

Preamble: Policy for Quality in Education	
Objective	<p>Students at The University of Southern Denmark develop their academic and personal competences in an inspiring and innovative learning and educational environment. Academically and pedagogically, teaching and study programmes must be of the highest quality.</p> <p>The University of Southern Denmark's policy for quality in education is based on the European Standards and Guidelines (ESG) and expresses the University's goals for educational quality via eight sub-policies.</p> <p>The University ensures and develops the educational quality via the sub-policies in an ongoing and systematic basis.</p>
Sub-policies	<p>The sub-policies comprise all educational levels in full-time and part-time studies, including study programmes offered in English. The sub-policies reflect the students' progress from application to education to employment.</p> <ol style="list-style-type: none"> <li>1. Sub-policy for Recruitment and Admission</li> <li>2. Sub-policy for Study Commencement</li> <li>3. Sub-policy for Study Environment</li> <li>4. Sub-policy for University Teaching and Learning and Teaching Staff Development</li> <li>5. Sub-policy for the Research Basis and Knowledge Basis in Study Programmes</li> <li>6. Sub-policy for Planning and Development of Programmes and Teaching and Learning</li> <li>7. Sub-policy for Student Administration and Student Counselling</li> <li>8. Sub-policy for Transition to Employment and Career</li> </ol> <p>All sub-policies consist of an overall objective, which includes a number of intended outcomes. Each intended outcome has one or more standards, which are fulfilled through one or more indicators. The indicators are assigned to a responsible party, and it is specified where follow-up is documented. The indicators reflect the level which the responsible party must fulfil (be able to confirm). When all indicators under a standard are fulfilled, the standard is fulfilled. When all standards under an intended outcome are fulfilled, the intended outcome is fulfilled. When all intended outcomes in a sub-policy are fulfilled, the objective of the sub-policy is regarded as achieved.</p> <p>Specific framework conditions are listed for each sub-policy. This includes external frameworks like legislation and ESGs as well as internal documents like strategies, policies and principles.</p>
Responsibility	<p>The Vice-Chancellor has the overall responsibility for the quality policy, and implementation takes place via the Executive Board's quality work.</p> <p>All deans and the University Director are responsible for the implementation of and follow-up of the quality policy in the Faculties and in the Central Administration. In each area, specific implementation memoranda are prepared, describing local implementation at the faculties and in the Central Administration.</p> <p>According to the University Act, each study board is responsible for quality assurance of its individual study programmes. In practice, the Head of Studies and the study board collaborate on planning, implementation and development of education and teaching. Responsibility for achieving the intended outcomes at the programme level rests with the Head of Studies. In some cases, others may be responsible for implementation. This will be stated in the faculties' implementation memoranda.</p> <p>The Council for Education is responsible for developing and revising the concept of the quality system to ensure on-going quality enhancement.</p>
Data	The following key figures form part of the basis for assessments in the sub-policies:

	<ul style="list-style-type: none"> <li>• Drop-out</li> <li>• Duration of studies</li> <li>• Employment</li> <li>• Research basis</li> <li>• Internationalisation</li> <li>• Teaching hours</li> </ul> <p>Key figures on drop-out rate, duration of studies and internationalisation are available in WhiteBook, the University’s data warehouse for education. It is stated in WhiteBook when a key figure is unsatisfactory.</p> <p>Key figures on graduate employment are available via employment figures from the Ministry of Higher Education and Science and the University’s graduate surveys.</p> <p>Key figures on research basis and teaching activity are prepared at the faculties.</p> <p>The Executive Board decides whether a key figure is satisfactory or not. The definition of when a key figure is unsatisfactory is stated in the “Memorandum on Key Figures”.</p> <p>In case of unsatisfactory key figures and/or problematic results of evaluations and surveys, the responsible party (assigned to the relevant indicator) effectuates investigations and activities to rectify the problems.</p>
Follow-up	<p>Follow-up on sub-policies appears primarily in programme reports, secondarily in connection with formal reporting.</p> <p>The programme report is prepared for the individual study programme based on the University’s concept. The report follows up on the preceding action plan, SWOT analysis or other strategic analyses, status on the programme’s quality work, status for the programme’s key figures and action plan for the coming period.</p> <p>The Central Administration also prepares a report for the area’s support of educational quality.</p> <p>The faculties each formulate a compilation of the programme reports.</p> <p>The report from the Central Administration and the faculties’ compiled reports form the basis of the University’s programme report, which contains a status of the University’s overall quality in education.</p> <p>Follow-up takes place every other year.</p>
Revision	<p>To ensure that the objectives and outcomes of the individual sub-policies are up to date and exhaustive in relation to the University’s activities, the Council for Education systematically assesses the sub-policies every three years and initiates revisions if necessary. In addition,</p> <ul style="list-style-type: none"> <li>• The Executive Board may effectuate a revision of one or more sub-policies based on the overall feedback on the programme reports. This includes the phase-out of existing sub-policies and/or development of new sub-policies</li> <li>• The Council for Education may recommend revisions of sub-policies to the Executive Board</li> <li>• The sub-policies are subjected to on-going administrative revision with approval in the Council for Education. This is to ensure compliance with external requirements and internal conditions like strategy and management foundation, development contracts and other strategic aspects.</li> </ul>
Additional information	<p>Description of SDU’s quality work: <a href="http://www.sdu.dk/Uddannelseskvalitet">www.sdu.dk/Uddannelseskvalitet</a></p> <p>European Standards and Guidelines: <a href="http://www.enqa.eu/pubs_esg.lasso">www.enqa.eu/pubs_esg.lasso</a></p> <p>WhiteBook: <a href="http://www.sdu.dk/whitebook">www.sdu.dk/whitebook</a></p>

Decision by the Executive Board: 19 December 2013

Title	1. Sub-policy for Recruitment and Admission
Objective	<p>The University of Southern Denmark supports potential students' opportunities to choose the right study programme at the University.</p> <p>The University makes an effort to ensure that potential students gain insight and knowledge concerning:</p> <ul style="list-style-type: none"> <li>• academic requirements, academic content and job opportunities</li> <li>• the study programme's study environment and being a university student</li> </ul> <p>The University strives for the best match between students and study programmes. The right students should be enrolled on the right programmes.</p>
Framework conditions	<p>External:</p> <ul style="list-style-type: none"> <li>• The University Act, executive orders on admission, education, part-time education, and professional master programmes</li> <li>• Act on Transparency</li> <li>• ESG 1.7: Public Information</li> </ul>
	<p>Internal documents:</p> <ul style="list-style-type: none"> <li>• Mission and vision</li> <li>• Strategy and management</li> <li>• Strategy for Programme Development (in writing)</li> <li>• Counselling Strategy (in writing)</li> <li>• Communication Strategy</li> <li>• Development contract</li> <li>• Language policy</li> </ul>

Intended outcome	1.1 The University of Southern Denmark collaborates regionally, nationally and internationally to inform about its programme portfolio		
	Standard	1.1.1 The University maintains and develops close relations regionally, nationally and internationally when relevant, e.g. with education advice centres, youth and continuing education institutions, municipalities, regions, ministries, agencies and business community	
	Indicator	1.1.1.1 The study programme and the faculty continually evaluates with which stakeholders it is relevant to establish relations	
		Follow-up	a. Programme report b. Faculty's programme report
		Responsibility	a. Head of Studies b. Dean
	Indicator	1.1.1.2 The University continually evaluates with which stakeholders it is relevant for a study programme to establish relations	
Follow-up		The Central Administration's programme report	

		Responsibility	University Director
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Intended outcome	1.2 The University of Southern Denmark's communication about its study programmes is credible		
	Standard	1.2.1 The University communicates targeted, differentiated and coordinated with its target groups via relevant media, platforms and technologies	
	Indicator	1.2.1.1 The University continually assesses its communication with its target groups	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Indicator	1.2.1.2 Newly enrolled students indicate in the study commencement surveys that communication about study programmes is adequate	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Standard	1.2.2 The University informs about admission requirements, content and job opportunities in relevant languages about all study programmes	
	Indicator	1.2.2.1 Presentations of all study programmes are available on the University's website	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Indicator	1.2.2.2 Presentations of study programmes include information about admission requirements, content, job opportunities, credit transfer and requirements regarding supplementary courses	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Indicator	1.2.2.3 For programmes offered in English, the presentation is available in English	
Follow-up		a. Programme report	

			b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director

Intended outcome	1.3 Applicants to The University of Southern Denmark's study programmes obtain relevant knowledge about their educational options at the University		
	Standard	1.3.1 The University offers general and specific counselling on its study programmes and individual guidance about choice of education, including clarification of competences in relation to the individual programmes	
	Indicator	1.3.1.1 The University offers student counselling centrally and in each study programme	
		Follow-up	a. Faculty's programme report b. The Central Administration's programme report
		Responsibility	a. Dean b. University Director
	Indicator	1.3.1.2 Newly enrolled students indicate in the study commencement surveys that they have obtained the relevant knowledge about their educational options at the University	
		Follow-up	a. The Central Administration's programme report
		Responsibility	a. University Director
	Indicator	1.3.1.3 The University arranges bridging activities/student recruitment events	
		Follow-up	a. programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Indicator	1.3.1.4 The University monitors the number of participants in bridge building activities/student recruitment events and evaluates the scope and quality of the initiatives	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director

Intended outcome	1.4 The University of Southern Denmark's study programmes use the appropriate admission methods to select students with good preconditions for completing their studies		
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	Standard	1.4.1 The admission procedures and methods to be used for the individual study programme are determined after considerations about ensuring the best match of applicants and programmes, based on relevant key figures	
	Indicator	1.4.1.1 If the most recently available key figures are unsatisfactory, the programme must explain the state of affairs	
		<ul style="list-style-type: none"> <li>• Bachelor programmes: drop-out rate during 1st year and duration of studies</li> <li>• Master's programmes: drop-out rate and duration of studies</li> </ul>	
		Follow-up	Programme report
Responsibility	Head of Studies		

Title	2. Sub-policy for Study Commencement
Objective	The study commencement introduces the student to the study programme, encourages appropriate work methods during and outside taught lessons and improves the basis for successful completion of the study programme.
Framework conditions	External: <ul style="list-style-type: none"> <li>• ESG 1.5: Learning resources and student support</li> <li>• ESG 1.6: Information systems</li> <li>• ESG 1.7: Public Information</li> </ul>
	Internal documents: <ul style="list-style-type: none"> <li>• Strategy and management</li> <li>• Strategy for Education Development (in writing)</li> <li>• Counselling Strategy (in writing)</li> <li>• Communication Strategy</li> <li>• Underlying Principle of Education</li> <li>• Language policy</li> <li>• Principles for Study Commencement</li> </ul>

Intended outcome	2.1 Newly enrolled students receive timely and relevant information about their study programme and about where they can find further information		
	Standard	2.1.1 The study programme ensures that students are informed about their study programmes in a timely fashion	
	Indicator	2.1.1.1 The study programme defines how newly enrolled students receive relevant information about their study programme, including introduction to the website, e-learning platform, the structure of the programme, curriculum, counselling options and student administration	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	2.1.1.2 Newly enrolled students indicate in the study commencement surveys that they are satisfied with the information about their study programmes	
		Follow-up	Programme report
		Responsibility	Head of Studies

Intended outcome	2.2 The University of Southern Denmark creates the best conditions for early integration into the academic and social life as a university student		
	Standard	2.2.1 The study programme defines the framework for study commencement activities to support early integration optimally	
	Indicator	2.2.1.1 The introduction activities of the individual study programme comply with	



		the University's <i>Principles for Study Commencement</i>	
	Follow-up	Programme report	
	Responsibility	Head of Studies	
Indicator	2.2.1.2 If the indicators below for the most recently closed year are unsatisfactory, the programme must conduct an investigation of the causes and based on that report on relevant, future initiatives		
	<ul style="list-style-type: none"> <li>• Bachelor programmes: drop-out rate during 1st year</li> <li>• Master's programmes: drop-out rate</li> </ul>		
	Follow-up	Programme report	
	Responsibility	Head of Studies	
Standard	2.2.2 From the start, the study programme supports the individual student's exchange of experience and cooperation with other students, including students from other years		
Indicator	2.2.2.1 The study programme continually assesses how to support the students' exchange of experience and cooperation with other students from the start of their course of study.		
	Follow-up	Programme report	
	Responsibility	Head of studies	
Indicator	2.2.2.2 The study programme involves students from senior classes to facilitate the introduction to the study programme. The outcome is evaluated after each introduction		
	Follow-up	Programme report	
	Responsibility	Head of Studies	
Indicator	2.2.2.3 Newly enrolled students indicate in the evaluation of the introductory course that they are satisfied with the academic and social introduction		
	Follow-up	Programme report	
	Responsibility	Head of Studies	

Title	3. Sub-policy for Study Environment
Objective	The University of Southern Denmark continually creates a good framework for the study environment.  The University promotes the students' completion of their education by focusing on the academic, the physical and the psychosocial study environment.
Framework conditions	External: <ul style="list-style-type: none"> <li>• Act on educational environment</li> <li>• ESG 1.5: Learning resources and student support</li> <li>• ESG 1.6: Information systems</li> <li>• ESG 1.7: Public Information</li> </ul>
	Internal documents: <ul style="list-style-type: none"> <li>• Strategy and management</li> <li>• Strategy for Education Development (in writing)</li> <li>• Development contract</li> <li>• Guidelines and goals for the students' physical framework</li> <li>• Disability policy: code for equal access and equal opportunities</li> <li>• Language policy</li> <li>• Executive Board decision concerning "User Boards at SDU"</li> </ul>

Intended outcome	3.1 Students experience a study environment that supports their academic development optimally		
	Standard	3.1.1 The University provides good physical surroundings that comply with the University's Underlying Principle of Education about active teaching and learning	
	Indicator	3.1.1.1 The sizes and designs of the class rooms match the number of students and have a flexible lay-out when relevant and possible	
		Follow-up	The University's teaching environment evaluation and subsequent action plan
		Responsibility	University Director
	Indicator	3.1.1.2 Class rooms are allocated in a way that ensures optimal use	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	3.1.1.3 The furniture is modern and suited for teaching	
		Follow-up	The University's teaching environment evaluation and subsequent action plan
		Responsibility	University director

Indicator	3.1.1.4 Class rooms are equipped with modern technical equipment, and heating and ventilation are adjusted	
	Follow-up	The University's teaching environment evaluation and subsequent action plan
	Responsibility	University Director
Indicator	3.1.1.5 Students have access to proper student work stations at all hours	
	Follow-up	The University's teaching environment evaluation and subsequent action plan
	Responsibility	University Director
Indicator	3.1.1.6 Students have access to foods and beverages, the selection being customised to their needs and demands	
	Follow-up	The University's teaching environment evaluation and subsequent action plan
	Responsibility	University Director
Indicator	3.1.1.7 The University enforces a high cleaning standard	
	Follow-up	The University's teaching environment evaluation and subsequent action plan
	Responsibility	University director
Indicator	3.1.1.8 The University has an ongoing dialogue with its students via user boards concerning the standard of the teaching facilities as well as the need and opportunities for development in this respect	
	Follow-up	The Central Administration's programme report
	Responsibility	University Director
Standard	3.1.2 Students are given the opportunity to participate in activities that promote a good study environment	
Indicator	3.1.2.1 The University has an ongoing dialogue with its students via user boards concerning their perception of academic and social activities as well as their needs and wishes in this regard	
	Follow-up	a. Programme report b. The Central Administration's programme report
	Responsibility	a. Head of Studies b. University Director
Indicator	3.1.2.2 Facilities on campus support social aspects of the study environment	
	Follow-up	The University's teaching environment evaluation and subsequent action plan

		Responsibility	University Director
	Standard	3.1.3 The University supports possibilities for physical activities as a central element in a good study environment	
	Indicator	3.1.3.1 There are sports facilities on campus and/or agreements about the use of facilities off campus	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	3.1.3.2 The University has an ongoing dialogue with its students via user boards concerning their possibilities for physical activities at the University as well as the need and opportunities for development in this respect	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director

Intended outcome	3.2 The University of Southern Denmark supports the creation of an international study environment		
	Standard	3.2.1 The share of international students in relevant study programmes is adequate	
	Indicator	3.2.1.1 If the faculty's most recently available key figures for incoming students are unsatisfactory according to the University's current development contract, future initiatives to increase the share of international students must be presented	
		Follow-up	Faculty's programme report
		Responsibility	Dean

Intended outcome	3.3 Students, university staff and relevant parties work together to continually ensure and develop a good study environment		
	Standard	3.3.1 The students have the opportunity to influence the study environment	
	Indicator	3.3.1.1 The University's website offers clear and accessible information about how students can gain influence	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	3.3.1.2 The University makes the required facilities available to the students' organisations and associations so that they can contribute to giving students a voice and to making the University the students' preferred university	
		Follow-up	a. Faculty's programme report

			b. The Central Administration's programme report
		Responsibility	a. Dean b. University Director
	Standard	3.3.2 The University collaborates with the cities that host its campuses to create the framework for a good student life	
	Indicator	3.3.2.1 The University has an ongoing dialogue with relevant parties in the cities concerning the framework for a good student life	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director

Title	4. Sub-policy for Teaching and Learning and Teaching Staff Development
Objective	<p>The University of Southern Denmark is continually professionalising its teaching and learning practices so that they support the students' learning and the University's research-based teaching.</p> <p>The professionalism is expressed in, among other things, a conscious attitude towards learning – the learning approach – and to the teaching and learning practices. The learning approach is reflected in each study programme as a whole and in the specific teaching and supervision.</p> <p>Staff development supports that all teaching activities comply with the University's Underlying Principles of Education.</p> <p>Each study programme ensures alignment between learning objectives, content, work methods, and assessment methods.</p>
Framework conditions	<p>External:</p> <ul style="list-style-type: none"> <li>• The University Act, executive orders on education, part-time education, professional master programmes, and job structure</li> <li>• ESG 1.4: Quality assurance of teaching staff</li> <li>• ESG 1.5: Learning resources and student support</li> </ul>
	<p>Internal documents:</p> <ul style="list-style-type: none"> <li>• Strategy for Education Development (in writing)</li> <li>• Underlying Principle of Education</li> <li>• Language policy</li> </ul>

Intended outcome	4.1 Teaching staff have knowledge, skills and competences on teaching and learning which they continually develop		
	Standard	4.1.1 The knowledge, skills and competence requirements are described for all groups of staff	
	Indicator	4.1.1.1 Descriptions of knowledge, skills and competence requirements are available for the following groups: <ul style="list-style-type: none"> <li>• Professors/Associate Professors/Assistant Professors</li> <li>• Heads of Studies</li> <li>• Part-time/newly employed lecturers (teaching assistants, PhD students etc.)</li> </ul>	
		Follow-up	Annual report from Centre for Teaching and Learning to the Council for Education
		Responsibility	Chairman of the Council for Education
	Standard	4.1.2 All permanently employed lecturers have a teaching portfolio that documents their realised teaching competences and proposed competence development	
Indicator	4.1.2.1 All permanently employed lecturers have an updated teaching portfolio		

	Follow-up	Annual performance reviews
	Responsibility	Head of Department
Standard	4.1.3 All permanently employed lecturers fulfil the requirements for teaching and learning competences in their specific positions	
Indicator	4.1.3.1 The competence requirements are fulfilled at the time of employment or a plan is made at the time of employment for how and when the requirement will be fulfilled	
	Follow-up	Assessment at the time of employment
	Responsibility	Head of Department
Indicator	4.1.3.2 In case of lacking competences, a plan is made based on the teaching portfolio for how and when they will be acquired	
	Follow-up	Annual performance review
	Responsibility	Head of Department
Indicator	4.1.3.3 Assistant Professors complete the lecturer training programme, which is offered in Danish and English	
	Follow-up	Annual performance review
	Responsibility	Head of Department
Standard	4.1.4 The University offers courses or other forms of staff development to allow lecturers to achieve and continually develop their competences	
Indicator	4.1.4.1 Targeted staff development in teaching and learning matters is offered to all relevant, permanent as well as part-time employed lecturers.	
	Follow-up	Annual report from Centre for Teaching and Learning to the Council for Education
	Responsibility	Chairman of the Council for Education

Title	5. Sub-policy for The Research Basis and Knowledge Basis in the Study Programmes
Objective	<p>The University of Southern Denmark offers Master's, professional master, and bachelor degree programmes of the highest quality. The study programmes are solidly rooted in and developed in close collaboration with the University's active research environments.</p> <p>The University of Southern Denmark offers professional bachelor and diploma degree programmes of the highest quality. The study programmes are development and research-oriented, they are linked to active academic environments of high quality, and they are developed in close collaboration with their fields of practice.</p>
Framework conditions	<p>External:</p> <ul style="list-style-type: none"> <li>• The University Act, executive orders on education, part-time education, and professional master programmes</li> <li>• ESG 1.2: Approval, monitoring and periodic review of programmes and awards</li> <li>• ESG 1.4: Quality assurance of teaching staff</li> <li>• ESG 1.5: Learning resources and student support</li> <li>• ESG 1.6: Information systems</li> </ul>
	<p>Internal documents:</p> <ul style="list-style-type: none"> <li>• Strategy for Education Development (in writing)</li> <li>• Principles for Development of New Study Programmes</li> <li>• Language policy</li> </ul>

Intended outcome	5.1 The University of Southern Denmark's Master's, professional master, and bachelor degree programmes are research based and linked to an active research environment of high quality		
	Standard	5.1.1 Each study programme is linked to an active research environment of high quality with scientists who altogether cover the key topics of the programme	
	Indicator	5.1.1.1 A list of the research environment(s) that is (are) responsible for key course elements in the individual study programme is available	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	5.1.1.2 The activity level of the research environment is documented in the statement of its publication data. The statement complies with the principles in the bibliometric research indicators of the Danish Agency for Science, Technology and Innovation and other relevant research publications as well as the number of enrolled PhD students	
		Follow-up	Faculty's programme report
		Responsibility	Dean
	Standard	5.1.2 Teaching is conducted by lecturers who participate in or have active contacts with relevant research environments	
	Indicator	5.1.2.1 A list of the lecturers in each study programme and their associations	



		with relevant research environments is available
	Follow-up	Programme report
	Responsibility	Head of Studies
Indicator		5.1.2.2 If the most recently available key figures for the permanent staff/part-time-staff-ratio of a study programme are unsatisfactory, the faculty must explain the state of affairs
	Follow-up	Programme report
	Responsibility	Dean
Standard		5.1.3 Students are in contact with and are included in activities related to the relevant research environment
Indicator		5.1.3.1 If the key figures for the student/permanent staff-ratio of a study programme are unsatisfactory, the faculty must explain the state of affairs
	Follow-up	Programme report
	Responsibility	Dean
Indicator		5.1.3.2 Descriptions of the students' possibilities for contacts with scientists and participation in research-like activities are available and accessible to the students
	Follow-up	Programme report
	Responsibility	Head of Studies

Intended outcome		5.2 The University of Southern Denmark's professional bachelor and diploma degree programmes have, as a minimum, a development and research-oriented knowledge foundation, and the programmes are linked to active academic environments of high quality
Standard		5.2.1 Each programme is linked to an academic environment of high quality that covers the programme's key topics
Indicator		5.2.1.1 A list of the academic environment(s) that is (are) responsible for the programme's key course elements is available
	Follow-up	Programme report
	Responsibility	Head of Studies
Indicator		5.2.1.2 A list of the academic environments' participation in and association with research and development activities is available
	Follow-up	Programme report
	Responsibility	Head of Studies
Standard		5.2.2 The teaching is based on new knowledge and planned by lecturers who

		participate in or have contacts with an active research or development environment	
Indicator	5.2.2.1 A list of the lecturers in each programme and their association with relevant research and development environments is available		
	Follow-up	Programme report	
	Responsibility	Head of Studies	
Indicator	5.2.2.2 The teaching portfolio of the individual lecturer states how the lecturer acquires relevant knowledge about: <ul style="list-style-type: none"> <li>• key trends in the study programme's field of employment</li> <li>• tests and development work within the study programme's field of employment</li> <li>• research areas that are relevant to the subject areas of the study programme</li> </ul>		
	Follow-up	Annual performance review	
	Responsibility	Head of Department	
Standard	5.2.3 Students have contact with and are included in activities related to the relevant academic environment		
Indicator	5.2.3.1 Descriptions of the students' possibilities for contact with lecturers and scientists and participation in academic activities are available and accessible to the students		
	Follow-up	Programme report	
	Responsibility	Head of Studies	

Title	6. Sub-policy for The Planning and Development of Study Programmes and Teaching and Learning Activities
Objective	<p>The management of each study programme ensures alignment between the programme's</p> <ul style="list-style-type: none"> <li>• admission requirements</li> <li>• content</li> <li>• learning outcomes</li> <li>• teaching and assessment methods</li> </ul> <p>In its planning of the programme and the teaching and learning activities, the management of each study programme supports the students' ability to complete their course of study on schedule, as well as the continual development of the programme.</p> <p>All teaching activities comply with the University's <i>Underlying Principles of Education</i>.</p>
Framework conditions	<p>External:</p> <ul style="list-style-type: none"> <li>• The University Act, executive orders on education, exam, professional masters programmes, part-time education, and admission</li> <li>• <a href="#">Danish Qualifications Framework for Higher Education</a></li> <li>• ESG 1.2: Approval, monitoring and periodic review of programmes and awards</li> <li>• ESG 1.3: Assessment of students</li> <li>• ESG 1.4: Quality assurance of teaching staff</li> <li>• ESG 1.5: Learning resources and student support</li> <li>• ESG 1.6: Information systems</li> </ul> <p>Internal documents:</p> <ul style="list-style-type: none"> <li>• Strategy for Education Development (in writing)</li> <li>• Strategy for Credible Exams (in writing)</li> <li>• Underlying Principle of Education</li> <li>• Memorandum on Heads of Studies at SDU</li> <li>• Teaching guarantee</li> <li>• Language policy</li> <li>• Principles for Student Evaluations of Complete Study Programmes</li> <li>• Principles for Teaching Evaluation</li> <li>• Principles for Evaluation of Study Programmes with Inclusion of External Experts</li> <li>• Principles for Development of New Study Programmes</li> <li>• Principles for Dialogue with and Monitoring of Graduates</li> </ul>

Intended outcome	6.1 The level and graduate competency profile of each study programme complies with the type description in the qualifications framework, and the content of the study programme reflects the alignment between its structure, learning outcomes and admission requirements	
	Standard	6.1.1 The study programme's learning outcomes are described in a graduate competency profile that is planned according to the relevant type description in the Danish qualifications framework
	Indicator	6.1.1.1 The curriculum of the study programme contains a graduate competency profile that complies with the qualifications framework

		Follow-up	Faculty's approval of curriculum
		Responsibility	Head of Studies
Standard	6.1.2 There is alignment between the admission requirements, structure, learning outcomes and graduate competency profile of each study programme		
Indicator	6.1.2.1 The curriculum of the study programme contains a description of the programme's academic progression and horizontal and vertical cohesion from first to final semester		
	Follow-up	Faculty's approval of curriculum	
	Responsibility	Head of Studies	
Indicator	6.1.2.2 The curriculum describes how the content, level of difficulty and learning activities of the courses in the first year of the study programme are planned in accordance with the admission requirements		
	Follow-up	Faculty's approval of curriculum	
	Responsibility	Head of Studies	
Indicator	6.1.2.3 The curriculum of the study programme contains a description of the cohesion between the learning outcomes of the individual courses and the programme's graduate competency profile		
	Follow-up	Faculty's approval of curriculum	
	Responsibility	Head of Studies	
Indicator	6.1.2.4 If the most recently available key figures are unsatisfactory, the study programme must investigate the causes and explain relevant future initiatives concerning alignment in the programme		
	<ul style="list-style-type: none"> <li>• Bachelor programmes: drop-out rate in 1st year and number of students who pass the first-year examination</li> <li>• Master's programmes: drop-out rate</li> </ul>		
	Follow-up	Programme report	
	Responsibility	Head of Studies	
Standard	6.1.3 The principles for the choice of teaching and assessment methods in the study programme comply with the University's principles for active teaching and learning		
Indicator	6.1.3.1 The principles for the choice of teaching and assessment methods are described in the curriculum		
	Follow-up	Faculty's approval of curriculum	
	Responsibility	Head of Studies	
Standard	6.1.4 The study programme systematically incorporates feedback from students in the development of its study programmes		

	Indicator	6.1.4.1 A plan for on-going student evaluations of the entire study programme is available	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Standard	6.1.5 The study programme systematically involves external experts in the development of the programme	
	Indicator	6.1.5.1 A plan for on-going evaluations of the study programme involving external experts is available	
		Follow-up	Programme report
Responsibility		Head of Studies	

Intended outcome	6.2 The individual study programme develops its graduate competency profile and makes it visible with focus on relevance to the labour market		
	Standard	6.2.1 The employment profile/opportunities of the study programme are described	
	Indicator	6.2.1.1 A description of the employment profile/opportunities of the study programme is included in the curriculum	
		Follow-up	Faculty's approval of curriculum
		Responsibility	Head of Studies
	Standard	6.2.2 The study programme's graduate competency profile and content are developed in dialogue with its advisory board.	
	Indicator	6.2.2.1 Minutes of meetings with the advisory board reflect that the graduate competency profile has been discussed	
		Follow-up	Study Board's discussion of the programme's graduate competency profile
		Responsibility	Head of Studies
	Indicator	6.2.2.2 A plan/annual work cycle for cooperation with the advisory board is made for each study programme. The plan/annual work cycle contains, among other things, communication, meeting structure and development perspective	
		Follow-up	Programme report
Responsibility		Head of Studies	
Standard	6.2.3 Graduates from the study programme find relevant employment		
Indicator	6.2.3.1 If the key employment figures for the study programme are unsatisfactory for the most recently closed year, the programme must explain the state of affairs		

		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	6.2.3.2 If the University's graduate survey (cf. <i>Sub-policy for transition to job and career</i> ) indicates that graduates do not find relevant employment, the study programme must explain the state of affairs	
		Follow-up	Programme report
		Responsibility	Head of Studies

Intended outcome	6.3 The planning of each study programme supports the students' achievement of learning outcomes as described in the graduate competency profile		
	Standard	6.3.1 The study programme is planned so that the student can achieve the learning outcomes within the standard time limit of the study programme and with a total workload that equals the programme's scope in ECTS.	
	Indicator	6.3.1.1 If the most recently available key figures are unsatisfactory, the study programme must explain the state of affairs	
		<ul style="list-style-type: none"> <li>• Bachelor programmes: drop-out rate in 1st year and duration of study</li> <li>• Master's programmes: drop-out rate and duration of study</li> </ul>	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	6.3.1.2 The study programme complies with the University's requirements for guaranteed teaching hours	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Standard	6.3.2 Teaching and other learning activities are conducted in a way that supports the students' achievement of the defined learning outcomes	
	Indicator	6.3.2.1 The curriculum describes the alignment between learning outcomes, teaching methods and assessment methods in each course	
		Follow-up	Faculty's approval of curriculum
		Responsibility	Head of Studies
	Indicator	6.3.2.2 The study programme describes criteria for approval of credit-earning activities completed outside the University, including criteria for final granting of ECTS and, if necessary, grades	
		Follow-up	Programme report
		Responsibility	Head of Studies

Indicator	6.3.2.3 A plan for systematic course evaluations is available	
	Follow-up	Programme report
	Responsibility	Head of Studies
Indicator	6.3.2.4 The quality of teaching and learning activities is evaluated as part of the overall course evaluation	
	Follow-up	Programme report
	Responsibility	Head of Studies
Indicator	6.3.2.5 A plan for the students' evaluation of the elements of the programme that take place outside the University, e.g. exchange stays, internships and clinical placements, is available	
	Follow-up	Programme report
	Responsibility	Head of Studies
Standard	6.3.3 The study programme is structured to allow students to complete one or several parts of the programme abroad within the standard time limit of the study programme	
Indicator	6.3.3.1 The curriculum explains how the study programme is structured to allow an exchange stay within the standard time limit of the study programme	
	Follow-up	Faculty's approval of curriculum
	Responsibility	Head of Studies
Indicator	6.3.3.2 The University offers guidance on the planning of exchange stays	
	Follow-up	a. Programme report b. The Central Administration's programme report
	Responsibility	a. Head of Studies b. University Director
Indicator	6.3.3.3 If the most recently available key figures for outgoing students are unsatisfactory, the faculty must present future initiatives to improve the students' opportunities and motivation to study abroad	
	Follow-up	Faculty's programme report
	Responsibility	Dean
Standard	6.3.4 The faculty and the study programme constantly monitor the students' achievement of learning outcomes based on relevant input from internal and external stakeholders	
Indicator	6.3.4.1 In case of unsatisfactory conditions, the study programme or the faculty must explain the state of affairs	

		Follow-up	a. Programme report b. Faculty's programme report
		Responsibility	a. Head of Studies b. Dean



Title	7. Sub-policy for Student Administration and Student Counselling
Objective	<p>The University of Southern Denmark's student administration and student counselling support the students' completion of their course of study.</p> <p>The University's student administration is effective and competent and supports Heads of Studies and teachers. Current legislation in the field is respected and the students experience a professional administration of their education.</p>
Framework conditions	<p>External:</p> <ul style="list-style-type: none"> <li>• The University Act, executive orders on education, professional master programmes, and part-time education</li> <li>• ESG 1.5: Learning Resources and Student Support</li> <li>• ESG 1.6: Information Systems</li> <li>• ESG 1.7: Public Information</li> </ul>
	<p>Internal documents:</p> <ul style="list-style-type: none"> <li>• Strategy and management</li> <li>• Strategy for Education Development (in writing)</li> <li>• Counselling Strategy (in writing)</li> <li>• Development contract</li> <li>• Memorandum on Heads of Studies at SDU</li> <li>• Language policy</li> <li>• Competency profile for employee groups with student contact</li> </ul>

Intended outcome	7.1 The students receive timely, relevant information about their study programme and about where to find further information.		
	Standard	7.1.1 The University communicates targeted, differentiated and coordinated with its target groups	
	Indicator	7.1.1.1 The University reviews and adjusts information to its students on an ongoing basis	
		Follow-up	a. Programme report b. Faculty's programme report
		Responsibility	a. Head of Studies b. Dean
	Standard	7.1.2 Students can easily find relevant and comprehensive information about their study programmes	
	Indicator	7.1.2.1 The University has a common standard describing which information must be available on its websites for each study programme	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director

	Indicator	7.1.2.2 Students have a single point of access to relevant information about their study programmes and options during their courses of study	
Follow-up		The Central Administration's programme report	
Responsibility		University Director	
	Indicator	7.1.2.3 Information about each study programme is easily accessible on the University's website	
Follow-up		Programme report	
Responsibility		Head of Studies	
	Indicator	7.1.2.4 Students indicate that it is easy to find relevant and comprehensive information about their study programmes and options during their courses of study	
Follow-up		The University's teaching environment evaluation and subsequent action plan	
Responsibility		University Director	

Intended outcome	7.2 The University of Southern Denmark supports its students' completion of their courses of study via student counselling		
	Standard	7.2.1 During their courses of study, students have access to relevant counselling, which is adapted to the diversity of the target group	
	Indicator	7.2.1.1 The students have access to counselling on completion of studies	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Indicator	7.2.1.2 Students have access to counselling on central regulations and legislation (State Education Grant, leave of absence, exams, etc.)	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	7.2.1.3 Students have access to counselling on choices and opt-outs of study programmes or elements thereof	
		Follow-up	Faculty's programme report
		Responsibility	Dean
	Indicator	7.2.1.4 All central and local counsellors have competences at the level stated in the University's Counselling Strategy	

		Follow-up	a. Faculty's programme report b. The Central Administration's programme report
		Responsibility	a. Dean b. University Director

Intended outcome	7.3 The University of Southern Denmark's student administration is transparent, effective and competent		
	Standard	7.3.1 The administrative staff ensures that case handling and decisions are transparent and comply with legislation, regulations and faculty and university frameworks	
	Indicator	7.3.1.1 All Heads of Studies and student administration staff are familiar with current legislation, regulations and faculty frameworks	
		Follow-up	Faculty's programme report
		Responsibility	Dean
	Indicator	7.3.1.2 All members of the study board are informed about current legislation, regulations and faculty and university frameworks	
		Follow-up	Faculty's programme report
		Responsibility	Dean
	Indicator	7.3.1.3 The study programme has transparency in administrative procedures in the student administration and the expected casework time in the study board is publicly available	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	7.3.1.4 Minutes from study board meetings are publicly available	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	7.3.1.5 Students indicate that the student administration is transparent, effective and competent	
		Follow-up	The University's teaching environment evaluation and

			subsequent action plan
		Responsibility	University Director

Intended outcome	7.4 The University of Southern Denmark's student administration supports the Head of Studies' work with quality assurance and quality enhancement of the study programme		
	Standard	7.4.1 The study programme has an annual cycle of work for its student administration and for its implementation of and follow-up on the policy for educational quality	
	Indicator	7.4.1.1 The annual cycle of work is published on the website of the study programme	
		Follow-up	Programme report
		Responsibility	Head of Studies
	Indicator	7.4.1.2 The annual cycle of work contains all important deadlines for the student administration during the year, including dates for meetings in the study board, publication of curricula and exam plans and follow-up on the individual elements of the policy for educational quality	
		Follow-up	Programme report
		Responsibility	Head of Studies

Title	8. Sub-policy for Transition to Employment and Career
Objective	The University of Southern Denmark strengthens its students' opportunities and preconditions for finding a job, as well as achieving a good work life and continued professional development in continuation of their graduation.
Framework conditions	External: <ul style="list-style-type: none"> <li>• ESG 1.6: Information Systems</li> <li>• ESG 1.7: Public Information</li> </ul>
	Internal documents: <ul style="list-style-type: none"> <li>• Strategy and management</li> <li>• Strategy for Education Development (in writing)</li> <li>• Counselling Strategy (in writing)</li> <li>• Principles for Dialogue with and Monitoring of Graduates</li> <li>• Language policy</li> </ul>

Intended outcome	8.1 The University of Southern Denmark supports its students' employment opportunities through career counselling		
	Standard	8.1.1 All students have access to information and counselling concerning jobs, career and completion of studies	
	Indicator	8.1.1.1 A list of events and activities concerning the transition from education to career (career days, career seminars, workshops, presentations by companies and other relevant groups) is available on the University's website	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	8.1.1.2 Information about counselling on jobs, careers and completion of studies is available on the University's website	
		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University director
	Indicator	8.1.1.3 Students indicate in the University's graduate surveys that they have had sufficient access to information and counselling concerning jobs, careers and completion of studies	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Standard	8.1.2 Students have access to individual career counselling	
	Indicator	8.1.2.1 A list of central and/or local individual career counselling activities is available on the University's website	

		Follow-up	a. Programme report b. The Central Administration's programme report
		Responsibility	a. Head of Studies b. University Director
	Indicator	8.1.2.2 Students indicate in the University's graduate surveys that they have had access to individual career counselling when needed	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director

Intended outcome	8.2 The University of Southern Denmark's graduates and alumni receive ongoing information about continuing education, alumni networks and activities		
	Standard	8.2.1 The University has a strategy for collaboration with and activities for graduates and alumni	
	Indicator	8.2.1.1 A strategy comprising an annual cycle for alumni and graduate events and activities has been published	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	8.2.1.2 The University informs about continuing education	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director

Intended outcome	8.3 The University of Southern Denmark is an attractive partner		
	Standard	8.3.1 The University facilitates network relations between businesses and students to strengthen its students' subsequent job seeking and employment opportunities	
	Indicator	8.3.1.1 A list of activities that support job-seeking and network-creating activities is available on the University's website	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	8.3.1.2 Each study programme has a network of potential employers who want to collaborate with the University's students on study-related activities	
		Follow-up	Programme report

		Responsibility	Head of Studies
	Indicator	8.3.1.3 Students can use the University's job bank to search for study-related jobs	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	8.3.1.4 The students can create a profile in the University's job bank to allow potential employers to search for and contact relevant students	
		Follow-up	The Central Administration's programme report
		Responsibility	University Director
	Indicator	8.3.1.5 If the most recently available key figures for graduate employment of a study programme are unsatisfactory, the study programme must explain the state of affairs	
		Follow-up	Programme report
		Responsibility	Head of Studies