

Guidelines for supporting the study environment at SUND

Strategic framework

In the University of Copenhagen's strategy [Talent and collaboration – Strategy 2023](#), study environment forms part of goal 4.1: *An excellent environment for work and study with emphasis on diversity*. At SUND, the study environment work is strategically anchored in SUND's Goals Plan, Chapter 2, Goal 4: *A stimulating study environment with strong well-being*:

SUND will focus on the students' well-being in the work with both the physical and the psychosocial study environment in order to support and develop the students' opportunities for studying on challenging study programmes. A sense of academic and social community and affiliation must contribute to improving well-being, learning and completion rates, and help prevent stress reactions. The students and academic environments are involved in the work to identify needs and prioritise initiatives. The students are involved via the Student Forum and study boards, where they discuss and propose themes, action plans and initiatives.

SUND's work with student well-being is based on the recommendations from UCPH's stress think tank and is linked to UCPH's [Good Student Life project \(link to KU's intranet\)](#).

SUND will:

1. Improve student well-being through extended introductory courses on all study programmes, and strengthen communities and commitment among the students to ensure good completion rates.
2. Further develop and disseminate SUND's use of digital well-being initiatives in combination with on-campus initiatives based on the valuable experiences gained by SUND during the COVID-19 crisis. Through blended forms of counselling and initiatives, we can interact with and engage more students and thus support the academic and social communities that have been challenged as a result of COVID-19.
3. Based on UCPH's Master Plan, develop the physical learning environment and implement minimum standards for teaching infrastructure as well as necessary improvements to ensure a good physical study environment.

The strategic partial goals for study environment and student well-being are anchored in the Department of Student Affairs (AUS) and linked to the Associate Dean for Education. This anchoring is to ensure management follow-up at Faculty level. An action plan is prepared each year in which the initiatives and activities of the partial goals are described in further detail and anchored. It is essential that activities and initiatives relating to the study environment and student well-being are developed and aligned with the academic environments to create academic and social cohesion for the students.

Study Environment Survey

In addition to the strategic partial goals supporting a good study environment, UCPH uses the Ministry's *Uddannelseszoom* to follow up on the statutory educational environment assessments in

accordance with the Danish Educational Environment Act (*Undervisningsmiljøloven*). *Uddannelseszoom* is a questionnaire-based survey. It is conducted every other year and asks students to assess their study environment. The Ministry's survey comprises all Bachelor's, professional bachelor and Master's programmes. For all part-time study programmes (academy, diploma and professional master's programmes), UCPH conducts its own educational environment surveys. UCPH follows the Ministry's schedule for conducting the surveys.

The *Uddannelseszoom* surveys and the UCPH-anchored surveys among students at SUND contribute input to the development of the study environment as well as SUND's local action plans, which are aligned on the basis of the students' input. Surveys are translated into action plans, revisions of existing action plans and into ongoing study environment work.