

Measurable standards for quality and relevance of study programmes

Parameters	Measurable standard	Responsibility
<p><i>Intake</i></p> <p>Total enrolment numbers on bachelor's programmes are calculated as the number of students enrolled as at 1 September via the Coordinated Enrolment System (KOT) who are still enrolled on the study programme as at 1 October.</p> <p>Total enrolment numbers on master's programmes are determined as the number of students enrolled as at 1 February or 1 September who are still enrolled on the study programme one month after study start.</p>	<p>Total enrolment numbers are standard UCPH indicators and are calculated annually on a standardised basis by the Central Administration.</p> <p>SCIENCE standard:</p> <ul style="list-style-type: none"> • Intake <ul style="list-style-type: none"> ○ Bachelor's programme: Intake of at least 50 students a year. ○ Master's programme: Intake of at least 25 students a year. • Deviation between maximum capacity and intake <ul style="list-style-type: none"> ○ The deviation between maximum capacity and intake must be less than 10% 	<p>SCIENCE Study Administration, Management Secretariat</p>
<p><i>Intake on professional master's programmes</i></p>	<p>The intake on the Master in Sport, Physical Activity and Welfare must be at least 20 in the years in which students are admitted.</p> <p>The Master in Landscape and Planning and the Master in Food Quality and Safety must have an intake of at least 10 in the years in which students are admitted to the study programmes.</p>	<p>SCIENCE Study Administration, Management Secretariat</p>
<p><i>Dropout rates</i></p> <p>The dropout rate in the first year of study on the bachelor's programme is calculated as the share of students admitted via KOT as at 1 October in year X-1 who are not enrolled on the study programme as at 1 September</p>	<p>The dropout rate on study programmes is a standard UCPH indicator and is calculated annually on a standardised basis by the Central Administration.</p> <p>SCIENCE standard:</p> <ul style="list-style-type: none"> • Dropout rates <ul style="list-style-type: none"> ○ Bachelor's programmes: <ul style="list-style-type: none"> ▪ First year of study: Maximum dropout rate of 15% of intake ▪ All study programmes: Maximum dropout rate of 25% of intake 	<p>SCIENCE Study Administration, Management Secretariat</p>

<p>in year X.</p> <p>The dropout rate for all bachelor's programmes is the share of students admitted to the study programme four years earlier and who, in the course of the first four years ('N+1') have dropped out of the programme without a degree – regardless of whether there has been a change of study programmes to another, possibly closely related, bachelor's programme. For professional bachelor's programmes with a prescribed time of study of four years, the dropout rate is calculated within the first five years ('N+1') after study start.</p> <p>Similarly, the dropout rate on all master's programmes is the share of students who have dropped out of the study programme without a degree within the first three years ('N+1'), possibly with a view to changing master's programmes.</p> <p>The dropout rate in the first year of study on the master's programme is not a standard UCPH indicator and is not calculated.</p>	<ul style="list-style-type: none"> ○ Master's programmes: <ul style="list-style-type: none"> ▪ All study programmes: Maximum dropout rate of 10% of intake <table border="1" data-bbox="640 276 1805 496"> <thead> <tr> <th></th> <th colspan="3">Most recent dropout rates</th> <th rowspan="2">SCIENCE standard</th> </tr> <tr> <th>Educational level</th> <th>2014</th> <th>2013</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Bachelor; total</td> <td>32.8%</td> <td>32.3%</td> <td>34.1%</td> <td><=25%</td> </tr> <tr> <td>Bachelor; first year</td> <td>16.9%</td> <td>17.2%</td> <td>17.6%</td> <td><=15%</td> </tr> <tr> <td>Master; total</td> <td>12.8%</td> <td>10.4%</td> <td>22.5%</td> <td><=10%</td> </tr> </tbody> </table>		Most recent dropout rates			SCIENCE standard	Educational level	2014	2013	2012	Bachelor; total	32.8%	32.3%	34.1%	<=25%	Bachelor; first year	16.9%	17.2%	17.6%	<=15%	Master; total	12.8%	10.4%	22.5%	<=10%	
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<p><i>Completion</i></p>	<p>There are three indicators. Performance below standard in relation to at least one of the three indicators triggers action. All three indicators are standard UCPH indicators which are calculated on an annual basis</p>	<p>SCIENCE Study Administration,</p>																								

– or will be in future.

The three indicators are

1. Average study completion time
2. ECTS/student per year
3. Completion within the prescribed time of study (N) or prescribed time of study + max. 1 year (N+1)

The average study completion time is calculated for the bachelor's and master's students, respectively, who have graduated in a given year.

1. Average study completion time (years)

Educational level	Baseline SCIENCE (2014)	Requirements of study completion time model	SCIENCE objectives 2020
Bachelor	3.3		3.1
Master	2.6		2.3
Bachelor + Master	5.9	5.9	5.4

For the individual bachelor's or master's programmes, the baseline is the established average study completion time for graduates in 2014. A linear development towards the 2020 SCIENCE targets is calculated and serves as a target until 2020. For example, if the average study completion time in 2014 on a bachelor's programme is fixed at 3.7 years, a 0.1 reduction in study completion time per year is expected over the coming years until 2020.

Specific targets are formulated for study programmes with less than 25 students. For study programmes that meet the 2020 SCIENCE targets already by 2014, the target is to maintain the 2014 figures.

2. ECTS/student

The indicator will be calculated on a standardised basis at UCPH level in connection with ongoing reporting on the development contract.

For the bachelor's programmes in 2014, 3,438 student FTEs produced by 4,816 students have been

In relation to the development contract, ECTS/student is defined as the number of student FTEs earned within the year, divided by the number of students who have contributed to FTEs earned within the year. ECTS/student for a specific study programme thus constitutes the number of student FTEs earned within the year by students who, throughout the whole year or parts of it, have been enrolled on the programme.

The definition is not identical to the definition used in the Tableau reports. In these reports, the calculation is based on the number of months during which the examinees have been enrolled in the calculation year. ECTS/student is thus slightly larger in the Tableau reports compared to this review.

calculated, which corresponds to approx. 43 ECTS/student. For the master's programmes, 2,096 student FTEs produced by 3,426 students have been calculated, which corresponds to approx. 37 ECTS/student.

The 2020 SCIENCE targets (bachelor's and master's programmes, respectively) are calculated as established ECTS/student in 2014 + 10%, i.e. (without decimal places) 47 ECTS/student on bachelor's programmes and 41 ECTS/student on master's programmes. The individual study programmes are expected to increase established ECTS/student in 2014 on a linear basis until 2020, when the 2020 SCIENCE targets must be met.

Specific targets are formulated for study programmes with less than 25 students. For study programmes that meet the 2020 SCIENCE targets already by 2014, the target is to maintain the 2014 figures.

3. Completion within the prescribed time of study (N) or prescribed time of study + max. 1 year (N+1)

Among the students who complete the study programme, the share of students who complete the programme within the prescribed time or prescribed time + max. 1 year is calculated.

The 2020 target is that out of the students who complete the study programme

- **90% of the bachelor's students must have completed the programme within the prescribed time of study and 10% in 3-4 years.**
- **60% of the master's students must have completed the programme within the prescribed time of study and 40% in 2-3 years.**

The targets of a maximum dropout rate of 25% on the bachelor's programmes and maximum 10% on the master's programmes are translated into 2020 SCIENCE targets for N and N+1 for the bachelor's and master's programmes, respectively. The targets are shown in the following tables, which also include the last recorded SCIENCE figures for the years 2012-2014:

Bachelor

	Active	N	N+1	Dropout
2020 target	0%	70%	5%	(≤)25%
2014	13%	30%	25%	33%
2013	15%	29%	24%	32%

	<table border="1" data-bbox="618 156 1240 193"> <tr> <td>2012</td> <td>21%</td> <td>23%</td> <td>21%</td> <td>34%</td> </tr> </table> <p>NOTE! These targets have been adapted following the adjustment of the maximum dropout rate target from 20% to 25% in 2020.</p> <p>Master</p> <table border="1" data-bbox="618 320 1240 552"> <thead> <tr> <th></th> <th>Active</th> <th>N</th> <th>N+1</th> <th>Dropout</th> </tr> </thead> <tbody> <tr> <td>2020 target</td> <td>0%</td> <td>55%</td> <td>35%</td> <td>(≤)10%</td> </tr> <tr> <td>2014</td> <td>21%</td> <td>18%</td> <td>48%</td> <td>13%</td> </tr> <tr> <td>2013</td> <td>27%</td> <td>21%</td> <td>42%</td> <td>10%</td> </tr> <tr> <td>2012</td> <td>26%</td> <td>17%</td> <td>34%</td> <td>23%</td> </tr> </tbody> </table> <p>NOTE! These targets have been adapted following the adjustment of the maximum dropout rate target from 8% to 10% in 2020.</p> <p>For example, the 2020 target for bachelor's programmes is that 70% of the students enrolled in 2016 must have completed the programme within 3 years and 5% within 3-4 years, while the (maximum) dropout rate can be 25% in the first 4 years of study.</p> <p>The 2014 figures for N and N+1 for each bachelor's and master's programme are used as a baseline. The individual study programmes are expected to increase N and N+1 on a linear basis until 2020, when the 2020 SCIENCE targets must be met.</p> <p>Specific targets are formulated for study programmes with less than 25 students. For study programmes that meet the 2020 SCIENCE targets already by 2014, the target is to maintain the 2014 figures.</p>	2012	21%	23%	21%	34%		Active	N	N+1	Dropout	2020 target	0%	55%	35%	(≤)10%	2014	21%	18%	48%	13%	2013	27%	21%	42%	10%	2012	26%	17%	34%	23%	
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<p><i>Unemployment statistics</i> For master's programmes, unemployment is calculated as the number of unemployed graduates in Q4-Q7 after completion of the study programme.</p>	<p>Master's graduates: SCIENCE's unemployment standard is set in accordance with unemployment figures in Q4-Q7. If no unemployment figures are available for Q4-Q7 after graduation (due to too few or too small graduate year groups), UCPH's own calculations will constitute the primary basis for evaluating whether the unemployment level is acceptable. It should give rise to discussions if graduate unemployment in relation to a specific study programme exceeds the following three standards at the same time. These standards constitute the national average for graduate unemployment in the natural science main subject area in the most recent calculation in October 2015.</p> <ul style="list-style-type: none"> - Average graduate unemployment rate of more than 10% in the past 10 years - Average graduate unemployment rate of more than 11% in the past 5 years 	<p>SCIENCE Study Administration, Management Secretariat</p>																														

	<p>- Average graduate unemployment rate of more than 12% for year group 2009 and onwards</p> <p>See background note on measurable standards for graduate unemployment as at 15.05.21 for further details.</p> <p>Bachelor's graduates: Since the vast majority of bachelor's graduates are students enrolled on a master's programme, it may be difficult to find a measurable standard for unemployment among bachelor's graduates. In 2015, the target has been set at maximum 10% three quarters after graduation for graduate year group 2014.</p>	
<p><i>Examination appeal statistics</i> Must be determined at educational level in relation to number of complaints Hereof number of complaints accepted Number of appeals Hereof number of appeals accepted</p>	<p>Measurable standard for number of examination appeals:</p> <ul style="list-style-type: none"> • For study programmes with more than 100 students enrolled, the appeal percentage must not exceed 4% • For study programmes with 100 students enrolled or less, the appeal percentage must not exceed 6% <p>Measurable standard for number of appeals:</p> <ul style="list-style-type: none"> • The target is zero appeals, and any appeal accepted by the board of appeals gives rise to an investigation of the matter as indicated below. <p>It is an established procedure for processing examination appeals that the deputy head of the department responsible for the examination receives a copy of the examination appeal to assess whether local follow-up on the procedures etc. is necessary.</p>	<p>SCIENCE Study Administration, Study Board Secretariat</p>
<p><i>Number of international students on master's programmes</i> Calculated as students with a nationality other than Danish, Swedish, Norwegian, Finnish, Icelandic and Faroese enrolled on master's programmes as at 1 October. The calculation period is 1 October to 30 September (subsequent year).</p>	<p>Between 10% and 50% of the students enrolled on a master's programme must be from non-Nordic countries. However, there may be special reasons for changing the distribution on some study programmes:</p> <ul style="list-style-type: none"> • Programmes specifically targeted at international students • Double-degree programmes • Study programmes with a large labour market demand which cannot be met by Danish students • Resizing of study programmes can limit the intake of international students 	<p>SCIENCE Study Administration, Management Secretariat</p>

<p><i>Ratio between academic staff and part-time academic staff (FTEs)</i> Academic staff and part-time academic staff are defined in accordance with the statistical material of Universities Denmark (Danske Universiteters Statistiske Beredskab).</p>	<p>Ratio between academic staff and part-time academic staff in FTEs is 55.6 at faculty level. SCIENCE compares itself with the national average for the technology and natural science main subject areas, where the 2014 ratio between academic staff and part-time academic staff is 6.3. A ratio between academic staff and part-time academic staff in FTEs at educational level of 6.3 or more is satisfactory. Academic staff and part-time academic staff at SCIENCE are defined, as regards quality assurance of study programmes, in accordance with UCPH's requirement for following the definition as specified by Universities Denmark.</p>	<p>SCIENCE Study Administration, Management Secretariat</p>
<p><i>Ratio between students and academic staff (FTEs)</i> For the ratio in FTEs, student FTEs are used on the basis of the student FTE report, and academic staff are calculated as the ratio between academic staff and part-time academic staff.</p>	<p>The ratio between students and academic staff in FTEs is 2.6 at faculty level. Based on a review of accreditation reports and on the conditional accreditation for the bachelor's programme in Computer Science, it is proposed to set standards for the ratio between students and academic staff in FTEs at educational level at 25.</p>	<p>SCIENCE Study Administration, Management Secretariat</p>
<p><i>Study start</i> Faculty level</p>	<p>90% of all new bachelor's students participate in the introduction week. 75% of all new master's students who are not legally entitled to be admitted are satisfied with the results of the study start.</p>	<p>SCIENCE Study Administration, Study and Career Guidance</p>
<p><i>Study and Career Guidance</i> (see the guidelines for study and career guidance for detailed parameters requiring measurable standards) Faculty level</p>	<ul style="list-style-type: none"> • All supervisors are academic supervisors who, within the first two years of employment, must have completed the AEU basic course for supervisors and the basic course in motivational dialogue. • Annual action plans are prepared for Study and Career Guidance. • All student-related activities are evaluated. • All enquiries are recorded subsequently based on a number of criteria <p>SLA:</p> <ul style="list-style-type: none"> • Email consultation: SLA within 5 weekdays. • Telephone consultation: Open 9-10 am all weekdays except Tuesday. We aim for a maximum waiting time of 10 minutes on the telephone. All calls received before 10 am are answered. 	<p>SCIENCE Study Administration, Study and Career Guidance</p>

	<ul style="list-style-type: none"> • Drop-in consultation: Open around midday for a total of 4-7 hours per study programme per week. We aim to ensure that all students who show up receive counselling on the same day. • Booked meetings: Available in the morning and the afternoon for a total of 8-12 hours per study programme per week. We aim for a maximum waiting time of 10 weekdays for a booked meeting. <p>One full-time academic supervisor is available for every 1,000 students enrolled on a bachelor's or master's programme</p>	
<p><i>Internationalisation</i> Faculty level</p>	<p>The following targets have been set:</p> <ul style="list-style-type: none"> • SCIENCE master's programmes are generally taught in English. There may be exceptions if the majority of students enrolled are Danish • In connection with teaching evaluations, the language skills of lecturers must be included. If required, the departments must offer competency development courses • In relation to student mobility: <ul style="list-style-type: none"> ○ Mobility windows have been incorporated into all curricula ○ The total outgoing student mobility at SCIENCE must be increased in line with the overall UCPH targets, see UCPH's development contract for 2015-17, i.e.: <ul style="list-style-type: none"> ▪ 2015: increase of 3% compared to baseline (2013 figures, 333 students) ▪ 2016: increase of 6% compared to baseline (2013 figures, 342 students) ▪ 2017: increase of 10% compared to baseline (2013 figures, 355 students) <p>Universities Denmark's key figures H1 are applied, which comprise the number of outgoing students in the period 1 September (previous year) to 31 August (current year) who have completed an internship, an exchange programme or an independently arranged study abroad period (including study abroad periods via the scholarship scheme for studying abroad), if the students have been granted pre-approved credit transfer, or if the study abroad period constitutes a fixed part of the curriculum. It also includes students on short-term stays abroad.</p>	<p>SCIENCE Study Administration, International Affairs and MSc Admissions – Agnete Vibholt</p>
<p><i>Pedagogical competency development, new lecturers and part-time employees</i> Faculty level</p>	<p>The following targets have been set:</p> <ul style="list-style-type: none"> • All PhD students, postdocs, assistant professors, associate professors and professors employed after 1 September 2013 without teaching qualifications corresponding to the learning objectives of the course must participate in the 'Introduction to University Pedagogy' course. • All researchers, assistant professors, associate professors and professors with teaching obligations employed after 1 September 2013 without teaching qualifications corresponding to 	<p>SCIENCE HR</p>

	<p>the learning objectives of the course must participate in the 'Teaching and Learning in Higher Education Programme' course.</p> <ul style="list-style-type: none"> • Anyone acting as an educational supervisor on the Teaching and Learning in Higher Education Programme must participate in the 'Course for educational supervisors'. • Anyone acting as an academic supervisor on the Teaching and Learning in Higher Education Programme must participate in the 'Course for department supervisors'. <p>The courses in question are affiliated with relevant departments at SCIENCE in terms of research, including the Department of Science Education.</p>	
<p><i>Pedagogical competency development, permanent staff</i> Faculty level</p>	<p>See above</p>	<p>SCIENCE HR</p>
<p><i>Development of academic qualifications</i> Faculty level</p>	<p>All academic staff members at SCIENCE have a duty to undertake active research activities at a high scientific level, and it is expected that an academic staff member spends about half of his or her total working hours on research on average. Research activities include, among other things, regular publication as a principal or co-author, preferably in recognised international journals, as well as regular contributions to congresses and/or symposia, to textbook or note material or the like. In addition, research activities comprise regular applications as a principal or co-applicant to external national as well as international grant donors and national and/or international research collaboration. This is subject to evaluation between the individual employee and the head of department at the annual performance and development review. It is also possible to discuss it on other occasions, if necessary (see the researcher portal for SCIENCE https://intranet.ku.dk/forskning/praksisudvalget/forskningsindsats/Sider/default.aspx)</p>	<p>SCIENCE Research and Innovation</p>