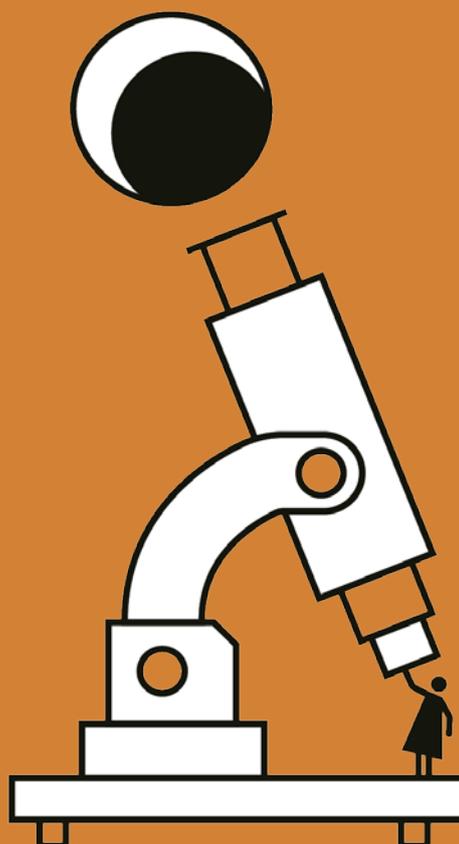
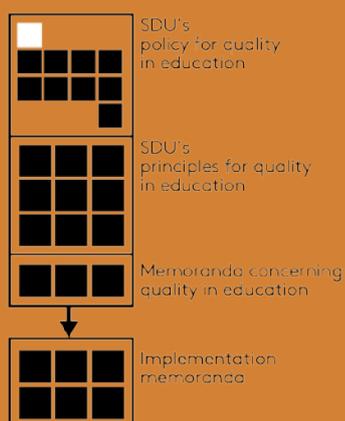


Policy for Quality in education: Preamble



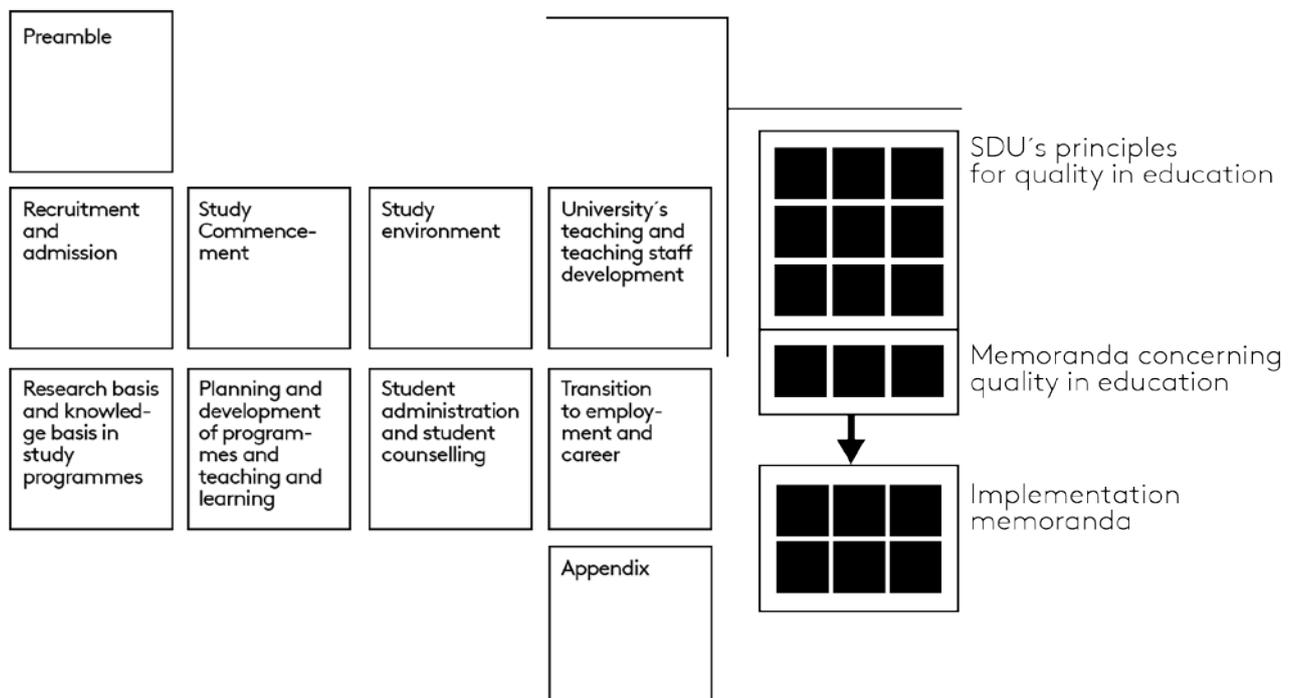
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Policy for Quality in education: Preamble

Preview over documents for SDU's Quality in Education

SDU's
policy for quality in education



Policy for quality in education: Preamble

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Purpose

The purpose is for students at SDU to develop their academic and personal competences in an inspiring and innovative learning and educational environment. The teaching and programmes shall have a high level of academic and pedagogical quality. SDU is constantly improving the programmes based on national and global needs.

SDU's policy for quality in education is based on European Standards and Guidelines (ESG) and expresses the university's goal for educational quality through eight sub-policies.

Systematic quality in education is ensured and developed by the university through the sub-policies on a constant basis.

Sub-policies

The sub-policies cover all levels of education in the fields of full-time and part-time studies, including programmes offered in English. The sub-policies reflect the progress of the student from application through programme to employment.

1. Sub-policy for Recruitment and Admission
2. Sub-policy for Study Commencement
3. Sub-policy for Study Environment
4. Sub-policy for University Teaching and Learning and Teaching Staff Development
5. Sub-policy for Research Basis and Knowledge Basis in Study Programmes
6. Sub-policy for Planning and Development of Programmes and Teaching and Learning
7. Sub-policy for Student Administration and Student Counselling
8. Sub-policy for Transition to Employment and Career

All sub-policies consist of an overall purpose, in which several quality objectives exist. Each quality objective contains one or more standards that are fulfilled by one or more indicators. The indicators are associated

with a responsible party and point to where the follow-up shall be documented. The indicators indicate the level that the responsible party is required to meet (to respond positively). The standard is considered met when all indicators contained in a standard have been fulfilled. The quality objective is considered fulfilled when all standards contained in a quality objective have been met. The purpose of the sub-policy is considered met when all quality objectives in a sub-policy have been obtained.

Each sub-policy indicates which framework applies to the individual sub-policy. This covers external frameworks such as legislation and ESG, as well as internally related documents such as strategies, policies and principles.

The sub-policies are supplemented by several principles for quality in education that serve to elaborate on the sub-policies. An overview of the coherence between quality objectives and principles can be seen in the Appendix of the quality policy.

Responsible parties

The Vice-Chancellor has the overall responsibility for the quality policy, and implementation is carried out via the Executive Board's work with quality.

The individual Dean and the University Director are responsible for the implementation and follow-up of the quality policy at the faculties and in the Central Administration. Specific implementation memoranda are prepared for each area. These describe the local implementation of the quality policy's sub-policies, the work with key figures and quality indicators, as well as the principles for educational quality at the faculties and in the Central Administration.

The Study Board is responsible for ensuring the quality of the individual programme in accordance with the University Act. The organisation, implementation and development of the programme and teaching are ensured in practice by the Head of Studies in collaboration with the Study Board.

The Head of Studies is responsible for fulfilling the quality objectives in the quality policy at educational level. In some cases, the person/s responsible for implementation may be someone other than the Head of Studies. This will be indicated in the implementation memoranda of the faculties.

The Council for Education is responsible for developing and revising the quality system's concept for ensuring the development of quality on a constant basis.

Data basis

To qualify the follow-up to the quality policy, data is available which supports the work with the individual quality objectives to varying degrees. The Appendix of the quality policy provides an overview of the data that may be used in the work with the sub-goals.

Key figures for full-time study programmes

The following key figures are for full-time study programmes (Bachelor programmes, Master's degree programmes, including *Erhvervskandidat* programmes and professional Bachelor programmes) and form part of the basis for assessments in the sub-policies:

- Drop-out
- Duration of study
- Unemployment
- Research basis
- Teaching activity

Key figures for drop-out and duration of study may be accessed in WhiteBook, the university's datawarehouse for education. WhiteBook indicates when one of these key figures is unsatisfactory.

Key figures for graduate unemployment may be accessed via the ministerial employment figures.

Key figures for research basis and teaching activity are prepared at the faculties.

The Executive Board is responsible for deciding whether a key figure is unsatisfactory. The definition of when a key figure is considered unsatisfactory is set out in the “Memorandum on SDU’s key figures for the quality in education of full-time programmes”.

Quality indicators for part-time study programmes

The following quality indicators are for part-time study programmes (Master's and Diploma programmes, as well as other part-time study programmes, including part-time Law and individual subjects) and form part of the basis for assessments in the sub-policies:

- Admissions
- Student population
- Graduates
- Research basis/knowledge basis
- Learning outcomes
- Quality and relevance experienced

The definition of the quality indicators' unsatisfactory limit value is set out in the “Memorandum on SDU’s indicators for the quality in education of part-time study programmes”.

General

In the event of unsatisfactory key figures or quality indicators appearing below the indicative limit value and/or problematic results of evaluations and surveys, further surveys and activities are initiated by the responsible party (associated with the actual indicator) to correct the situation.

Follow-up

Follow-up to the sub-policies takes place primarily via programme reports and secondarily as part of other formal reports.

The programme reports are prepared based on a concept described in the “Memorandum on SDU’s programme report”.

A programme report is prepared for the individual programme. The report contains a follow-up to the action plan of the previous year, a strategic analysis of the programme, the status of the programme's work with the quality policy, the status of the programme's key figures, as well as the action plan for the coming year.

Based on the programme reports of the programme, a faculty programme report is prepared by each faculty. This adheres to the same structure as the programme report, aside from the fact that the content is aggregated at faculty level.

The heads of division in the Central Administration, who have been assigned responsibility for one or more indicators through the Central Administration’s implementation memorandum, prepare a report on educational quality that contains a follow-up to the action plan of the previous year, a strategic analysis of the central administrative unit, the status of the central administrative unit’s work with the quality policy and an action plan for the coming year.

Based on the reports by the heads of division, the University Director prepares the Central Administration's report on quality in education, which adheres to the same structure as the central administrative units’ reports, aside from the fact that the content is aggregated at Central Administration level.

The programme reports of the Central Administration and the faculties form the basis of the university programme report, which contains a status for educational quality for the entire university.

Follow-ups are carried out on a biennial basis.

Revision

To ensure that the goals and content of each sub-policy are up to date and satisfactory in relation to the activities of the university, the sub-policies are systematically reviewed by the Council for Education every three years and a revision is initiated where necessary. Furthermore:

- The Executive Board may elect to initiate a revision of one or more sub-policies further to the overall feedback on programme reports. This also includes the elimination of existing sub-policies or the development of new sub-policies.
- The Council for Education may ask the Executive Board to revise the sub-policies.
- The sub-policies are under constant administrative revision with the approval of the Council for Education. This is to ensure that external requirements and internal conditions such as strategy and management basis, framework contract and other strategic contexts are adhered to.
- The Student Administrative Coordinating Group for Quality (SAK KVAL) may update link addresses on external and internal framework documents.

More information

Description of quality work at SDU: www.sdu.dk/UddannelsesKvalitet

European Standards and Guidelines: <http://www.enqa.eu/index.php/home/esg/>

WhiteBook: <http://www.sdu.dk/whitebook>