

Quantifiable quality standards for Quality of Education 2020 for the Faculty of Health and Medical Sciences

The Faculty's standards appear in the yellow boxes. The grey boxes contain the Faculty's *supplementary* standards.

Quantifiable quality standards defined by UCPH	Data Definition <i>The data definitions below appear in UCPH's Policy for the Quality Assurance of Study Programmes, UCPH's guidelines for programme reports, guidelines for programme evaluations, guidelines for Deans' Reports on Quality of Education and the relevant templates for Faculty reports.</i>	Quantifiable quality standards for Quality of Education for the Faculty of Health and Medical Sciences
Quantitative standards		
Drop-out rate for bachelor's programmes	Drop-out rates are calculated as of 1 October for at least the first year of the programme (key data F.3.1).	The drop-out rate for the first year of a study programme must not be greater than 10 %.
Drop-out rate for professional bachelor's programmes	Drop-out rates are calculated as of 1 October for the first year of the programme as well as the entire study programme.	The drop-out rate for the first year must not be greater than 10%. The drop-out rate for the entire study programme must not be greater than 18 % and must not as a whole have increased over the last three years.
Drop-out rate for master's programmes	Drop-out rates are calculated for the whole programme (key data G.1.4).	The drop-out rate for the entire study programme must not be greater than 5 %.
Study progression (the average number of ECTS credits per student per year) for the bachelor's programmes	Study progression is calculated as per 1 October as the weighted average number of ECTS credits per student per year. Study progression is not registered on the professional master, diploma and academy programmes (adult higher education).	53 ECTS

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Study progression (the average number of ECTS credits per student per year) for the professional bachelor's programmes	Cf. the above	58 ECTS
Study progression (the average number of ECTS credits per student per year) for the master's programmes	Cf. the above	53 ECTS
Graduate unemployment statistics professional bachelor's programmes	<p>For master's and professional bachelor's programmes, unemployment figures are calculated as the percentage of unemployed graduates 4th -7th quarter after completing their studies.</p> <p>For other programmes, graduate unemployment statistics are not recorded or included in the faculty report on quality assurance.</p>	<p>Unemployment must not as a whole have increased over the last three years.</p> <p>Unemployment rate for the last three years: 2015: 8,8 % 2016: 9,8 % 2017: 6,2 %</p>

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Graduate unemployment statistics master's programmes	Cf. the above	Unemployment must not be greater than the average of the last three years' national average for the main academic area. Study programmes within the main academic area of the health sciences are compared with the national average without medical graduates, while the medical programme is compared with the national average for the Danish medical programmes. The standard at the time of reporting in 2020 was: The health sciences without medical programmes: 7.6 % Medical programmes: 1.2 % Natural sciences: 12.3 %
Number of teaching hours on bachelor's programmes	Calculated as the number of teaching hours per week during the semester. A semester (two blocks) lasts 14 weeks. There are two semesters per year.	<i>The number of teaching hours per week must be an average of minimum 12 hours per week for 14 weeks per semester.</i>
Number of teaching hours on master's programmes	Cf. the above	The number of teaching hours per week must be an average of minimum 8 hours per week for 14 weeks per semester during the first year.

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Full-time/part-time academic staff ratio (full-time equivalent (FTE) and number per year), bachelor's programmes	Full-time and part-time academic staff are defined as per ministry's method of calculating working hours. Includes the activities that are part of the study programme, i.e. teaching, preparation, supervision, exams and administration. Full-time/part-time academic staff ratios are calculated for all programmes.	The full-time/part-time academic staff ratio must not be less than the national average except for the bachelor's programme in Dentistry, whose ratio must not be less than 0.9 %. The following elements/aspects must be commented on in the case of differences that exceed the above-mentioned standards: <ul style="list-style-type: none"> • The degree to which the part-time academic staff members are active in research • The criteria used in selecting part-time teaching staff • How the part-time staff members contribute to the study programme
Full-time/part-time academic staff ratio (full-time equivalent (FTE) and number per year), professional bachelor's programmes	Cf. the above.	The full-time/part-time academic staff ratio must not be less than 0.5

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Full-time/part-time academic staff ratio (full-time equivalent (FTE) and number per year), master's programmes	Cf. the above.	The full-time/part-time academic staff ratio must not be less than the national average except for the master's programme in Dentistry, whose ratio must not be less than 0.3
Full-time/part-time academic staff ratio (full-time equivalent (FTE) and number per year), professional master's programmes	Cf. the above.	The full-time/part-time academic staff ratio must not be less than 1.0
Full-time/part-time academic staff ratio (full-time equivalent (FTE) and number per year), academy programmes (adult higher education)	Cf. the above.	The full-time/part-time academic staff ratio must not be less than 4.0

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Student/full-time academic staff ratio (full-time equivalent (FTE) and number per year), bachelor's programmes	They are calculated in terms of FTEs. Student FTEs are taken from the FTE report, while full-time members of academic staff are calculated as per the calculation for the ratio of full-time to part-time academic staff.	The ratio must not be greater than 30
Student/full-time academic staff ratio (full-time equivalent (FTE) and number per year), professional bachelor's programmes	Cf. the above.	The ratio must not be greater than 30
Student/full-time academic staff ratio (full-time equivalent (FTE) and number per year), master's programmes	Cf. the above.	The ratio must not be greater than 25

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Student/full-time academic staff ratio (full-time equivalent (FTE) and number per year), professional master's programmes	Student/full-time academic staff ratio for professional master's programmes, calculated in completed student FTE's, while full-time members of academic staff are calculated as per the calculation for the ratio of full-time to part-time academic staff.	The ratio must not be greater than 20
Student/full-time academic staff ratio (full-time equivalent (FTE) and number per year), academy programmes (adult higher education)	Cf. the above.	The ratio must not be greater than 20
Qualitative standards		
Start of studies	To be described on Faculty or study programme level	The Faculty of Health and Medical Sciences has defined quality standards for study start on all study programmes. The standards may be obtained by contacting The faculty's Student and Career Guidance.

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Pedagogic skills enhancement for full-time, new and part-time academic staff	Cf. the above	<p>All permanent teaching staff members must continuously participate in formal pedagogical skills development. The goals for the pedagogical skills development are set for the individual staff member at the annual performance and development review.</p> <p>Assistant professors that contribute to teaching must take the Teaching and learning in higher education programme or corresponding training.</p> <p>Postdocs who contribute to teaching must take the Introduction to University Pedagogy course or corresponding training.</p> <p>Clinical research associate professors must have when they are hired: a) experience with undergraduate and graduate/postgraduate teaching, b) experience in supervising Bachelor's, Master's and/or PhD students, c) pedagogic competences that can be used to further develop the teaching.</p> <p>Clinical associate professors, clinical teaching associate professors and postgraduate clinical associate professors must have when they are hired: Experience with undergraduate and graduate/postgraduate teaching and pedagogic competences that can be used to further develop the teaching.</p>

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Pedagogical skills development: Teaching staff for Further Adult Education in Dental Practice		Teaching staff must have a level of qualification that is higher than the final level of the study programme. In addition, they must have relevant professional experience. If they do not have pedagogical training they must complete a course in pedagogy within the first two years of their employment.
Pedagogical skills development: New teaching staff and part-time staff for the Professional Bachelor's programme in Dental Hygiene		Teaching staff must have at least a Danish "A" authorisation. In addition, they must have relevant professional experience. If they do not have pedagogical training, they must complete a course in pedagogy within the first two years of their employment.

<p>Study and career guidance</p>	<p>Level of competence and education:</p> <ul style="list-style-type: none"> • All academic guidance counsellors at the Faculty of Health and Medical Sciences have passed, or must complete within the first year, the AEU (administrative continuing education for university staff) basic course or its equivalent • All student guidance counsellors must complete the basic course the next time it starts • All student guidance counsellors are included in Student and Career Guidance's (VI) guidance concept, with continuous collegial supervision in the form of both individual supervision and group supervision • All student guidance counsellors participate in joint meetings focusing on special topics, methods or challenges every second month. <p>Action plans for guidance: In order to give focus and direction to the work in HEALTH Study and Career Guidance, we have on the basis of our strategic and organisational framework drawn up a vision, objectives and action plans for guidance. Each year, the objectives and action plans are reviewed and on this basis, new action plans are prepared for one year.</p> <p>Evaluation and studies: Continuous evaluations are conducted of all collective events; this contributes to ensuring the quality of and developing the various guidance initiatives. The individual guidance offers are evaluated during selected periods using satisfaction surveys.</p> <p>Registration of inquiries: All inquiries to HEALTH Study and Career Guidance are registered by guidance counsellors according to set criteria. All inquiry data are compiled each month and analyses of inquiry patterns are conducted continuously in order to ensure the quality of and adjust the guidance</p>
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		<p>offers. Once a year, the statistics are reported in the guidance report to the dean and vice-deans, the faculty management and the programme management.</p> <p>Service Level Agreement (SLA):</p> <ul style="list-style-type: none"> • E-mail guidance: Response within five working days • Telephone guidance: Open all weekdays from 10-11 a.m., except Thursdays, when it is open from 4-5 p.m. <ul style="list-style-type: none"> - The target is that over the course of the year, there should be a maximum telephone waiting time of ten minutes. • Drop-in guidance: Open all weekdays from 11 a.m.-1 p.m., except Thursdays, when it is open from 1-4 p.m. <ul style="list-style-type: none"> - Students from all study programmes can come during the drop-in opening hours - Drop-in guidance is available to all students on all four campus areas. • Booked guidance interviews: 66 interviews per week available both mornings and afternoons on all weekdays, divided as follows: <ul style="list-style-type: none"> - 25 min. Study programme specific interviews are offered 42 times/wk. - 45 min. Interviews with academic guidance counsellors are offered 24 times/wk. - The target is that over the course of the year, there should be a maximum waiting time of ten days for a booked guidance interview - Booked guidance interviews are available to all students on all four campus areas • Collective guidance: Offered on all study programmes on all four campus areas for information regarding clarification of rules, processes and reflection, and clarification of competences
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		<p>Student/guidance counsellor ratio: There is one guidance counsellor FTE for every 1000 enrolled bachelor or master's students.</p>

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<p>New study programmes</p>	<p>Described on Faculty level.</p>	<p>Step 1: Drawing up proposals for new study programmes The academic environment drafts proposals for new study programmes, including:</p> <ul style="list-style-type: none"> • general description of the purpose • indication of any partners • name of the programme organiser and the department in which the programme will be embedded • description of the future labour market for graduates • description of recruitment opportunities. <p>The dean decides which proposals will be developed further.</p> <p>Step 2: Expansion of proposals for new study programme, cf. UCPH's Checklist for the development of new study programmes The academic environment expands on the programme proposal in co-operation with Student Affairs and the vice-dean for education regarding:</p> <ul style="list-style-type: none"> • fulfilment of UCPH's checklist, including outlining a needs and relevance analysis and a plan for employers' involvement • preliminary course budget • the response to consultation from the chairs of the education councils.
<p>Supplementary quality standards</p>		

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The grey boxes below contain the Faculty's <i>supplementary</i> standards.		
Drop-out rate for entire bachelor's programmes	Drop-out rates are calculated as of 1 October	The drop-out rate for the entire study programme must not be greater than 15 %.
Pass rate	Pass rates are calculated as of March and October for summer or winter exams, respectively	<i>Pass rate for examination activities: bachelor's courses</i> The pass rate for an exam calculated after the completion of the re-examination must be a minimum of 80%. <i>Pass rate for examination activities: master's courses</i> The pass rate for an exam calculated after the completion of the re-examination must be a minimum of 95%. <i>Pass rate for examination activities: professional bachelor's courses</i> The pass rate for an exam calculated after the completion of the re-examination must be a minimum of 90%.
Research basis		Course organisers must as a general rule be permanent members of the academic staff who have been active in research in recent years. In special situations where the course organiser is a part-time teaching staff member, the course organiser's research qualifications must be assessed by the relevant head(s) of department and head(s) of study board.