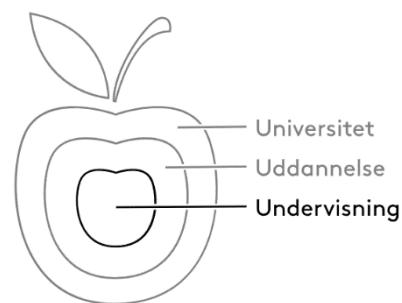


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27 **Sub-policy 1: Teaching**

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29 **Teaching that promotes learning**

30 High-quality teaching and a good learning environment at the University of Southern Denmark is the focal point for
31 students to strengthen their knowledge, skills and competences and become part of a professional academic
32 community. Teaching must therefore be characterised by lecturers, students, management and administrative staff,
33 together with councils, boards and committees, continuously working to ensure high academic standards and high
34 pedagogical quality. At the same time, our learning environment should be characterised by engaging learning
35 communities.

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38 **Sub-goal 1.1: High level of professionalism**

39 The teaching offered to students at the University of Southern Denmark reflects the lecturers' high level of
40 knowledge and research. Therefore, at the University of Southern Denmark, we have a continuous focus on
41 developing teaching to meet these requirements, including a strong emphasis on teaching by researchers
42 who can bring research into play in an academic community.

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44 **Standards for 1.1:**

45 The high level of professionalism is ensured and developed at the University of Southern Denmark in at
46 least the following ways:

- 47 1) The teaching reflects that the lecturers are part of active research environments that create knowledge
48 at the highest level.
- 49
- 50 2) Lecturers develop the academic content of their teaching based on relevant research and the
51 description of the academic learning outcomes (knowledge, skills and competences) of the subject
52 element.
- 53
- 54 3) The academic level and content of the teaching is systematically evaluated and developed with the
55 involvement of, e.g., peer feedback, external experts, incoming external examiner reports, exam
56 statistics and students' and lecturers' perspectives. This also applies to guidance-based courses and
57 course elements outside of the University (e.g. study periods abroad, company placements, internships
58 and clinical placements).
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62 **Sub-goal 1.2: Pedagogical quality and development in higher education**

63 At the University of Southern Denmark, pedagogical and didactic practices support student learning. The
64 teaching is characterised by a focus on the continued development of the lecturers' pedagogical and
65 didactic knowledge and skills as well as general support, recognition and visibility of pedagogical practice
66 and development in higher education.

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68 **Standards for 1.2:**

69 Pedagogical and didactic quality and development are ensured and developed at the University of Southern
70 Denmark in at least the following ways:

- 71 1) It is clear to lecturers what the expectations are in terms of pedagogical skills development, quality
72 assurance and the development of student-centred learning. It is also clear what the opportunities and
73 incentives for meritable pedagogical quality in higher education and skills development are.

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- 2) Lecturers' pedagogical and communication skills are systematically assessed and developed. This is done during recruitment and through continuous reflection on their own practice and acquisition of relevant pedagogical and didactic knowledge.
 - 3) Teaching and exams are developed in accordance with the University's core principles of activating teaching and active learning. The development takes place with the involvement of pedagogical knowledge in higher education and with support from pedagogical and didactic skills development.
 - 4) The pedagogical and didactic quality of the teaching is evaluated and developed continuously and systematically with the inclusion of, e.g., exam statistics, collegial sparring, exam statistics and students' and lecturers' perceptions.

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Sub-goal 1.3: Good learning communities

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At the University of Southern Denmark, we continuously work to develop our academic learning communities to ensure they are characterised by mutual respect, openness and commitment, and that students are supported, guided and challenged with this in mind. Students are part of academic communities that take co-responsibility for teaching.

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Standards for 1.3:

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Good learning communities are ensured and developed at the University of Southern Denmark in at least the following ways:

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- 1) Teaching supports an inclusive learning environment where students and lecturers engage in mutually appreciative and constructive dialogue with respect for academic values and acceptance of diversity.
 - 2) Good learning communities are based on teaching methods that provide academic communities with opportunities for active participation and feedback, as well as participation in well-functioning study groups.
 - 3) Teaching rooms and digital platforms are suitable for different subject content and teaching styles and support a good physical and digital learning environment.
 - 4) Learning communities are evaluated and developed continuously and systematically with the involvement of students' and lecturers' perceptions.

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Sub-policy 2: Education programmes

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Programmes characterised by relevance, coherence and high academic standards

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High-quality programmes support students in gaining strong academic and practical skills that create value for both the student and society. We therefore continuously develop our programme activities with a focus on relevance, the best possible organisation, and high quality in terms of knowledge and research base.

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Sub-goal 2.1: Relevance

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At the University of Southern Denmark, we continuously develop our programmes to ensure they are always clearly relevant in relation to society's needs and future challenges. The programmes create a

121 framework for the students' education and for students to gain opportunities and prerequisites for a good
122 working life and to contribute positively to the development of society.

123
124 **Standards for 2.1:**

125 At the University of Southern Denmark, the relevance of the programmes is ensured and developed at in at
126 least the following ways:

- 127 1) The programme's employment profile and opportunities are clear to students and the outside world.
- 128
- 129 2) Students completing a bachelor's and master's degree programme have the opportunity to complete a
130 course with external partners (e.g. a project-oriented course) and to complete part of the programme
131 abroad.
- 132
- 133 3) The programme's academic content and emphasis areas are developed in collaboration with advisory
134 boards and other relevant external stakeholders with insight into the needs of society.
- 135
- 136 4) The relevance of the programme is systematically evaluated and developed using key figures for
137 unemployment and employment, quantitative and qualitative input from students, lecturers,
138 graduates, external experts and employers.
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141 **Sub-goal 2.2: Solid knowledge and research as a foundation**

142 Educational programmes and programme activities at the University of Southern Denmark are always –
143 regardless of the type – rooted in the most relevant research, knowledge and practices. This is reflected in
144 the fact that all elements of the programme/programme activity have a strong connection to relevant
145 research environments that is visible to the students, and that the programme or programme activity is
146 continuously developed and organised in close collaboration with relevant research environments.

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148 **Standards for 2.2:**

149 At the University of Southern Denmark, the research, knowledge and practice-based nature of the
150 programmes is ensured and developed in at least the following ways:

- 151 1) The programme and its course elements are developed – both at startup and on an ongoing basis – in
152 association with and anchored in relevant, active research environments or in academic environments
153 that create knowledge with a close relationship to practice.
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- 155 2) It is clear to students that the programme is research-based, and students have easy access to contact
156 with researchers – either because they meet them through the programme or because there are
157 opportunities for ongoing participation in academic and research-like activities.
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- 159 3) The programme's connection to active academic and research environments and students' contact
160 with researchers is systematically checked and ensured. Qualitative and quantitative data from e.g.
161 student-oriented surveys and key figures for research coverage are included.
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164 **Sub-goal 2.3: Coherence and progression**

165 At the University of Southern Denmark, we work continuously to ensure that the programmes are
166 organised in such a way that they support the University's students in achieving the skills that the
167 programmes aim for, and that the level and Degree Qualifications Profile correspond to the Danish
168 qualifications framework. At the same time, there is progression and coherence between the programme's
169 various teaching and learning activities in terms of admission requirements, content, learning objectives,
170 teaching and examination methods and workload.

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Standards for 2.3:

At the University of Southern Denmark, the coherence and progression of the programmes are ensured and developed in at least the following ways:

- 1) The structure and progression of programmes is clear to students, including how the content, level and learning activities in the first year are organised, taking into account the programme's admission requirements.
- 2) The programme is organised and developed on an ongoing basis with a focus on academic progression and coherence between admission requirements, structure, learning objectives, Degree Qualifications Profile and choice of teaching and examination methods.
- 3) The course elements and tests are organised both structurally and practically so that the programme can be completed in the prescribed time with an appropriate workload.
- 4) The overall content, progression and coherence of the programmes are regularly evaluated and developed using key figures for duration of study, teaching activities and dropout rates, the academic environments, external experts, reports from external examiners and students' and lecturers' perspectives.

191 **Sub-policy 3: University**

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193 **Frameworks that promote well-being and completion**

194 Informed educational choices and a good start to an education are key prerequisites for students to complete a
195 successful education programme for the benefit of themselves and society. We continuously focus on offering
196 students well-organised and inclusive access to the University of Southern Denmark both before and after choosing
197 their studies. The University's students encounter a study environment that puts high academic standards at the
198 centre, provides good conditions for well-being and completion, and creates opportunities for students to influence
199 the framework of their education programme.

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202 **Sub-goal 3.1: The informed educational choice**

203 At the University of Southern Denmark, we continuously develop the framework for meeting the University
204 so that prospective students get a realistic and up-to-date picture of the programmes and the requirements
205 for being a student. Insight into the requirements, content, organisation and DQPs of the programmes also
206 strengthens the basis for choosing a programme.

207 Through reliable information and guidance, prospective students' expectations, skills and wishes are aligned
208 with the content of the programmes, allowing students to make informed educational choices in terms of
209 subject interest, motivation and future career opportunities.

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Standards for 3.1:

At the University of Southern Denmark, the right choice of education programme is ensured and developed in at least the following ways:

- 1) The profile of the programmes must be clear to prospective applicants. Presentations should introduce the programme's admission requirements and content, opportunities once the programme is completed, relevant study choice activities and the student life in relation to the programme.

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- 2) Potential applicants have access to competent guidance about relevant educational opportunities at the University of Southern Denmark and life as a student at the University of Southern Denmark.
- 3) A wide range of different types of bridging activities and information events are organised, such as open days, webinars and internships.
- 4) Information and activities for prospective applicants are systematically evaluated and developed using key figures for dropout rates, feedback from potential applicants and admitted students, and relevant knowledge in the field.

Sub-goal 3.2: The good introduction

At the University of Southern Denmark, we continuously focus on organising the start of studies and other introductions to give all students – regardless of background and any special challenges – the opportunity to develop their identity as university students, become part of an academic community and prepare for a future career. Based on the latest knowledge and in dialogue with students, we develop safe, inclusive introductions whose scope and content are adapted to the course of study. We also introduce the student to the programme in a way that promotes appropriate ways of working inside and outside the classroom and improves the foundation for successful completion of the programme.

Standards for 3.2:

At the University of Southern Denmark, a good study start is ensured and developed in at least the following ways:

- 1) Students are offered a comprehensive study of studies that is relevant, coordinated and closely related to their studies.
- 2) The information about the programme and the University that new students receive during the start of their studies is relevant and timely.
- 3) The study start process should be organised so that all students have the opportunity to participate in a safe and inclusive start of studies that provides early integration into social and academic communities. Among other things, the study start should ensure that students know what is expected in terms of work performance and participation in the programme, and it should provide an opportunity to exchange experiences and collaborate with other students from their own and other years.
- 4) The start of studies is systematically adapted, evaluated and developed with the involvement of students' and lecturers' perspectives, as well as key figures for first-year drop-out rates.

Sub-goal 3.3: The good study environment

The University of Southern Denmark is always a good place to be a student – both in and outside the classroom – and we work continuously to support and develop the good study environment. The social, psychological and physical study environment is highly valued, and for the University of Southern Denmark, it is a high priority that the efforts to support and develop a good study environment are knowledge-based and take place in dialogue with the students.

Standards for 3.3:

At the University of Southern Denmark, the good study environment is ensured and developed in at least the following ways:

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- 1) We continuously work to ensure that the psychological and social environment at the University is characterised by mutual respect and that it is clear to students where they can turn if they experience inappropriate behaviour.
- 2) The University's physical and digital facilities support a good student life, including flexible study workspaces, holistic communication and facilities that support socialising and association work.
- 3) The physical, social and psychological study environment must be continuously developed with the involvement of students' and lecturers' perspectives, in dialogue with the surrounding community, and with the inclusion of current knowledge in the field.

Sub-goal 3.4: Influence through councils, boards and committees

The University of Southern Denmark is continuously developing its organisation so that students and employees have the opportunity to make their voice heard at the University as a whole. Councils, boards and committees at all levels are supported so that students and staff can contribute to making programmes and study environments better for students and employees.

Standards for 3.4:

At the University of Southern Denmark, students' and employees' opportunities for seeking influence through councils, boards and committees are ensured and developed in at least the following ways:

- 1) It is clear to students and staff what opportunities elected and non-elected representatives have to contribute to quality assurance and development of programmes and the University as a whole through boards, councils and committees, including information about elections.
- 2) The work of councils, boards and committees is characterised by relevant information being available to all members, transparent procedures and members having a say in the agenda and being involved in discussions.
- 3) Students and employees elected to councils, boards and committees are prepared and supported to fulfil the task in the best possible way.
- 4) The involvement of students and staff in collegiate bodies is systematically followed up.

Sub-goal 3.5: Qualified study and career guidance

Students always have access to accurate information and holistic and user-friendly guidance on education, student life and career. Information and guidance are accessible, reliable and relevant, promoting student well-being, enabling students to make informed educational choices, and supporting their study journey and the transition to careers after completing their studies.

Standards for 3.5:

Qualified study and career guidance is ensured and developed at the University of Southern Denmark in at least the following ways:

- 1) There is a continuous focus on developing guidance services that are preventive, outreaching and accessible from the start of the students' studies and continuously throughout their course of study. Guidance is competent, visible, relevant, accessible and coherent so that students are guided and receive relevant guidance wherever they go.

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- 2) It is clear to students how to access guidance covering key laws and regulations, completion, wellbeing, career, organisation and resuming studies.
- 3) Guidance at the University of Southern Denmark is systematically evaluated and developed in dialogue with students, and the University continuously adapts information and guidance offerings to the students with the inclusion of student-oriented surveys and graduate surveys.