

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"> 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 the 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 <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"> • Drop-out • Duration of studies • Employment • Research basis • Internationalisation • Teaching hours <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"> • 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 • The Council for Education may recommend revisions of sub-policies to the Executive Board • 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.
Additional information	<p>Description of SDU’s quality work: www.sdu.dk/Uddannelseskvalitet</p> <p>European Standards and Guidelines: www.enqa.eu/pubs_esg.lasso</p> <p>WhiteBook: www.sdu.dk/whitebook</p>

Decision by the Executive Board: 19 December 2013