p> <p>Power outlets</p> <p>Establish extra power outlets in lecture theatres and ordinary classrooms where these are either missing or inadequate at present</p> <p>Furniture</p> <p>Regular replacement of furniture (tables and chairs)</p> <p>General</p> <p>General deficiencies compared to basic room standard as identified in 2022</p> <p>FURTHER EVALUATION AND IMPLEMENTATION</p> <p>Several improvements will be evaluated going forward, and implemented as ideas are approved and the necessary</p>

Focus area	1 Physical study environment
	<p>financial resources become available. Example ideas:</p> <ul style="list-style-type: none"> - 360-degree images of classrooms - Equipment box for lecturers - Design manual for furnishing/layout of classrooms - Other didactic initiatives to meet the teaching needs <p>1.4 (All of SCIENCE)</p> <p>REGISTRATION (step 1) Register and map all group rooms, noting how many people each room is designed for.</p> <p>PRODUCTION (step 1) Prepare maps and drawings (wayfinding) illustrating and communicating where on campus the group rooms are located</p> <p>COMMUNICATION (step 1) Clarify how information about group rooms is best communicated to students and lecturers, and for their benefit</p> <p>ANALYSIS (step 2 – pending SMU23)</p>

Focus area	1 Physical study environment
	<p>If step 1 does not result in progress in SMU23, the focus can move on to utilisation of group rooms.</p> <p>EVALUATION (step 2 – pending SMU23)</p> <p>Based on the results of the analysis, if utilisation is low, focus can shift to improving the booking system. If utilisation is high, focus should be on deciding norms for group room capacity in relation to the number of students on campus, and finding space for additional group rooms.</p>
<p>Short-term 2 years/long-term 4 years</p>	<p>1.1 Long</p> <p>1.2 Short</p> <p>1.3 Short</p> <p>1.4 Short</p>
<p>Schedule/milestones</p>	<p>1.1</p> <p>(May 2022 to February 2023)</p> <p>MONITORING</p> <p>Collect indoor climate data in classrooms using IC meters</p> <p>(May 2022 to February 2023)</p> <p>ANALYSIS</p> <p>Possibly link measured (IC meter) data to the indoor climate as perceived (QR code/questionnaire)</p>

Focus area	1 Physical study environment
	<p>(September 2022 to February 2023) ANALYSIS Analyse data for indoor climate in classrooms (possibly linked to data from Syllabus)</p> <p>(February 2023 to April 2023) EVALUATION Identify possible indoor climate initiatives in classrooms with known problems</p> <p>(April 2023 to December 2023) IMPLEMENTATION Implement indoor climate initiatives in classrooms</p> <p>(January 2024 to December 2024) BENEFITS REALISATION Follow-up on the effect of implemented indoor climate initiatives in classrooms</p> <p>1.2 (May 2022 to June 2022) PRIORITISATION Initiatives to be prioritised by SCS, jointly with SCIENCE Study Administration where necessary</p>

Focus area	1 Physical study environment
	<p>(June 2022 to September 2022) CLARIFICATION Level of initiatives must be clarified with SCIENCE management</p> <p>(September 2022 to December 2022) EVALUATION Evaluate and plan execution of initiatives</p> <p>(January 2023 to December 2023) IMPLEMENTATION Implement as time and finances permit</p> <p>1.3</p> <p>(May 2022 to December 2023) IMPLEMENTATION Implement improvements as time (SCS staff, workmen and teaching) and finances permit</p> <p>(May 2022 to December 2023) FURTHER EVALUATION AND IMPLEMENTATION Implement as time and finances permit</p> <p>1.4</p> <p>(February 2023 to April 2023)</p>

Focus area	1 Physical study environment
	<p>REGISTRATION</p> <p>Map group rooms at SCIENCE, including size and number of seats</p> <p>(April 2023 to June 2023)</p> <p>PRODUCTION</p> <p>Prepare maps and drawings</p> <p>(June 2023 to August 2023)</p> <p>COMMUNICATION</p> <p>Clarify communication to students and lecturers</p>
<p>Goal/success criteria</p>	<p>1.1 The goal is to measurably improve the indoor climate in classrooms with known problems (i.e. values under/over permitted and recommended limits)</p> <p>The success criteria are a higher score in SMU23, or by SMU25, and fewer free-text responses about indoor climate problems.</p> <p>A higher score, based on an average of BSc, MSC and DEPT, will be considered:</p> <p>Acceptable: 3.5-3.8 Satisfactory: 3.8-4.0 Very satisfactory: 4.0 and above</p> <p>1.2 To be clarified (see action/solution)</p>

Focus area	1 Physical study environment
	<p>1.3 The goal is for all rooms to meet the basic room standard requirements.</p> <p>1.4 The goal is for students to experience that group rooms are available when they need one.</p> <p>The success criteria are a higher score in SMU23, or by SMU25, and fewer free-text responses about problems with the number and size of group rooms.</p> <p>A higher score, based on an average of BSc, MSC and DEPT, will be considered:</p> <p>Acceptable: 3.8 Satisfactory: 3.8-4.0 Very satisfactory: 4.0 and above</p>
Responsible	<p>1.1 SCIENCE Campus Service</p> <p>1.2 SCIENCE Campus Service jointly with SCIENCE Study Administration</p> <p>1.3 SCIENCE Campus Service</p> <p>1.4 SCIENCE Campus Service</p>
Responsible for follow-up	<p>1.1 Niels Christian Jacobsen</p> <p>1.2 Niels Christian Jacobsen</p> <p>1.3 Niels Christian Jacobsen</p> <p>1.4 Niels Christian Jacobsen</p>

Focus area	2 Study groups
Titles	<p>2.1 <i>My Study Group</i> will be the tool used to establish study groups at SCIENCE</p> <p>2.2 Develop knowledge presentation on study groups for academic environments</p> <p>2.3 Information on study groups on SCIENCE Study Administration Intra+B22</p>
Purpose	<p>2.1 Students know what to expect when it comes to the establishment of study groups.</p> <p>Study groups are always established within a well-founded and proven framework</p> <p>The work in study groups always focuses on competences and career learning.</p> <p>2.2 ---</p> <p>2.3 Knowledge for lecturers and study group planners about <i>My study groups</i>, and the role of study groups in ensuring that students enjoy life at university</p>
Action/solution	<p>2.1 ---</p> <p>2.2 ---</p> <p>2.3 ---</p>
Short-term 2 years/long-term 4 years	<p>2.1 Short</p> <p>2.2 Long</p> <p>2.3 Short</p>

Focus area	2 Study groups
Schedule/milestones	2.1 --- 2.2 --- 2.3 ---
Goal/success criteria	2.1 --- 2.2 --- 2.3 ---
Responsible	2.1 Deputy head of department for education 2.2 Student and career guidance DSE 2.3 Student and career guidance
Responsible for follow-up	2.4 Gitte Henschel Madsen 2.5 Gitte Henschel Madsen 2.6 Gitte Henschel Madsen

Focus area	3 Inclusive communities and well-being for all students
Titles	3.1 Knowledge building in the organisation on inclusion/exclusion 3.2 The range of student and career guidance services offered must be more clearly communicated to students 3.3 Academic involvement 3.4 Zero tolerance of bullying, harassment and offensive behaviour 3.5 Zero tolerance of bullying, harassment and offensive behaviour

Focus area	3 Inclusive communities and well-being for all students
	3.6 Prevent bullying, harassment and offensive behaviour
Purpose	<p>3.1 Staff must have the necessary knowledge to understand inclusion/exclusion. In order to work with it, building our efforts on knowledge is essential.</p> <p>3.2 That students are aware of the services available and can benefit from them.</p> <p>3.3 It must be easy for students to engage academically.</p> <p>3.4 All cases of bullying, harassment and offensive behaviour must be taken seriously and investigated.</p> <p>3.5 It will be easier for students to get help in connection with bullying, harassment and offensive behaviour. That it becomes clear that there will always be a quick response in such cases.</p> <p>3.6 Identify the need for help and establish a conflict mediation channel</p>
Action/solution	<p>3.1 Supporting information on study information pages and SCIENCE Study Intra to promote inclusive thinking and behaviour</p> <p>3.2 Branding and communication campaign</p>

Focus area	3 Inclusive communities and well-being for all students
	<p>3.3 Opportunities for academic involvement must be transparent and communicated on study information pages</p> <p>3.4 Common principles/guidelines that encapsulate the concrete approach to zero tolerance at SCIENCE</p> <p>3.5 The red alarm button. Clearer information will be provided about whom students should contact. 48-hour response time</p> <p>3.6 1. Investigate: Identify what students need help with (to pre-empt complaints) 2. Offer students conflict mediation to pre-empt complaints</p>
Short-term 2 years/long-term 4 years	<p>3.1 Long</p> <p>3.2 Short (students)</p> <p>3.3 Short</p> <p>3.4 Short</p> <p>3.5 Short</p> <p>3.6 Long</p>
Schedule/milestones	<p>3.1 ---</p> <p>3.2 ---</p> <p>3.3 ---</p> <p>3.4 ---</p> <p>3.5 ---</p> <p>3.6 ---</p>

Focus area	3 Inclusive communities and well-being for all students
Goal/success criteria	<p>3.1 ---</p> <p>3.2 More students respond that they are aware of counselling services in SMU23, and more staff make referrals to the student counselling service.</p> <p>3.3 More students respond that they are aware of opportunities for getting involved in SMU23</p> <p>3.4 ---</p> <p>3.5 ---</p> <p>3.6 ---</p>
Responsible	<p>3.1 Student and career guidance</p> <p>3.2 Student and career guidance</p> <p>3.3 Student and career guidance Deputy head of department for education</p> <p>3.4 SCIENCE Study Administration and faculty management</p> <p>3.5 SCIENCE Study Administration</p> <p>3.6 SCIENCE Study Administration</p>
Responsible for follow-up	<p>3.1 Gitte Henschel Madsen</p> <p>3.2 Gitte Henschel Madsen</p> <p>3.3 Gitte Henschel Madsen</p> <p>3.4 Gitte Henschel Madsen</p> <p>3.5 Gitte Henschel Madsen</p> <p>3.6 Gitte Henschel Madsen</p>

Focus area	4 Doubts and mistakes are an opportunity for learning
Titles	4.1 Doubt is a normal feeling 4.2 Everyone makes mistakes
Purpose	4.1 Contribute to a cultural change where doubt is recognised as a normal experience – also in educational contexts 4.2 Help students to see that making mistakes is a natural and important part of academic work – and of being human.
Action/solution	4.1 Campaign that highlights that everyone experiences doubt. Tackle the myth of perfection in the style of 'Crossing the Line' animation. 4.2 Films featuring academic role models: a dean and experts who express that it is OK to not be good at everything all the time.
Short-term 2 years/long-term 4 years	4.1 Long 4.2 Short
Schedule/milestones	4.1 --- 4.2 ---
Goal/success criteria	4.1 --- 4.2 ---
Responsible	4.1 Student and career guidance SCIENCE Communication 4.2 Student and career guidance

Focus area	4 Doubts and mistakes are an opportunity for learning
	SCIENCE Communication
Responsible for follow-up	4.3 Birgitte Lyhne Broksø 4.4 Birgitte Lyhne Broksø

Focus area	5 Knowledge building and communication for lecturers
Titles	<p>5.1 Knowledge building in the organisation Understanding youth in the classroom</p> <p>5.2 Knowledge building in the organisation Understanding youth in the classroom</p> <p>5.3 Knowledge building in the organisation Knowledge about youth culture to be made available on the teaching portal</p> <p>5.4 Knowledge building in the organisation The range of student and career guidance services offered must be more clearly communicated to staff</p> <p>5.5 Knowledge building in the organisation Improved referrals system to ensure that more students are referred to study support services, including Special Education Support (SPS)</p> <p>5.6 Zero tolerance of bullying, harassment and offensive behaviour</p> <p>5.7 A good start to teaching blocks</p>

Focus area	5 Knowledge building and communication for lecturers
Purpose	<p>5.1 We must reach out to students on their terms in order to challenge and support them in the best possible way, thereby ensuring the best possible learning outcome.</p> <p>The aim is to have a knowledge-based professional discussion and create an understanding of the young generation in the academic environments.</p> <p>5.2 We must reach out to students on their terms in order to challenge and support them in the best possible way, thereby ensuring the best possible learning outcome.</p> <p>The aim is to have a knowledge-based professional discussion and create an understanding of the young generation in the academic environments.</p> <p>5.3 We must reach out to students on their terms in order to challenge and support them in the best possible way, thereby ensuring the best possible learning outcome.</p>

Focus area	5 Knowledge building and communication for lecturers
	<p>The aim is to have a knowledge-based professional discussion and create an understanding of the young generation in the academic environments.</p> <p>5.4 Staff are familiar with the range of study and career guidance services offered, so they can refer students to the help and support available.</p> <p>Relief for lecturers, as they know that students can be taken care of</p> <p>5.5 Lecturers must be familiar with the services available for students who need special support, so they can refer them.</p> <p>Relief for lecturers, as they know that students can be taken care of</p> <p>5.6 Staff must be familiar with the services offered to students who have experienced bullying, harassment and offensive behaviour, so they can refer them to help</p> <p>Relief for lecturers, as they know that students can be taken care of</p>

Focus area	5 Knowledge building and communication for lecturers
	5.7 Improved alignment of expectations with students at the beginning of a teaching block
Action/solution	<p>5.1 Workshops held at all departments based on knowledge presentation. Concept to be developed</p> <p>5.2 Knowledge of young generation and youth culture must be part of the course for first-year lecturers</p> <p>5.3 Lecturers will have access to knowledge about the target group via information on youth culture on the teaching portal.</p> <p>5.4 Branding and communication campaign</p> <p>5.5 1. Welcome package for new lecturers (target group must be defined more clearly) about study support services, including Special Education Support (SPS).</p> <p>2. More information about study support services, including Special Education Support (SPS) on SCIENCE Study intra, with links to study information pages</p> <p>3. Knowledge presentation about SPS at teaching committee or lecturer meetings? Concept to be developed</p>

Focus area	5 Knowledge building and communication for lecturers
	<p>5.6 Information for staff on where to refer students and what they can get help with</p> <p>5.7 (continuation of UMV2019 action plan)</p>
Short-term 2 years/long-term 4 years	<p>5.1 Long</p> <p>5.2 Short</p> <p>5.3 Short</p> <p>5.4 Long</p> <p>5.5 Long</p> <p>5.6 Short</p> <p>5.7 Short</p>
Schedule/milestones	<p>5.1 ---</p> <p>5.2 ---</p> <p>5.3 ---</p> <p>5.4 ---</p> <p>5.5 ---</p> <p>5.6 ---</p> <p>5.7 mid to late 2022: Plan workshop Early 2023: Hold workshop at the faculty for deputy heads of department for education and others 2023: Local workshops at DEPT</p>
Goal/success criteria	<p>5.1 ---</p> <p>5.2 ---</p> <p>5.3 ---</p> <p>5.4 More students respond that they are aware of counselling services in SMU23,</p>

Focus area	5 Knowledge building and communication for lecturers
	<p>and more staff make referrals to the student counselling service.</p> <p>5.5 More lecturers refer students</p> <p>5.6 ---</p> <p>5.7 ---</p>
Responsible	<p>5.1 Student and career guidance (Deputy head of department for education must ensure it happens)</p> <p>5.2 DSE</p> <p>5.3 Student and career guidance</p> <p>5.4 Student and career guidance</p> <p>5.5 Student and career guidance (shared at UCPH)</p> <p>5.6 Student and career guidance</p> <p>5.7 SCIENCE Study Administration/Coordination group for study environment</p>
Responsible for follow-up	<p>5.1 Gitte Henschel Madsen</p> <p>5.2 Jan Alexis</p> <p>5.3 Gitte Henschel Madsen</p> <p>5.4 Gitte Henschel Madsen</p> <p>5.5 Gitte Henschel Madsen</p> <p>5.6 Gitte Henschel Madsen</p> <p>5.7 Henrik Zobbe</p>

Study Environment Survey Action Plans, Faculty of Social Sciences (SAMF)

Focus area	1 Inclusion and healthy student communities
Titles	<p>1.1 Revision of the academic and social induction programmes for the degree programmes, including short training courses for all tutors and new students on inclusion, diversity and academic communities</p> <p>1.2 Extended support for student organisations and their activities</p> <p>1.3 Continuation and quality assurance of efforts to establish study groups on BA programmes</p> <p>1.4 ---</p>
Purpose	<p>1.1 New students must be given an academically and socially interesting introduction to their degree programmes at the Faculty of Social Sciences (SAMF). Students are calling for better support and resources, having been solely responsible for the fresher programmes. The aim is to take good care of the students and ensure a healthy and inclusive study environment from the outset.</p>

Focus area	1 Inclusion and healthy student communities
	<p>1.2 Better support of the student organisations' work and collaboration.</p> <p>1.3 Support for students' immediate community on first-year courses and the option of easily becoming involved in the community</p> <p>1.4 Study groups are offered specific guidance on collaboration and study techniques</p>
Action/solution	<p>1.1 Evaluation of intro courses as part of SAMF Studieliv</p> <p>1.2 Resources for the new student association 'hub' and strengthened administrative support for the student organisations. Improved communication of their activities. New funds for student activities (academic and social)</p> <p>1.3 Establishment of more and ongoing study groups</p> <p>1.4 SAMF Student Guidance Service offers appointments for study groups</p>
Schedule/milestones	<p>1.1 In connection with the 2022 study start, the consultancy firm AWAKE held a presentation for the tutors as the first step. Based on the lessons learned from the 2022 study start + the activities suggested in SAMF Studieliv, further</p>

Focus area	1 Inclusion and healthy student communities
	<p>support will be prioritised for the 2023 study start</p> <p>1.2 Spring 2022: Improved communication of activities. Spring 2023: We have looked into whether the faculty can support the students' calendar and contribute other practical support, e.g. via a student association 'hub'</p> <p>1.3 Study start 2022: Establishing concepts and pilot projects. Facilitated study groups on all BA programmes, and thus a permanent part of the study introduction in the first semester.</p> <p>1.4 Autumn 2022</p>
Goals/success criteria	<p>1.1 In SMU25, the number of students experiencing offensive behaviour has been reduced, and greater well-being has been measured on the individual degree programmes.</p> <p>1.2 It is easy for students to find out what the student organisations offer. Student organisations know who to contact in order to receive competent administrative support.</p> <p>1.3 All BA programmes must set up study groups. The staff groups involved have</p>

Focus area	1 Inclusion and healthy student communities
	<p>been introduced and equipped for the task.</p> <p>1.4 Study groups know where to get help if they experience challenges within the group</p>
Responsible	<p>1.1 SAMF Education</p> <p>1.2 SAMF Studieliv/Section for Research, Development and Communication (FUK)</p> <p>1.3 Section for Student Affairs and Guidance</p> <p>1.4 Section for Student Affairs and Guidance</p>
Responsible for follow-up	<p>1.1 Christina Juul Jensen and Trine Klitgaard Bro</p> <p>1.2 Sara Hagemann Rune Heiberg Hansen</p> <p>1.3 Søren Hedegaard Sørensen and educational consultants</p> <p>1.4 Peter Josef Wick</p>

Focus area	2 Feedback
Titles	<p>2.1 Evaluation of feedback processes on the degree programmes by the study boards</p>

Focus area	2 Feedback
	<p>2.2 Resources for communication on and improvement of feedback where necessary</p> <p>2.3 Establishment of and support for extended study group concept</p> <p>2.4 Clearer links between intended learning outcomes, teaching and exams, as well as clear communication about the entire learning process across subjects</p> <p>2.5 Better use of digital tools, including functions in Absalon</p>
Purpose	<p>2.1 Comprehensive analysis of courses and degree programmes in order to assess whether feedback is sufficient</p> <p>2.2 Targeted allocation of resources for actions on courses/degree programmes where improvements are deemed necessary</p> <p>2.3 Roll-out of study group concept</p> <p>2.4 To ensure alignment of expectations with students, and thereby reduce their feelings of inadequacy.</p> <p>2.5 Students find it easier to navigate in Absalon</p>
Action/solution	<p>2.1 The study board must consider the need for feedback on the individual degree programmes. Development of different forms of feedback on selected</p>

Focus area	2 Feedback
	<p>courses/degree programmes where students are calling for greater alignment of academic expectations.</p> <p>2.2 After completing the survey under action area 2.1, resources are allocated to initiatives at course level, where feedback needs to be improved.</p> <p>2.3 Consolidation of existing study group concept for BA programmes. Analysis of Master's degree programmes with a view to determining which programmes could benefit from implementing a broader study group concept.</p> <p>2.4 The educational consultants draw up a plan with the heads of studies to create a clearer link between intended learning outcomes, teaching and exams. The plan includes evaluation and draws on knowledge from previous work in the field.</p> <p>2.5 Heads of studies, lecturers, University Education Services and UCPH's learning units ensure compliance between Absalon rooms and UCPH's joint principles.</p>
Schedule/milestones	<p>2.1 Launched</p> <p>2.2 Spring 2023</p> <p>2.3 Autumn 2022/Spring 2023</p>

Focus area	2 Feedback
	<p>2.4 Spring 2023</p> <p>2.5 Autumn 2022: All heads of studies and lecturers are offered support on how to structure Absalon rooms</p> <p>A plan has been drawn up for introducing new lecturers to the structuring of Absalon rooms</p>
Goals/success criteria	<p>2.1 Improvement of student evaluations of feedback on selected courses/degree programmes</p> <p>2.2 Funds are allocated where the need is deemed to be greatest</p> <p>2.3 Concept description of study group concept on the BA programmes. After completing the analysis, Master's degree programmes are selected to work with implementing the study group concept.</p> <p>2.4 The goal is for students to feel less uncertain about what is expected of them.</p> <p>2.5 In SMU23, max. 5% of the students say that they find it difficult to navigate Absalon.</p>
Responsible	<p>2.1 Associate dean/SL</p> <p>2.2 Associate dean/SL</p> <p>2.3 Associate dean/SL</p>

Focus area	2 Feedback
	2.4 SL/study board 2.5 SL
Responsible for follow-up	2.1 Study board 2.2 Associate dean/SL 2.3 Associate dean/SL 2.4 Søren Hedegaard Sørensen and educational consultants 2.5 Educational consultants/Sara Hagemann

Focus area	3 Well-being and balance in student life
Titles	3.1 Actions developed through the SAMF Studieliv project cover a number of suggestions for improved well-being on the degree programmes, including more study-related extra-curricular activities, increased contact between students and academic staff, homework cafés, as well as extended academic and inclusive introductions to the degree programmes. 3.2 Offer of individual study technique guidance and courses that focus on professional skills, for example in collaboration with the Faculty Library of Social Sciences

Focus area	3 Well-being and balance in student life
	3.3 Improving student-oriented communication to provide an overview of on-campus activities designed to promote well-being
Purpose	<p>3.1 Strategic focus on general improvement of student well-being through a 'package' of initiatives.</p> <p>3.2 Students receive individual and tailored guidance on study techniques, and have the opportunity to supplement their degree programme with extra-curricular courses to strengthen skills demanded by businesses.</p> <p>3.3 Create a joint platform for communication on initiatives and events to promote well-being at the Centre for Health and Society (CSS) in the form of a coordinated activity calendar.</p>
Action/solution	<p>3.1 Increasing the level of awareness about actions under SAMF Studieliv, the start-up of specific projects and strategic priorities.</p> <p>3.2 Collaboration with the Faculty Library of Social Sciences on events and study techniques</p> <p>3.3 Collaboration between the Section for Research, Development and</p>

Focus area	3 Well-being and balance in student life
	Communication (FUK) and the Section for Student Affairs and Guidance (V&S) on maintenance, overview and communication with student organisations about activities.
Schedule/milestones	<p>3.1 To be implemented from September 2022.</p> <p>3.2 Spring 2022</p> <p>3.3 Spring 2022</p>
Goals/success criteria	<p>3.1 The strategic objectives will be communicated and implemented in autumn/spring 2022/2023 to increase well-being and inclusion and to reduce stress</p> <p>3.2 The faculty collaborates with the Faculty Library of Social Sciences</p> <p>3.3 Students at CSS know where they can find information about social and academic activities held at CSS.</p>
Responsible	<p>3.1 Associate dean</p> <p>3.2 Section for Student Affairs and Guidance</p> <p>3.3 Section for Research, Development and Communication (FUK) and Section for Student Affairs and Guidance</p>
Responsible for follow-up	3.1 SL/study board

Focus area	3 Well-being and balance in student life
	<p>3.2 Søren Hedegaard Sørensen and educational consultants</p> <p>3.3 Rune Heiberg Hansen and Annemette Have Worbech</p>

Focus area	4 Students with special needs
Titles	<p>4.1 Ensuring improved overall experience for students with functional impairments (from supervision to administrative procedures)</p> <p>4.2 Consistent and competent handling of exemptions for students with special needs</p> <p>4.3 Improving communication on support and guidance for students with special needs</p>
Purpose	<p>4.1 A holistic perspective on students with special needs ensures that students feel seen and heard</p> <p>4.2 Fewer barriers for students with special needs</p> <p>4.3 Targeted offers for students with special needs – also in connection with the study start – in coordination with the administrative staff working with</p>

Focus area	4 Students with special needs
	applications from students with special needs.
Action/solution	<p>4.1 Mapping the faculty's internal processes and obligations</p> <p>4.2 Uniform and improved administrative procedures.</p> <p>4.3 Administrative staff and student counsellors hold a clarification meeting to coordinate actions for students with special needs. Involvement of students with special needs in reviewing the services available.</p>
Schedule/milestones	<p>4.1 Autumn 2022</p> <p>4.2 Autumn 2022</p> <p>4.3 Autumn 2022</p>
Goals/success criteria	<p>4.1 Relevant staff are aligned with the internal processes and practice</p> <p>4.2 The study board declares that it feels 'equipped' to process cases from students with special needs.</p> <p>4.3 Joint meeting between student counsellors and administrative staff as well as a qualitative study of students' needs.</p>
Responsible	<p>4.1 Section for Student Affairs and Guidance and the Section for Programme Services</p> <p>4.2 Section for Programme Services</p>

Focus area	4 Students with special needs
	4.3 Section for Student Affairs and Guidance.
Responsible for follow-up	4.1 Mads Øbro and Søren Hedegaard Sørensen 4.2 Anne-Marie Sikker Sørensen 4.3 Mads Øbro and Søren Hedegaard Sørensen

Study Environment Survey Action Plans, Faculty of Health and Medical Sciences (SUND)

Focus area	1 Better student well-being
Titles	<p>1.1 Development of semester start presentations on all Bachelor's degree programmes in second semester 2023.</p> <p>1.2 Development of e-learning modules for class and year representatives on the Bachelor's degree programmes</p> <p>1.3 Dissemination of e-learning modules via study messages</p> <p>1.4 Development of framework for student well-being work in a First-Year Experience perspective</p> <p>1.5 A joint study start for the Master's degree programmes in Danish and English</p> <p>1.6 Development of well-being modules in Absalon</p> <p>1.7 Information about Special Education Support (SPS) in connection with study start</p>
Purpose	<p>1.1 The overall purpose of the presentation is to inform the students about the study activity requirement as well as</p>

Focus area	1 Better student well-being
	<p>mental health and good student well-being.</p> <p>Therefore, the presentation also aims to improve student well-being and to support students in coping with the requirements and framework for their student life.</p> <p>1.2 The purpose is to prepare the new class representatives for the task by offering clear, transparent and accessible material, thereby ensuring that the scope of their task is clear to newly appointed class representatives.</p> <p>1.3 The purpose is to support student motivation as well as study techniques and well-being. That the students learn to master study planning and acquire study and exam techniques that will strengthen their academic career.</p> <p>1.4 To support the well-being of new students on their degree programmes by impressing on them the importance of well-being to a good student life</p> <p>1.5 To support the students' academic and social integration on their degree programme.</p> <p>With a 'joint study start', we want to support academic and social integration</p>

Focus area	1 Better student well-being
	<p>across all SUND degree programmes, based on the same general principles.</p> <p>1.6 To provide tools that support well-being as part of becoming a university student</p> <p>1.7 To inform new students about the availability of Special Education Support (SPS) and where they can get help and support.</p>
Action/solution	<p>1.1 The presentation is done at the start of the second semester, when students have acquired some experience with student life, supporting their need for overview of the study requirements and their well-being as students.</p> <p>1.2 The material must contain e-learning modules on: the role of class representative, the tasks entailed by this role, practical elements (booking of rooms etc.), awareness about the evaluation structure at SUND, tools for handling the class's evaluations and any criticism of the teaching, contact with AUS and academic staff members.</p> <p>1.3 The study messages are sent to the students at times when it is deemed relevant for the students to be given tools to cope with student life. For example, study messages are sent out</p>

Focus area	1 Better student well-being
	<p>about: study planning, exam techniques, planning of re-exams.</p> <p>1.4 Well-being modules in Absalon, well-being presentations by student counsellors, focus on well-being in the tutor system</p> <p>1.5 We have developed an e-learning course in Absalon which introduces students to their degree programme and student life at SUND/UCPH.</p> <p>For the international Master's degree programmes, the e-learning course is supplemented with a physical intro week and, for the Danish Master's degree programmes, with a physical introduction to the individual degree programme.</p> <p>1.6 Well-being modules in Absalon, both before study start, focusing on there being many ways in which to be a student, and during the first year of study, focusing on creating a good everyday life as a student with modules on study techniques, planning of a well-balanced student life, motivation etc.</p> <p>1.7 As part of the e-learning course in connection with the study start, students are informed about the Special</p>

Focus area	1 Better student well-being
	Education Support (SPS) available and where to get help.
Short term/long term action	<p>1.1 Short-term</p> <p>1.2 Short-term actions are initiated and expected to be completed in Autumn 22</p> <p>1.3 Short-term</p> <p>1.4 ---</p> <p>1.5 Short-term</p> <p>1.6 Short-term</p> <p>1.7 Short-term</p>
Schedule/milestones 2023	<p>1.1 The action will be rolled out in Winter 2022 for second-semester Medicine and Odontology students and in Summer 2022 for second-semester students of Medicine. To be rolled out on all SUND Bachelor's degree programmes in Winter 2023.</p> <p>1.2 ---</p> <p>1.3 The e-learning modules will be integrated in the study messages in Autumn 2022 and Spring 2023.</p> <p>1.4 Developing a plan for anchoring the well-being work in an FYE context + coordination with actions later in the degree programme, e.g. via KUnet. Ensuring clear anchoring of the well-being agenda with tutors via teaching (digital and physical). Ensuring</p>

Focus area	1 Better student well-being
	<p>knowledge about FYE and well-being as part of counselling.</p> <p>1.5 The e-learning process will be integrated in study start 2022.</p> <p>The intro week has been integrated, and the physical introduction for Danish Master's degree students is expected to be integrated as part of study start 2023.</p> <p>1.6 Completing the development of well-being modules for the study start, including: modules on how to settle into student life, balancing and planning student life, motivation in student life, reading and note-taking techniques, preparing for exams and re-exams.</p> <p>1.7 Integrated as part of the e-learning course for study start 2022.</p>
Schedule/milestones 2025	<p>1.1 Based on the evaluation, it will be decided whether, in a more long-term perspective, semester start presentations should be developed for more semesters at SUND's Bachelor's and Master's degree programmes.</p> <p>1.2 ---</p> <p>1.3 ---</p> <p>1.4 ---</p>

Focus area	1 Better student well-being
	<p>1.5 ---</p> <p>1.6 ---</p> <p>1.7 ---</p>
Goals/success criteria	<p>1.1 Raising awareness of the framework and rules for the degree programme. Raising awareness of tools that can strengthen mental health.</p> <p>1.2 that the class representatives are equipped for the job, and that AUS, heads of studies and academic staff are familiar with the framework for the role</p> <p>1.3 Raising awareness of the e-learning modules. Increasing student motivation.</p> <p>1.4 That students have the tools and knowledge needed to organise a student life characterised by well-being and to understand the importance of well-being for leading a well-balanced life as a student</p> <p>1.5 That the study start supports social and academic integration on the degree programmes for all students at SUND.</p> <p>1.6 That students have the tools and knowledge needed to organise a student life characterised by well-being and to understand the importance of well-being for leading a well-balanced life as a student. That students have been given</p>

Focus area	1 Better student well-being
	<p>tools and know where to refind tools to help them with well-being issues.</p> <p>1.7 To ensure that new students at SUND are informed about the Special Education Support (SPS) available.</p>
Responsible	<p>1.1 AUS/G&I (Lærke Vester-Andersen) will be responsible for rolling out the action.</p> <p>1.2 AUS/G&I (Lærke Vester-Andersen) with help from the evaluation team + sparring with a head of studies and a course coordinator</p> <p>1.3 AUS/G&I (Lærke Vester-Andersen)</p> <p>1.4 AUS/G&I (Lærke Vester-Andersen) is responsible for training the parties involved</p> <p>1.5 G&I (Lærke Vester-Andersen) is responsible.</p> <p>1.6 AUS/G&I (Lærke Vester-Andersen) is responsible for developing and implementing material</p> <p>1.7 AUS/G&I (Lærke Vester-Andersen) is responsible, with help from the Special Education Support (SPS) unit, for developing e-learning content.</p>
Resources	<p>1.1 It will require time and resources in G&I. Min. two academic counsellors will prepare and hold the presentations.</p> <p>1.2 Resources in G&I</p>

Focus area	1 Better student well-being
	<p>1.3 Resources in G&I</p> <p>1.4 Resources in AUS</p> <p>1.5 Resources in G&I for development and execution.</p> <p>1.6 Resources in AUS</p> <p>1.7 Resources in G&I and Special Education Support (SPS) unit.</p>
Responsible for follow-up	<p>1.1 G&I</p> <p>1.2 G&I</p> <p>1.3 G&I</p> <p>1.4 G&I, AUS will be responsible for follow-up and ensuring discussion of well-being in all relevant forums</p> <p>1.5 G&I</p> <p>1.6 G&I, AUS will be responsible for follow-up and for ensuring coherence between Absalon modules and the subsequent KUnet content and via study messages/presentations</p> <p>1.7 G&I</p>
How will it be followed up?	<p>1.1 Evaluations will be done after the presentations.</p> <p>1.2 Evaluation among class representatives in Spring 2023</p> <p>1.3 Will be evaluated as part of the overall evaluation of G&I's guidance activities.</p>

Focus area	1 Better student well-being
	<p>1.4 G&I, AUS will prepare a memo on well-being as part of FYE, which must be approved by the Dean's Office.</p> <p>1.5 An evaluation will be done after welcome and study introduction.</p> <p>1.6 G&I will follow up with study boards and other study start stakeholders.</p> <p>1.7 The e-learning course will be evaluated after the welcome and study introduction.</p>
Schedule for follow-up	<p>1.1 Evaluation for Medicine and Odontology in Winter 2022. Evaluation for Medicine in Summer 2022. Evaluation for all Bachelor's degree programmes in Winter 2023.</p> <p>1.2 Follow-up among stakeholders in Autumn 2023</p> <p>1.3 ---</p> <p>1.4 ---</p> <p>1.5 The welcome will be evaluated from September 2022, and the study introduction from March 2023.</p> <p>1.6 ---</p> <p>1.7 The welcome will be evaluated from September 2022, and the study introduction from March 2023.</p>

Focus area	2 Expectations and feedback
Titles	<p>2.1 Involvement of Vice-Dean and possibly degree programmes</p> <p>2.2 Feedback in connection with re-exams</p>
Purpose	<p>2.1 To determine any need to launch SUND actions and to involve the academic environments on SUND's degree programmes in collaboration with the Vice-Dean for Education</p> <p>2.2 To ensure that students register for re-exams with the best prerequisites in terms of their academic level and study techniques</p>
Action/solution	<p>2.1 AUS/Guidance and Internationalisation (G&I) will prepare a memorandum for the Vice-Dean for Education with points from Study Environment Survey 2021 and UCPH's focus areas. On this basis and, if relevant, in dialogue with the programme managements, the Centre for Online and Blended Learning (COBL) and others, the Vice-Dean decides whether SUND should initiate joint actions and specific programme initiatives. The action plan has not been decided and detailed due to the appointment of new Vice-Dean</p> <p>2.2 G&I will launch a pilot project at Pharmacy, where an extra module will be</p>

Focus area	2 Expectations and feedback
	created in all course rooms at BA (with written exams) with recommendations from course team + student counsellors + academic support options
Short term/long term action	2.1 Long-term 2.2 ---
Schedule/milestones 2023	2.1 The memorandum will be prepared in Autumn 2022 and will be discussed with the Vice-Dean. 2.2 Spring and Autumn 2022
Schedule/milestones 2025	2.1 --- 2.2 ---
Goals/success criteria	2.1 --- 2.2 That students are better equipped academically to do re-exams because they understand what their challenges are, and that they are better prepared for revising for re-exams and deciding the best time to do re-exams.
Responsible	2.1 AUS, (Lærke Vester-Andersen) 2.2 G&I (Lærke Vester-Andersen) with support from the programme management at Pharmacy + course team.
Resources	2.1 ---

Focus area	2 Expectations and feedback
	2.2 G&I, course team + help from COBL with uploading modules in Absalon.
Responsible for follow-up	2.1 --- 2.2 G&I + programme management
How will it be followed up	2.1 --- 2.2 Evaluation by study boards and in first-year forum at Pharmacy
Schedule for follow-up	2.1 --- 2.2 ---

Focus area	3 Presentation of offensive behaviour
Titles	3.1 Development of Code of Conduct for the study and learning environment at SUND 3.2 Development of action cards for handling enquiries about offensive behaviour 3.3 Development of annual cycle for the Faculty's work with prevention and handling of offensive behaviour 3.4 Communication during study start 3.5 Communication to lecturers
Purpose	3.1 Actions to combat sexism and offensive behaviour are essential in ensuring student well-being. With our Code of Conduct, we want to create a clear

Focus area	3 Presentation of offensive behaviour
	<p>framework for a safe study and learning environment at the Faculty. The Code of Conduct will be a common foundation for the Faculty's preventive work.</p> <p>3.2 With action cards, we want to ensure that cases involving offensive behaviour are handled professionally. A general action plan for case handling is currently in place, but we are developing an action card to provide more specific support and guidance in how to achieve optimal case handling.</p> <p>3.3 With SUND's action plan for combating offensive behaviour against students, we undertake to promote a culture based on inclusion and respect. We also undertake to discuss on an ongoing basis how best to prevent and handle offensive behaviour against students. To ensure continuous focus on this issue, we will have an annual cycle at SUND that clarifies tasks and responsibilities.</p> <p>3.4 Provide information to all students starting a new degree programme at SUND via e-module. The module is designed to raise awareness of the Code of Conduct and what to do if you experience offensive behaviour.</p>

Focus area	3 Presentation of offensive behaviour
	<p>3.5 Ensuring that all lecturers are informed about the Code of Conduct and what to do if you experience offensive behaviour and where to refer students who experience offensive behaviour</p>
Action/solution	<p>3.1 In connection with the development of the Code of Conduct, as many perspectives as possible will be taken into account to ensure anchoring of a common set of values and framework descriptions. The Code of Conduct will play a key role during the study start, where the students will be introduced to it – and it will form the basis of the planning of the study start.</p> <p>3.2 Described under schedule</p> <p>3.3 The annual cycle must describe</p> <ul style="list-style-type: none"> - Structure for discussion of and follow-up on the issue in various forums - Communication to our various target groups <p>3.4 Development of e-module</p> <p>3.5 Improvement of web text, possibly an e-learning module for new lecturers</p>
Short term/long term	<p>3.1 Short-term</p> <p>3.2 Short-term</p> <p>3.3 Short-term</p>

Focus area	3 Presentation of offensive behaviour
	3.4 Short-term 3.5 Short-term
Schedule/milestones 2023	3.1 1) Workshops with students to get input on the Code of Conduct – Spring 2022 2) Development of a draft Code of Conduct – Spring 2022 3) Consultation with study boards and education councils as well as other relevant forums – Spring 2022 3.2 1) Workshops with lecturers, heads of studies and student counsellors – Spring 2022 2) Development of draft action card – spring 2022 3) To be qualified by the target group – Spring 2022 3.3 Development of annual cycle – Spring 2022 3.4 To be developed in Autumn 2022 3.5 To be developed in Autumn 2022
Schedule/milestones 2025	3.1 --- 3.2 --- 3.3 --- 3.4 --- 3.5 ---
Goals/success criteria	3.1 Creating a safe study environment in which offensive behaviour is addressed.

Focus area	3 Presentation of offensive behaviour
	<p>Raising awareness internally about how we handle cases involving offensive behaviour. Better handling of cases involving offensive behaviour</p> <p>3.2 Raising awareness internally about how we handle cases involving offensive behaviour. Better handling of cases involving offensive behaviour</p> <p>3.3 Raising awareness internally about how we handle cases involving offensive behaviour. Better handling of cases involving offensive behaviour</p> <p>3.4 New students know where to turn to if they experience offensive behaviour. New students are familiar with the ethical guidelines for the study and learning environment at SUND.</p> <p>3.5 Raising awareness internally about how we handle cases involving offensive behaviour and where students can report such cases. Raising awareness of the Code of Conduct for the study and learning environment at SUND</p>
Responsible	<p>3.1 AUS (Lærke Vester-Andersen) is responsible for developing Code of Conduct and ensuring involvement of stakeholders</p>

Focus area	3 Presentation of offensive behaviour
	<p>3.2 AUS (Lærke Vester-Andersen) is responsible for developing actions cards and ensuring involvement of stakeholders</p> <p>3.3 AUS (Lærke Vester-Andersen) will prepare a draft annual cycle and discuss the annual cycle with relevant forums</p> <p>3.4 AUS (Lærke Vester-Andersen), study start team</p> <p>3.5 AUS (Lærke Vester-Andersen), study web team</p>
Resources	<p>3.1 Consultants from Awake Consulting will be involved. The services are paid for using ministerial funding for well-being initiatives</p> <p>3.2 ---</p> <p>3.3 ---</p> <p>3.4 ---</p> <p>3.5 ---</p>
Responsible for follow-up	<p>3.1 AUS is responsible for follow-up in the form of discussions on all study boards, education councils and other relevant forums.</p> <p>3.2 AUS is responsible for follow-up in the form of discussions in relevant forums</p>

Focus area	3 Presentation of offensive behaviour
	<p>3.3 AUS will develop the action plan and ensure discussion and qualification of the plan in relevant forums</p> <p>3.4 AUS, study start team</p> <p>3.5 AUS, study web team</p>
How will it be followed up	<p>3.1 Code of Conduct to be finally approved by the Dean's Office</p> <p>3.2 Action cards to be communicated to relevant target groups</p> <p>3.3 The annual cycle is finally approved by the Dean's Office</p> <p>3.4 ---</p> <p>3.5 ---</p>
Schedule for follow-up	<p>3.1 During Autumn 2022</p> <p>3.2 During Autumn 2022</p> <p>3.3 During Autumn 2022</p> <p>3.4 Autumn 2023</p> <p>3.5 Autumn 2023</p>

Focus area	4 Support for students with functional impairments
Titles	<p>4.1 Study start on Danish and international Master's degree programmes</p> <p>4.2 Ongoing upskilling of study boards and, if relevant, exemption committee</p>

Focus area	4 Support for students with functional impairments
	4.3 Process description regarding special conditions in classes
Purpose	<p>4.1 To present and raise awareness among the students of the support and special conditions on offer, as part of their study start.</p> <p>4.2 That study board members feel that they are qualified to make decisions on special conditions and exemptions</p> <p>4.3 To create a uniform and clear process description of the internal procedures to be followed when students apply for special conditions in class</p>
Action/solution	<p>4.1 Review of the study start rooms</p> <p>4.2 In connection with the appointment of new study boards and exemption committees, a case worker gives a presentation, in collaboration with a student counsellor, on rules for case handling of students with functional impairments and the career and guidance services offered to students</p> <p>4.3 The interdisciplinary process description is prepared by AUS, involving: Education, Counselling and Legality</p>
Short term/long term	<p>4.1 Short-term</p> <p>4.2 Long-term</p>

Focus area	4 Support for students with functional impairments
	4.3 Short-term
Schedule/milestones 2023	<p>4.1 The study start team and the Special Education Support (SPS) contact will develop information for the study start room in connection with study start 2022</p> <p>4.2 ---</p> <p>4.3 Incorporation of proposed changes to the procedure by Autumn 2022 Preparation of follow-up plan Spring 2023</p>
Schedule/milestones 2025	<p>4.1 ---</p> <p>4.2 ---</p> <p>4.3 ---</p>
Goals/success criteria	<p>4.1 That all students who join study start rooms have been provided with the information</p> <p>4.2 Giving presentations to new study board/exemption committee members</p> <p>4.3 ---</p>
Responsible	<p>4.1 Morten J. Terp, Iggi J. Petersen</p> <p>4.2 Astrid Kløve Albæk Pedersen, Morten J. Terp</p> <p>4.3 Linda Ølgaard Christensen, Morten J. Terp,</p>
Resources	<p>4.1 ---</p> <p>4.2 ---</p>

Focus area	4 Support for students with functional impairments
	4.3 ---
Responsible for follow-up	<p>4.1 AUS, Special Education Support (SPS) contact and study start team</p> <p>4.2 AUS, Astrid Kløve Albæk Pedersen, Morten J. Terp</p> <p>4.3 AUS, Linda Ølgaard Christensen, Morten J. Terp</p>
How will it be followed up	<p>4.1 Including review of the material</p> <p>4.2 Including contact to study boards</p> <p>4.3 In the working group, Linda Ølgaard Christensen, Morten J. Terp</p>
Schedule for follow-up	<p>4.1 Autumn 2022</p> <p>4.2 Autumn 2023</p> <p>4.3 Autumn 2022</p>

Focus area	5 Physical study environment
Titles	5.1 Facility Help Desk – FHD – reporting of faults and defects
Purpose	5.1 Study Environment Survey 2021 has resulted in a very large number of free-text responses, which primarily highlight minor problems with the physical facilities – specifically inadequate

Focus area	5 Physical study environment
	<p>servicing of campus facilities in classrooms, communal areas, toilets etc. It seems that the many problems should have been reported via UCPH's FHD app as they arose. The reason why this has not been done must be a lack of knowledge among the students about how simple it is to report problems directly to SUND's Campus Service organisation.</p>
Action/solution	<p>5.1 Therefore, a behavioural campaign will be launched to encourage students to report the many minor problems on a ongoing basis, thereby ensuring that the physical teaching facilities, study areas, break rooms, toilets etc. are kept clean, neat and functional at all times.</p>
Short term/long term	<p>5.1 Short-term</p>
Schedule/milestones 2023	<p>5.1 The behavioural campaign will be launched in Autumn 2022. The action will be planned jointly by CSS, AUS and COM – and the campaign format must be such that it can be repeated in the coming years, for example as part of the study start for new students at SUND.</p>

Focus area	5 Physical study environment
Schedule/milestones 2025	5.1 ---
Goals/success criteria	5.1 The goal is that, in future Study Environment Surveys, the students will not feel the need to submit as many free-text responses concerning the daily servicing and cleaning of communal areas. The aim is for students to use the free-text responses to suggest more general actions for improving the physical study environment across the Faculty.
Responsible	5.1 CSS (Anette Persson) is responsible for initiating and implementing the behavioural campaign.
Resources	5.1 ---
Responsible for follow-up	5.1 CSS
How will it be followed up	5.1 To be considered by Student Forum at the end of 2022 with a view to discussing how the behavioural campaign has been received among the students. Internally in CSS, it is mapped whether more input has been received from students.
Schedule for follow-up	5.1 Follow-up, end of 2022

