

HEALTH standards for the quality of education 2016

Parameter	Standard
Intake	<p><i>Intake (1 October), bachelor's programmes</i> Must not fall by more than 10% over a three-year period under the current admission requirements.</p> <p><i>Intake (1 October), master's programmes</i> Must not fall by more than 10% over a three-year period under the current admission requirements.</p> <p><i>Intake (1 October), professional bachelor's programmes</i> Must not fall by more than 10% over a three-year period under the current admission requirements.</p> <p><i>Intake (1 October), professional master's programmes</i> Each study programme must as a whole have been in financial balance over the past three years. Financial balance is calculated on the basis of both students taking single courses and students enrolled in the full study programme.</p> <p><i>Intake (1 October), further adult education programmes.</i> Each study programme must as a whole have been in financial balance over the last three years.</p>
Dropout rate	<p><i>Dropout rate for the first year of the bachelor's programmes</i> The dropout rate for the first year of a study programme must be less than the average of the last three years' national average for the main academic area.</p> <p><i>Dropout rate for the bachelor's programmes (entire study programme)</i> The dropout rate for the entire study programme must not be greater than 15%.</p> <p><i>Dropout rate for the master's programmes (entire study programme)</i> The dropout rate for the entire study programme must be less than the average of the last three years' national average for the main academic area.</p> <p><i>Dropout rate for the professional bachelor's programmes (first year and entire study programme)</i> The dropout rate for the first year must not be greater than 12%. The dropout 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.</p>
Study completion rate	<p><i>Completion of studies within the prescribed time: bachelor's programmes</i> The share of a year group that completes their studies within the prescribed time must be a minimum of 60% and the share of a year group that completes their studies within the prescribed time must not as a whole have fallen over the last three years.</p>

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	<p><i>Completion of studies within the prescribed time + one year: bachelor's programmes</i> The share of a year group that completes their studies within the prescribed time + one year must be a minimum of 80%. The share of a year group that completes their studies within the prescribed time + one year must not as a whole have fallen over the last three years.</p> <p><i>Completion of studies within the prescribed time: master's programmes</i> The share of a year group that completes their studies within the prescribed time must be a minimum of 60%. The share of a year group that completes their studies within the prescribed time must not as a whole have fallen over the last three years.</p> <p><i>Completion of studies within the prescribed time + one year: master's programmes</i> The share of a year group that completes their studies within the prescribed time + one year must be a minimum of 85%. The share of a year group that completes their studies within the prescribed time + one year must not as a whole have fallen over the last three years.</p> <p><i>Completion of studies within the prescribed time: professional bachelor's programmes</i> The share of a year group that completes their studies within the prescribed time must be a minimum of 75%. The share of a year group that completes their studies within the prescribed time + one year must not as a whole have fallen over the last three years.</p> <p><i>Completion of studies within the prescribed time+ one year: professional bachelor's programmes</i> The share of a year group that completes their studies within the prescribed time + one year must be a minimum of 80%. The share of a year group that completes their studies within the prescribed time + one year must not as a whole have fallen over the last three years.</p>
Unemployment statistics	<p><i>Unemployment statistics: bachelor's programmes</i> The standard set for unemployment for graduates of bachelor's programmes is a maximum unemployment percentage of 10% for the study programmes.</p> <p><i>Unemployment statistics: master's programmes</i> Unemployment must be at least as low as the average of the last three years' national average for the main academic area.</p> <p>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.</p> <p><i>Unemployment statistics: professional bachelor's programmes</i> Unemployment must not as a whole have risen over the last three years.</p>
Examination complaint	<i>Examination complaint statistics: bachelor's, master's, professional</i>

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and appeal statistics	<p><i>master's and professional bachelor's programmes</i> If more than 10% of the attending students complain about the exam on an individual course, the head of studies must look into the exam in question and explain what follow-up steps have been taken.</p> <p><i>Appeals statistics: bachelor's, master's, professional master's and professional bachelor's programmes</i> The aim is to have no appeals, and each appeal that results in the appeals board ruling in favour of the student is cause for the case being examined more closely.</p> <p>The number of exam complaints and number of appeals, including the number of complaints and appeals that are sustained, are dealt with each year by the faculty management.</p>
Pass rate	<p>At the Faculty of Health and Medical Sciences, management information on pass rates is used as yet another element that can inform the dialogue between the course organiser, the head of department and the study board on the learning outcomes of the courses and form the basis for any necessary adjustments.</p> <p>The standard should not be seen as a statement of absolute goals, but rather as an illustration of the Faculty of Health and Medical Sciences' ambitions for the learning outcome of each study programme level.</p> <p><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%.</p> <p><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%.</p> <p><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%.</p>
Number of international students in Master's programmes	<p><i>Incoming/outgoing students, not international/English-language taught study programmes</i> The share of students at the faculty that has been on exchange is a minimum of 5 – 10 %. The share is calculated once a year.</p> <p><i>Number of international students admitted to English-language taught master's programmes</i> The intake from non-Nordic countries must be at least 20%.</p>
Full-time/part-time academic staff ratio (full-time equivalent (FTE) and number per year)	<p><i>Full-time/part-time academic staff ratio for bachelor's, master's and professional master's programmes, calculated as full-time equivalents (FTE)</i> The full-time/part-time academic staff ratio must not diverge by more than 25 % from the national average.</p> <p>The following elements/aspects must be commented on in the case of</p>

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	<p>differences that exceed the above-mentioned standards:</p> <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 <p>The full-time/part-time ratio, calculated as the number of part-time teaching staff members for the faculty as a whole, is assessed once a year by the faculty management. The ratio must not as a whole have fallen over the last three years.</p>
<p>Student/Full-time academic staff ratio (full-time equivalent (FTE) and number per year)</p>	<p><i>Student/full-time academic staff ratio for bachelor's programmes and master's programmes, calculated in student FTE/FTE</i> The standard for the student/full-time academic staff ratio is set on the basis of the 2015 level.</p> <p><i>Student/full-time academic staff ratio for professional master's programmes, calculated in student FTE/FTE</i> The standard for the student/full-time academic staff ratio will be set on the basis of the 2016 level.</p> <p><i>Student/full-time academic staff ratio for bachelor's, master's and professional master's programmes, calculated as the number of students/number of teaching staff members</i> The student/full-time academic staff ratio, calculated as the number of students/number of teaching staff members for the faculty as a whole, is assessed once a year by the faculty management. The ratio must not as a whole have fallen over the last three years.</p>
<p>Start of studies</p>	<p>The Faculty of Health and Medical Sciences has made a standard package for the start of studies. The Faculty's standards for the start of studies are stated in it.</p>
<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 (SSK) 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</p>

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	<p>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 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: Available both mornings and afternoons on all weekdays 70 hrs./wk., divided as follows: <ul style="list-style-type: none"> - Study programme specific interviews are offered 30 hrs./wk. - Interviews with academic guidance counsellors are offered 40 hrs./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 <p>Student/guidance counsellor ratio: There is one guidance counsellor FTE for every 1000 enrolled bachelor or master's students.</p>
Internationalisation	The study programmes should be planned in such a way that it is possible

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	<p>for students enrolled in full-degree studies at the Faculty to participate in outbound mobility and for the Faculty to receive inbound international students by:</p> <ul style="list-style-type: none"> • Having sufficient English-language taught course offerings (including summer schools) • Ensuring a high level of language competences among the teaching staff. • Supplying teaching and information material in English • Ensuring that the curricula contain a mobility window for outbound students
Pedagogical skills development: New teaching staff and part-time staff	<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>
Pedagogical skills development: Teaching staff for Further Adult Education in Dental Practice	<p>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.</p>
Pedagogical skills development: New teaching staff and part-time staff for the Professional Bachelor's programme in Dental Hygiene	<p>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>
Pedagogical skills development: Permanent teaching staff	<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>
Development of professional and academic qualifications	<p><i>Development of professional and academic qualifications</i></p> <p>Any goals for the development of professional and academic qualifications are set for the individual staff members at the annual performance and development review.</p>
Research basis	<p>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</p>

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	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.
Teaching hours	<i>Number of teaching hours per week for bachelor's and professional bachelor's programmes</i> The number of teaching hours must for each individual study programme be on average a minimum of 12 hours/week and a maximum of 20 hours/week. The bachelor's programme in dentistry is exempt from the maximum limit during semesters that include clinical teaching.

Approved by the dean on 8 March 2016