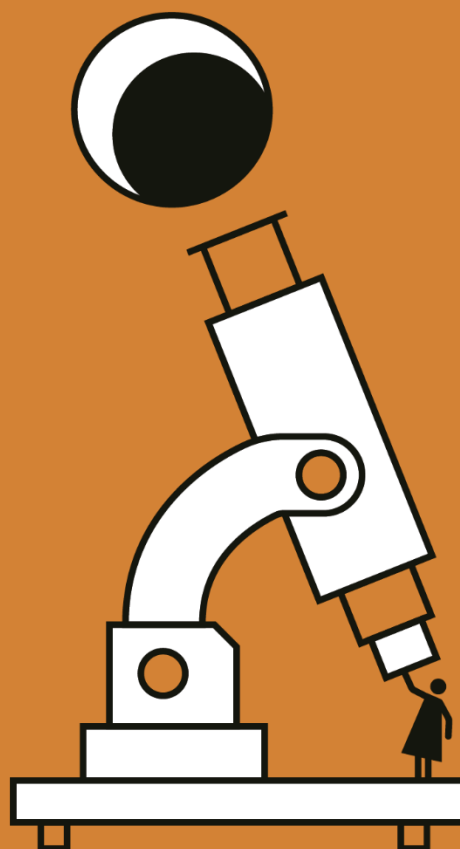
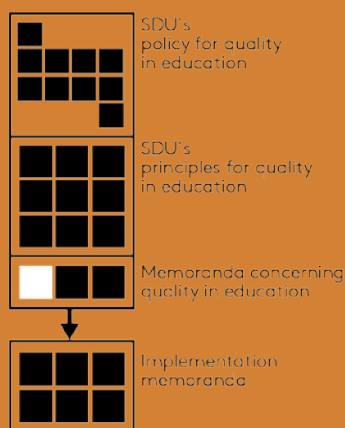


Memorandum on SDU's key figures for quality in education of full-time programmes

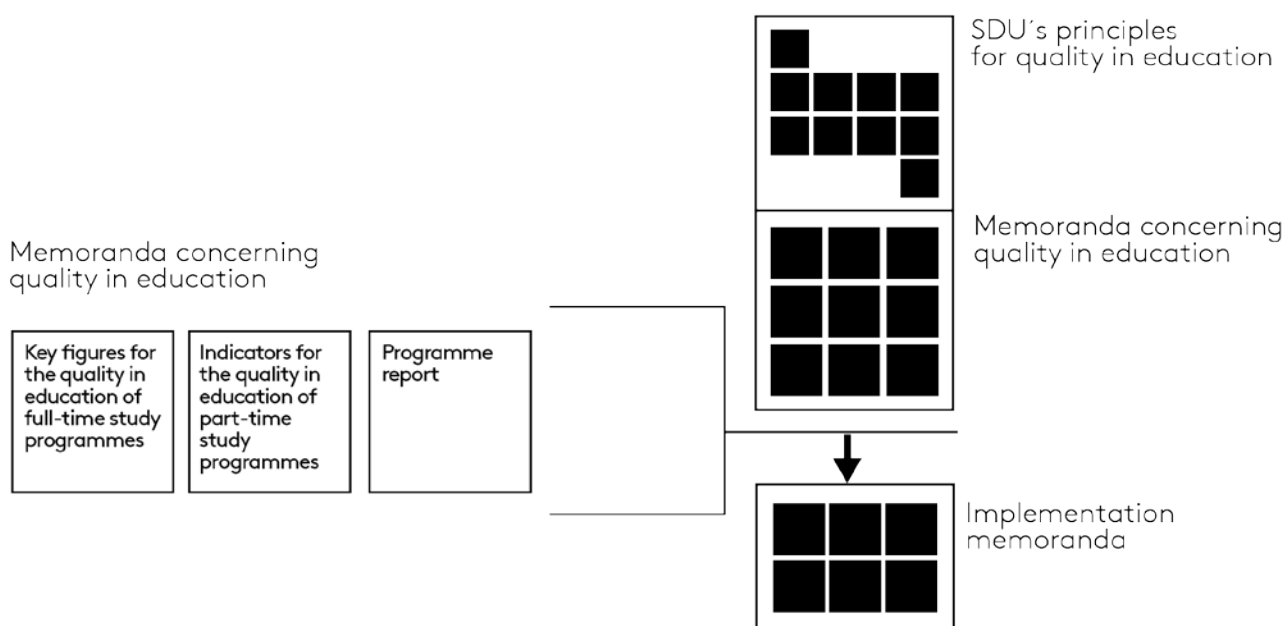


Colophon

Document status: Applicable
Approved as of: 07/11/2019
Approved by: The Executive Board
Applicable to: SDU
Website: www.sdu.dk/en/uddannelseskvalitet
File number: 18/5558

Memorandum on SDU's key figures for quality in education of full-time programmes

Preview over documents for SDU's quality in education



Memorandum on SDU's key figures for quality in education of full-time programmes

Content

Introductory remarks.....	3
Key figures for drop-out.....	6
Key figures for duration of study.....	8
Key figures for relevance.....	10
Key figures for teaching activity.....	14
Key figures for research coverage.....	16

Introductory remarks

SDU's quality work systematically incorporates five key figures for the educational quality of full-time programmes. These key figures are prepared separately for each programme and broken down by type of education (Bachelor's/professional Bachelor's, Master's degree and Master's programmes for working professionals) and the campus where the programme is offered.

This also includes when SDU considers a key figure to be unsatisfactory. A number of indicators in the quality policy indicate the actions that the responsible parties shall carry out if unsatisfactory key figures exist. As a starting point, unsatisfactory key figures must be analysed and explained, and a decision has to be made on the possible implementation of measures to correct the situation. In addition to the key figures, additional statistical material (secondary key figures), which forms part of the quality work, is systematically prepared.

The five key figures in SDU's quality policy are:

- Drop-out
- Duration of study
- Teaching activity
- Relevance (not assessed for academic Bachelor programmes)
- Research coverage (not assessed for professional Bachelor programmes)

The assessment of whether unsatisfactory key figures exist is based solely on the level of key figures for the year most recently assessed, unless this concerns programmes with small populations where statistical variation does not always provide an accurate view. The latter is taken into account in connection with the establishment of definitions and limit values for the respective key figures and the below shows where separate calculation methods for small programmes are necessary.

The key figures are continually revised in order to streamline the process and adhere to the external requirements for educational quality. In order to accommodate this, the key figures are prepared according to the following principles stating that, as far as possible, there should be:

- Simple definitions of key figures and averages for indicator markings
- Accurate key figures where their relevance to the assessment of the quality of the programmes cannot be called into question
- Key figures, which as the most important parameter and as far as possible, compare the programmes with related programmes (the main academic field). This is to enhance the educational environment's perception of key figures being accurate indicators of quality
- Key figures shall, as far as possible, be generated automatically
- Key figures shall, as far as possible, be assessed on the basis of the same parameters as the existing key figures in the sector
- The calculation methods on which the key figures are based are continuously adjusted in order to ensure that assessment methods reflect those used in sectors in general

Publication and documentation

Key figures are used in several places in the university's quality and documentation system. They can be located at the heart of the programme's Whitebook pages via a dashboard, which indicates the level of satisfaction graphically by means of a lamp system ("traffic lights"). Key figures (where possible) are available for at least the last three years.

The key figures have their own part in part D of the Programme Report, and the programmes must therefore relate to current key figures in connection with the preparation and processing of the Programme Report. The key figures can also be seen in the appendix to the Faculty and University Report, which contains a performance overview of all of the faculty's programmes in relation to key figures. Further information on the process for the Programme Report can be found in "Memorandum on SDU's Programme Report", see https://www.sdu.dk/en/om_sdu/Uddannelses-kvalitet/saadan_arbejder/Kvalitetssystem/opfoelgning.

The key figures are also part of SDU's Development Contract, see https://www.sdu.dk/en/om_sdu/sdus_profil/strategi/rammekontrakt.

Key figures are generally published when they become available. The lamp indicators are determined in accordance with the process for the annual Programme Report.

The methods for calculating each key figure are described in detail in an internal document in Strategy & Communication.

Definition of lamp system

The lamp system indicates the educational quality of a given key figure via 3 levels of satisfaction:

1. Green (✓): The value of the key figure indicates that the quality is satisfactory, as the quality objective for the given parameter has been fulfilled.
2. Yellow (●): Basically, the value of the key figure indicates that the quality is satisfactory but the indicator is on its way to becoming unsatisfactory. The key figure is in the danger zone for developing into unsatisfactory quality in a future assessment if no action is taken.
3. Red (●): The value of the key figure indicates that the quality is unsatisfactory.

Particularly regarding the assessment of key figures for drop-out, duration of study and unemployment rate for small programmes

Definition of small programmes and calculation methods

Key figure for drop-out

A programme is classified as small if the number of admissions that form the basis for the calculation of first year drop-out is lower than 15.

The first year drop-out for a small programme is calculated as a weighted average of the last three years for first year drop-out.

Key figure for duration of study

A programme is classified as small if the number of graduates that form the basis for the calculation of duration of study is lower than 15.

Exceedance of the duration of study for a small programme is calculated as a weighted average of the last three years exceedance of the duration of study.

Key figure for relevance

A programme is classified as small if the number of graduates that form the basis for the calculation is lower than 15.

The relevance for a small education is calculated as a weighted average of the last three years figures for the relevance parameter that applies to the given programme level.

Particularly regarding small programmes

The specific population must be examined if a red key figure is triggered by a small programme based on the weighted average. This occurs in connection with the Education Board's processing of the preliminary observation list, as described in "Memorandum on SDU's Programme Report".

If the total number of the three-year assessment is lower than 15, it will not trigger a lamp marking, as statistical variation in a small population may mislead the lamp assignment.

Key figures for drop-out

Proportion of terminations during the first year of study

Lamp-triggering limit values

National average

The national average for the main academic field of the same type of education or the national average for the same type of education across all main academic fields is used.

The national average with the highest national average is used when determining lamps.

Professional Bachelor's programmes are regarded as Bachelor programmes, which means that there are no separate national averages for professional Bachelor programmes and academic Bachelor programmes.

Amendment

For a national average where the average is below or equal to 6%, there is an amendment of 2 percentage points.

For a national average where the average is higher than 6%, there is an amendment of 33%.

Limit values

For programmes where the national average used is below or equal to 6%:

- **Green:** Programmes that are at or below the highest national average
- **Yellow:** Programmes that are above the highest national average but below or equal to the national average + 2 percentage points
- **Red:** Programmes that are above the limit value for yellow

For programmes where the national average used is above 6%:

- **Green:** Programmes that are at or below the highest national average
- **Yellow:** Programmes that are above the highest national average but below or equal to the national average + 33%
- **Red:** Programmes that are above the limit value for yellow

The method is identical for Bachelor's and professional Bachelor's programmes, Master's programmes for working professionals and Master's degree programmes.

Definition

Proportion of students admitted in a given year who are not either active 13 months after study start or have graduated in the same main academic field within this time period. Indicated as a percentage (number of drop-outs out of all students admitted). Admission is assessed on 1st October.

Only admissions granted through the Coordinated Admission System (KOT) are used for Bachelor's and professional Bachelor's programmes, while the entire pool of admissions is used for Master's degree and Master's programmes for working professionals.

The definition follows key figures F.3.1 and F.3.2 of Universities Denmark (<https://dkuni.dk/tal-og-fakta/beredskab/>).

The national averages calculated by Universities Denmark are used for the purpose of setting limit values, which are calculated by 1 decimal place. However, the national average for the previous year will be used for calculating limit values in a given year. This can be taken into account in the interpretation of the lamps.

The limit values and drop-out percentage of the programmes are rounded to 1 decimal place prior to comparison.

Responsible parties

Drop-out is assessed in October by Student Services on the basis of data from the student study administrative system.

Key figures for duration of study

Exceedance of prescribed period of study for graduates

Lamp-triggering limit values

Bachelor's, professional Bachelor's and Master's degree programmes

- **Green:** programmes where the average exceedance is up to and including three months
- **Yellow:** programmes where the average exceedance is over three months up to and including six months
- **Red:** programmes where the average exceedance is over six months

Master's programmes for working professionals

- **Green:** programmes where the average exceedance is up to and including six months
- **Yellow:** programmes where the average exceedance is over six months up to and including 12 months
- **Red:** programmes where the average exceedance is over 12 months

Definition

The method is identical for Bachelor's, professional Bachelor's, Master's programmes for working professionals and Master's degree programmes.

The duration of study for graduates is determined by the date on which they were admitted to the programme until the date they graduate from the programme.

The exceedance of the duration of study is assessed as the difference between the actual duration of study minus the prescribed period of study. The definition follows the current guidelines of the Danish Ministry of Higher Education and Science (<https://ufm.dk/uddannelse/videregaende-uddannelse/institutionstilskud/resultattilskud/opgorelsen-af-overskridelsen-af-normeret-studietid.pdf>).

The average exceedance of the duration of study is calculated as a simple average of the exceedance for graduates on the relevant programme in a given year.

Master's programmes for working professionals have a prescribed period of study of 2 years in addition to the prescribed period of study that ordinary graduates have for the same programme.

The average exceedance of the duration of study is rounded to 1 decimal place prior to the comparison with limit values.

Responsible parties

Duration of study is assessed during October/November by Student Services on the basis of data reported to Statistics Denmark.

Key figures for relevance

Unemployment: Average unemployment 4-7 quarters after graduation

The quality policy uses three figures to illustrate relevance:

Unemployment is a lamp-triggering indicator for the relevance of professional Bachelor's, Master's degree and Master's programmes for working professionals programmes. If unemployment is unsatisfactory, the situation must be explained in section D of the Programme Report, just as the measures being taken to correct the situation must be described (section E).

Employment serves as a supplementary indicator for the relevance of professional Bachelor's, Master's degree and Master's programmes for working professionals and is not lamp-triggering. The employment rate was introduced in the Appropriation Reform, which entered into force in 2019. The full employment subsidy is achieved if the recent graduates have an employment rate on a level with, or higher than, the general employment minus the factor of uncertainty. If the employment rate of the recent graduates is lower, the amount will be gradually reduced until the recent graduates have an average employment rate that is 25 percentage points below the target figure for where the employment subsidy no longer applies.

The transition frequency from Bachelor's programme to Master's degree programme is used as a supplementary indicator for academic Bachelor programmes and is not lamp-triggering. The number of academic Bachelor graduates who do not continue with a Master's degree program is low, which means that employment and unemployment assessments are based on a small basis and can therefore give a misleading picture of the relevance of the programme.

In the case of employment and transition frequency, the faculties shall pay particular attention to programmes where the employment rate or transition frequency is unsatisfactory. If this is the case, the situation should be commented on in section D of the Programme Report.

Lamp-triggering limit values

Professional Bachelor's, Master's degree and Master's programmes for working professionals

Unemployment

National average

The national average for all higher education or the national average for the main academic field for the same type of education is used.

The national average with the highest national average is used when determining lamps. The main academic field for professional Bachelor's programmes is defined as the programme group used by UFM. For example, the professional Bachelor's programme in English and IT-based marketing communication belongs to the group "Media, communication, IT, etc., prof.Bach."

Amendment

For a national average where the average is below or equal to 6%, there is an amendment of 2 percentage points.

For a national average where the average is higher than 6%, there is an amendment of 33%.

Limit values

For programmes where the national average used is below or equal to 6%:

- **Green:** Programmes that are at or below the highest national average
- **Yellow:** Programmes that are above the highest national average but below or equal to the national average + 2 percentage points
- **Red:** Programmes that are above the limit value for yellow

For programmes where the national average used is above 6%:

- **Green:** Programmes that are at or below the highest national average
- **Yellow:** Programmes that are above the highest national average but below or equal to the national average + 33%
- **Red:** Programmes that are above the limit value for yellow

Points of attention - supplementary indicators

Professional Bachelor's, Master's degree and Master's programmes for working professionals

Employment:

An employment rate of 25 percentage points below the societal employment rate minus a factor of uncertainty is unsatisfactory.

Bachelor programmes

Transition frequency

A transition frequency of less than 75% is unsatisfactory.

Definitions

Unemployment

Unemployment is assessed as the average unemployment rate 4-7 quarters after the date of graduation. The assessments cover the graduates during the period between 1st October the previous year until 30th September of the current year.

The assessments are based on daily registrations, which means that the unemployment rate indicates how long the average graduate has been unemployed. All graduates are included in the assessments. This means that graduates who are in education, not in Denmark or outside the workforce are included in the assessments. The definition follows the Danish Ministry of Higher Education and Science's assessment of unemployment: <https://ufm.dk/uddannelse/statistik-og-analyser/faerdiguddannede/aktuel-ledighed>.

Employment

Employment is assessed as the average employment rate 12-23 months after the date of graduation. The assessments cover students who graduate during the period between 1st October the previous year until 30th September of the current year.

The assessments are based on daily registrations, which means that days on which graduates are available for work on the Danish labour market are included.

Days on which graduates are in education, not in Denmark or outside the workforce are not included in the assessments. The definition follows the Danish Ministry of Higher Education and Science's assessment of unemployment in the appropriation system from 2019: <https://ufm.dk/uddannelse/statistik-og-analyser/faerdiguddannede/beskaeftigelse>.

The table below shows the types of graduates that are included in the assessments of unemployment and employment. A check mark indicates that days when the graduate's status is one of five possible are included in the assessment.

	Employed	Unemployed	In education	Not in Denmark	Outside the workforce
Unemployment	√	√	√	√	√
Employment	√	√			

Note: Graduates who are on parental leave or deceased are categorised as being outside of the workforce.

Transition frequency

The transition frequency is defined as the number of the year's graduates who are admitted to a Master's degree programme at SDU in the same year (students who graduate during the period between 1st October – 30th September, who were admitted in the same period).

Responsible parties

The key figure for relevance is assessed by Student Services in November. Unemployment and employment are calculated on the basis of data in the Danish Ministry of Higher Education and Science's Data Warehouse. Transition frequency is calculated on the basis of SDU's own assessment of Bachelor graduates and admissions of graduates.

Key figures for teaching activity

Number of teaching (activity) hours per ECTS

Lamp-triggering limit values

- **Green:** programmes where the number of hours per ECTS is equal to or more than SDU's goal
- **Yellow:** programmes where the number of hours per ECTS is equal to or more than the Danish Ministry of Higher Education and Science's minimum limit but below SDU's goal
- **Red:** programmes where the number of hours per ECTS is below the Danish Ministry of Higher Education and Science's minimum limit

Bachelor's and professional Bachelor's programmes:

Danish Ministry of Higher Education and Science's minimum limit: 5 hours per teaching-related ECTS.

SDU's goal: 5.2 hours per teaching-related ECTS, corresponding to 156 hours per semester.

Master's degree and Master's programmes for working professionals:

Danish Ministry of Higher Education and Science's minimum limit: 3 hours per teaching-related ECTS.

SDU's goal: 3.5 hours per teaching-related ECTS, corresponding to 104 hours per semester.

Definition

Teaching activity

A teaching activity for Bachelor's, professional Bachelor's, Master's programmes for working professionals and Master's degree programmes is defined as one of the following:

1. Planned teaching where the university teacher and students are physically present together
2. ICT-based teaching

The teaching activities may therefore include:

1. Lectures
2. Various practical assignment lessons
3. Workshops
4. Laboratory exercises
5. Simulation lessons
6. Online peer feedback
7. Online case work

Teaching activity is not calculated for ECTS points earned in connection with internship, study abroad or project work, including final projects.

The definition follows the definition that the Danish Ministry of Higher Education and Science uses in connection with the teaching hours system: <https://ufm.dk/uddannelse/statistik-og-analyser/timetal/offentliggorelse-af-timetal>.

The calculated number of teaching hours per ECTS is rounded to 1 decimal place prior to the comparison with limit values.

Minimum limits

The Ministry uses the Danish Ministry of Higher Education and Science's minimum limits in a supervisory context. The limit for SDU's own goal corresponds to the minimum limit, which marked the transition from a green to a red key figure prior to the assessment of key figures in 2019.

Responsible parties:

The faculties assess the number of teaching hours in connection with reporting to the Danish Ministry of Higher Education and Science's teaching hours system. The key figure is then prepared by Student Services on the basis of the teaching hours published by the Danish Ministry of Higher Education and Science in June, in which the key figure is based on the activity picture for the previous autumn semester and ongoing spring semester.

Key figures for research coverage

VIP-DVIP (academic staff/part-time academic staff): Proportion of teaching undertaken by full-time university teachers, including researchers

The quality policy uses two figures to illustrate research coverage:

VIP-DVIP is an indicator for the amount of teaching undertaken by full-time university teachers, including university teachers who undertake research at SDU. The higher the proportion, the greater the indication that the students receive research-based teaching.

In the case of VIP-DVIP, the situation must be explained in section D of the Programme Report if the value is unsatisfactory, just as the measures being taken to correct the situation must be described (section E).

The Student FTE/VIP ratio is an indicator for whether the students have good opportunities for contact with active researchers in the teaching, in that it assesses what is comparable to the class quotient of the programme. The lower the ratio, the greater the opportunity for contact. The Student FTE/VIP ratio acts as a supplementary quality indicator and is not lamp-triggering.

The methods for VIP-DVIP and Student FTE/VIP are identical for Bachelor's, Master's programmes for working professionals and Master's degree programmes.

The key figure for research coverage is not assessed for professional Bachelor's programmes, as they are not subject to research coverage.

Lamp-triggering limit values

VIP-DVIP:

- **Green:** The proportion is equal to or more than the national average for the main academic field.
- **Yellow:** The proportion is between the national average for the main academic field and the national average for the main academic field minus 33%.
- **Red:** The proportion is less than the national average for the main academic field minus 33%.

However, a programme does not have an unsatisfactory VIP-DVIP if it is above a value of 75%. SDU considers this value to be an acceptable coverage of permanent employees, while at the same time allowing external input via DVIP.

Definition and calculation of VIP-DVIP

VIP and DVIP follow the definition used by the ministerial report of planned teaching and supervision. The precise definitions behind the ministerial assessments for teaching and supervision can be found here: <http://ufm.dk/uddannelse-og-institutioner/statistik-og-analyser/timetal>.

Data from the ministerial reporting of planned teaching and supervision for the most recently assessed programme year are used for assessing the number of VIP and DVIP teaching hours for a programme (the assessment period is autumn + spring). Both teaching and supervision are included.

This is multiplied by a faculty factor for the VIP teacher's preparation (calculated locally - a weighted average is used in cases of different preparation factors for different staff groups). The total amount of VIP working hours spent on the programme is thereby obtained.

This is divided by 1680 (the standard for full-time equivalents) to obtain the number of VIP full-time equivalents used on the programme.

Calculation of proportion and comparison

VIP-DVIP is calculated as the percentage VIP full-time equivalents represent of the total number of full-time equivalents (VIP + DVIP) in the programme. This ratio is compared with the national average for the ratio in the main academic field. VIP-DVIP in the main academic field is calculated on the basis of the VIP-DVIP ratio, which will be published in October by the Danish Accreditation Institution in the document "Memorandum on comparison bases for use in, i.e. accreditation of existing university programmes" at <https://akkr.dk/akkreditering/eksisterende-uddannelser/nogletal/>.

Please note that the calculated national averages are from the year before the VIP-DVIP was assessed for the programme. This can be taken into account in the interpretations of the values.

The limit values and value of the VIP-DVIP are rounded to 1 decimal place prior to comparison.

Definition and calculation of Student FTE/VIP ratio

VIP full-time equivalents

The total number of VIP full-time equivalents used for the programme.

The assessment is an expression of all VIP resources added to the programme, which means that, e.g. group-doubling, electives and individual counselling are counted. The method for the assessment of VIP full-time equivalents therefore differs from the method used for the assessment of VIP-DVIP.

VIP full-time equivalents are assessed as the total number of VIP working hours converted into full-time equivalents, in which 1 full-time equivalent represents 1,680 working hours.

SFTE

The accrued number of resource-triggering Student FTEs is used at programme level, which is based on data reported to Universities Denmark's Statistical Preparedness. The figures can be found in "Whitebook – statistisk årbog - STÅ – Ressourceudløsende STÅ". Student FTE assessments are used for previous programme years (autumn + spring).

Ratio and comparison

The ratio is determined by dividing the number of Student FTEs by VIP full-time equivalents (defined as above). The faculty's total Student FTE/VIP ratio for the same period of time is prepared for comparison.

Responsible parties

The faculties assess both key figures on the basis of their teaching activity reports to the Danish Ministry of Higher Education and Science. The assessment is prepared annually in May/June and is based on the activity picture for the previous autumn semester and ongoing spring semester.