



Danmarks
Akkrediteringsinstitution

Guide to programme accreditation

Existing programmes and local provision of programmes

30 September 2013

Contents

1. Introduction.....	3
1.1. Background.....	3
1.2. The purpose and structure of the guide	3
1.3. Programme and local provision of programme.....	4
1.4. Stages of the accreditation process	4
1.5. The Accreditation Council's decisions.....	5
1.6. The responsibility of the education institution	6
1.6.1. Two programme levels in a single report	7
1.7. Submitting the report	7
2. Presentation of a programme or a local provision of a programme	9
2.1. Key figures.....	9
3. The five criteria.....	14
Appendix 1: Overview of submission requirements for existing programmes and local provision of programmes	28

1. Introduction

1.1. Background

With Act no. 601 of 12/6/2013 on the accreditation of higher education institutions, Denmark gained a national accreditation system that will strengthen the work of education institutions to develop programmes of steadily increasing academic/professional quality and relevance. The main emphasis of the new accreditation system is on the accreditation of institutions, but it also includes the accreditation of programmes and the local provision of programmes during a transitional period (see section 1.3. for an explanation of the concepts programme and local provision of programme).

Where programme accreditation is concerned, an accreditation panel assesses whether a programme or the local provision of a programme lives up to the five criteria laid down in ministerial order no. 745 of 24/6/2013 (ministerial order on accreditation). The accreditation of existing programmes and local provision of programmes is performed at:

- Institutions where institutional accreditation has not yet begun
- Institutions that have been refused institutional accreditation.

The Danish Accreditation Institution (AI) sets up an accreditation panel which assesses a programme or local provision of a programme. On the basis of this assessment AI draws up an accreditation report.

This guide is for existing programmes and local provision of programmes. There is a corresponding guide for use in connection with the accreditation of new programmes and local provision of programmes. Both guides can be found at www.akkr.dk.

1.2. The purpose and structure of the guide

The guide serves two purposes:

- It is a written guide for education institutions who are having a programme or a local provision of a programme accredited, and for the accreditation panel that will assess whether a programme or a local provision of a programme fulfils the criteria.
- Sections 2 and 3 of this guide contain a template, which you can choose to use in your work with the written documentation material (report and appendices).

The guide comprises three sections. Among other things, section 1 describes how this guide is structured, how you should demonstrate that the programme or local provision of a programme fulfils the criteria, and what the procedure for submitting the written documentation material is. Section 2 contains a description of the basic information you must provide in the application module at <http://ansoegningsmodul.akkr.dk>. Section 2 also contains a template in which you must report a number of key figures. Section 3 contains a template with the criteria and the questions you must answer in order to show that a programme or the local provision of a programme fulfils the criteria. Appendix 1: Overview of submission requirements for ex-

isting programmes and local provision of programmes shows the basic information, key figures and answers required in the submission for each individual programme type.

1.3. Programme and local provision of programme

The concepts 'programme' and 'local provision of programme' are used in this guide. Where vocationally-oriented higher education programmes are concerned, there is a difference between a programme and the local provision of a programme (cf. the Danish Agency for Higher Education's guide to pre-qualification). The vocationally-oriented higher education programmes are described in the respective ministerial orders on the programmes in question or in programme regulations that wholly or in part are the same for several education institutions. A programme is thereby a national course established by ministerial order that can be provided in several places and by different education institutions. A local provision of a programme refers to the specific, geographically fixed provision of a programme at an education institution. For example, VIA University College's teacher training programme in Aarhus is a local provision of a programme.

Where university programmes and artistic education programmes are concerned, there is no practical difference between a programme and a local provision of a programme. This is because programmes at these institutions are considered unique programmes that are only provided by a given university or a given artistic higher education institution.

1.4. Stages of the accreditation process

The accreditation process is roughly divided into the following stages:

Beginning

- AI convenes an information meeting for the programmes and local provision of programmes that will be accredited in accordance with the rota plan.
- The education institution submits the current programme regulations for the programme or the local provision of a programme to AI.

Written documentation

- The education institution prepares a report and collects appendices – see section 1.6 for a description of the responsibility of the education institution in this connection.
- During this phase AI appoints an accreditation panel. The education institution is informed who panel members are and can submit a substantiated objection within a given deadline if there is reason to cast doubt on the competence to act of the panel members.
- In consultation with the accreditation panel, AI chooses two or three central subjects or subject components for which the education institution must provide details concerning contents, teaching and working methods and the pedagogical competence of teaching (see question 4 under criterion IV (Organisation and performance)). The selection is based on the submitted programme regulations, after a dialogue with the education institution in question.
- The education institution submits the written documentation.
- The accreditation panel and AI read and discuss the written documentation and may ask for supplementary information.

Site visit

- The accreditation panel and AI visit the education institution and discuss the programme or the local provision of a programme with management, teachers, students and possibly with other key stakeholders.
- The purpose of the site visit is to validate and elaborate on the written documentation provided by the education institution.

Accreditation report

- AI draws up an accreditation report based on the accreditation panel's assessment of the written documentation and discussions with management, teachers, students, etc. during the site visit. The report contains the accreditation panel's assessment of and grounds on which the individual criteria are considered to have been fulfilled, partially fulfilled or not fulfilled. The report also contains a comprehensive recommendation for the Accreditation Council's decision to award positive accreditation, conditionally positive accreditation or refusal of accreditation.
- The education institution receives the accreditation report in administrative hearing.
- AI completes the accreditation report together with the accreditation panel and forwards it to the Accreditation Council while also publishing it at www.akkr.dk

Decision regarding accreditation

- The Accreditation Council considers the accreditation report and decides whether to award positive accreditation, conditionally positive accreditation or refusal of accreditation.
- The Accreditation Council informs the education institution and the Danish Agency for Higher Education of its decision while also publishing it at www.akkrediteringsraadet.dk/
- The minister makes the final decision on the approval of existing programmes and local provision of programmes after positive programme accreditation.

1.5. The Accreditation Council's decisions

The Accreditation Council can make one of the following decisions regarding the accreditation of individual programmes and local provision of programmes:

- **Decision to award positive programme accreditation.** On the whole, the programme or the local provision of a programme lives up to the accreditation criteria. The programme accreditation is in effect for six years, after which the programme or the local provision of a programme must be re-accredited unless the education institution has been awarded positive or conditionally positive institutional accreditation in the intervening period.
- **Decision to award conditionally positive programme accreditation.** The Accreditation Council can award a programme or a local provision of a programme conditionally positive accreditation if the programme or the local provision of a programme does not fully live up to all of the criteria and if the Accreditation Council estimates that it will be possible to remedy the shortcomings of the programme or the local provision of a programme within a shorter period of time, e.g. six months to two years. The Council will specify a timetable within which the shortcomings must be remedied. At the end of this period, the Accreditation Council will make a new decision regarding programme accreditation based on a supplementary accreditation report that relates solely to the criteria that the programme or the local provision of a programme failed to live up to in the first instance. The Accreditation Council's new decision can be either a positive programme accreditation or a refusal of programme accreditation. When an education institution is awarded positive

or conditionally positive institutional accreditation during the period for which the conditionally positive programme accreditation applies, the programme or the local provision of a programme must still be assessed by the Accreditation Council on the expiry of the period.

- **Decision to award refusal of programme accreditation.** On the whole, the programme or the local provision of a programme fails to live up to the accreditation criteria. A refusal of programme accreditation means that the education institution cannot offer the programme.

1.6. The responsibility of the education institution

The education institution's report and appendices constitute the basis for the accreditation panel's assessment. This is supplemented by the additional information that the accreditation panel might request from the education institution as well as the information that the accreditation panel collects during the site visit.

The report and appendices are ascribed equal weight as a basis for the accreditation panel's assessment. It is the responsibility of the education institution to decide the most appropriate way of illustrating what is required under each criterion. If e.g. information is requested on a practice that the institution has not previously described in writing, the institution must account for this practice. However, if the information requested is found in an existing document, it is sufficient for the institution to refer to the document and enclose it.

The education institution is responsible for ensuring that the written documentation is adequate and conveys the required information. The institution is also responsible for ensuring that the written documentation is true and fair when it is submitted to AI. The written documentation must be accompanied by a covering letter signed by the head of the education institution to attest the accuracy of the information.

Focus on practice

The education institution must illustrate the practice that applies to the programme or the local provision of a programme with the help of the written documentation. It must be made perfectly clear whether practice reflects a recurring activity – i.e. is part of a system or principle established in advance or a series of activities established in advance – or whether it reflects ad hoc activities – i.e. activities that will not necessarily be repeated. In the latter case, it must be clear from the written documentation that the extent and content of the activities are sufficiently broad and comprehensive to satisfy requirements.

Voluntary use of the templates

Use of the templates in sections 2 and 3 is voluntary. You can choose to write the answers to the questions in the white fields of the templates or to submit a comprehensive description covering all questions. If you choose the latter, it is important that you provide information on the topics covered by the criteria, as this constitutes the basis for the accreditation panel's assessment of the programme at the place of provision.

1.6.1. Two programme levels in a single report

If you judge that a bachelor programme and a full-time master's programme¹ or a full-time academy profession programme² and a "top up" bachelor's programme following an academy profession degree are in natural continuation of each other, you can prepare a joint report for the two programmes (or the local provision of these). This might be appropriate if the programmes or the local provision of programmes are rooted in the same academic/professional environment, or if the completion of one is a prerequisite for admission to the other. There may also be other reasons to join the descriptions of closely related programmes. Please contact AI if you want to include several programmes or local provision of programmes in a joint report.

If you prepare a joint report, it is important to make it clear what information applies to the individual programme or to the individual local provision of a programme and what applies to both.

Although a joint report for two programmes or local provision of programmes is submitted, they will be accredited individually, i.e. they will each be given an individual accreditation assessment in the accreditation report.

1.7. Submitting the report

The report and cover letter, which must be signed by the head of the education institution, must be uploaded through the application module at: <http://ansoegningsmodul.akkr.dk>. We recommend that you follow the instructions on the website.

Files must be uploaded as open PDF files and appendices must not be scanned versions. Collectively, the uploaded files may not be larger than 20 MB. Reports concerning a single programme or a single local provision of a programme should not exceed 40 pages in length. Reports concerning two programme levels should not exceed 60 pages in length. A report covering more than one place of provision should have an increased length of no more than 25 pages per additional place of provision. The extent of appendices should be limited as much as possible and should generally not exceed 300 pages. The extent of appendices pertaining to more than one programme level or more than one place of provision (cf. section 1.6.1.) is not expected to increase by more than 100 pages for each additional programme level or place of provision.

AI announces the submission deadline once the accreditation process begins. The deadline is also included in the schedule for the relevant accreditation round, which can be found on the AI homepage www.akkr.dk/.

¹ Within the category *master's programmes*, a distinction is made between full-time programmes – *kandidatuddannelser* – and part-time continuing education programmes – *masteruddannelser*. If different guidelines apply to the two types of master's programmes, it will be indicated in this guide.

² Within the category *academy profession programmes*, a distinction is made between full-time programmes – *erhvervsakademiuddannelser* – and part-time continuing education programmes – *akademiuddannelser*. If different guidelines apply to the two types of academy profession programmes, it will be indicated in this guide.

Reports can be written in Danish or English and you can submit appendices in both Danish and English.

2. Presentation of a programme or a local provision of a programme

You will be asked in the electronic application module at <http://ansoegningsmodul.akkr.dk> to provide basic information on your programme or local provision of a programme as necessary background information for accreditation. The application module contains detailed information on or clarifications of the information you must provide. You will be asked for the following basic information:

- Programme type
- The name of the programme or the local provision of a programme
- The address or addresses at which the programme or the local provision of a programme will be offered*
- The main area or central subject fields of the programme or local provision of a programme
- The language that the programme or the local provision of the programme will be offered in
- The size of the intake of new students for the programme or the local provision of a programme during the last three years
- The number students enrolled during the last three years
- The number of graduates during the last three years
- The number of teachers and full-time equivalents during the last academic year
- Name of contact person

Where programmes at universities and artistic higher education institutions are concerned, you will also be asked in the application module for additional information that the Danish Agency for Higher Education will need in its consideration of the case.

2.1. Key figures

In this section you must provide a number of key figures for your programme or local provision of a programme. If a key figure indicates that there could be problematic circumstances, this will initially be regarded as a sign of potential problems. In such cases you will be asked under the relevant criterion in part 3 to explain which special circumstances you believe influence the key figures and should therefore be included in the assessment of the criterion. On this comprehensive basis, the accreditation panel will then decide whether the criterion is complied with. The guidelines for the individual criteria contain descriptions of when a key figure can be seen as an indicator of a potential problem with a programme or the local provision of a programme.

Key figures that must be provided for all ordinary higher education programmes:

1. Key figures on unemployment (more details on these key figures are requested under criterion I. Demand and relevance).

Write here (provide figures and state how you have calculated the figures).

Method of measurement:

Give the proportion of unemployed graduates 4-19 months after they completed the programme for the last three years for which data exists.

For full-time academy profession programmes and professional bachelor programmes, AI will obtain unemployment figures from Statistics Denmark and forward them to the education institution. You must then enter them in the application module.

Exceptions: It is not necessary to provide unemployment figures for part-time master's programmes, part-time master's programmes at artistic higher education institutions, diploma programmes and part-time academy profession programmes.

2. Key figures for completion within the prescribed period of study (more details on these key figures will be requested under criterion IV. Organisation and completion).

Write here (provide figures and state how you have calculated the figures).

Method of measurement:

For bachelor and full-time master's programmes: you must state the proportion of students who completed the programme within the prescribed period of study and within the prescribed period of study plus one year during the three latest years for which data exists.

For full-time academy profession programmes and professional bachelor programmes: you must submit figures for completion within the prescribed period of study during the three latest years for which data exists. The figures can be obtained from the administrative systems (SIS and EASY-A) and must be calculated on the basis of all students who were newly enrolled (counted one month after the beginning of the academic year) in the programme at the place of provision, the number of years before which corresponds to the prescribed period of study.

For bachelor and full-time master's programmes at artistic higher education institutions: you must submit figures for completion within the prescribed period of study during the last three years.

Exceptions: It is not necessary to provide key figures for completion within the prescribed period of study for part-time master's programmes, part-time master's programmes at artistic higher education institutions, diploma programmes and part-time academy profession programmes.

3. Key figures on student attrition (more details on these key figures will be requested under criterion IV. Organisation and completion).

Write here (provide figures and state how you have calculated the figures).

Method of measurement:

For bachelor programmes: you must submit attrition rates during the first year of the programme during the three latest years for which data exists. Attrition rates during the first year of the programme must be calculated in the same way as they are calculated for the Universities Denmark statistical publication (*Danske Universiteters Statistiske Beredskab* (table F.3.1)).

For full-time master's programmes: you must submit attrition rates for the programme during the three latest years for which data exists. Attrition rates during the first year of the programme must be calculated in the same way as they are calculated for the Universities Denmark statistical publication (*Danske Universiteters Statistiske Beredskab*) (table G.1.4)).

For full-time academy profession programmes and professional bachelor programmes: you must submit attrition rates during the first year of the programme and attrition rates after the prescribed period of study during the three latest years for which data exists. Attrition for the programme must be calculated as a termination of the programme at the local place of provision.

For bachelor and full-time master's programmes at artistic higher education institutions: you must submit attrition rates for the programme during the three latest years for which data exists.

Exceptions: It is not necessary to provide figures on attrition for part-time master's programmes, part-time master's programmes at artistic higher education institutions, diploma programmes and part-time academy profession programmes.

Key figures that must be provided for university programmes and programmes at artistic higher education institutions:

4. Key figures on research publications (more details on these key figures will be requested under criterion II. Knowledge base).

Write here (provide figures and state how you have calculated the figures).

Method of measurement:

Bachelor and master's programmes: the statement must cover the past three years and follow the principles in the Ministry of Higher Education and Science bibliometric research indicator and include "Level 1 publications" and "Level 2 publications". In a separate statement the programme can add relevant supplementary research publications for the subject area in question.

Bachelor and master's programmes at artistic higher education institutions: the statement must include research production and dissemination from the past three years.

Exceptions: Academy profession programmes, professional bachelor programmes and diploma programmes are not required to provide key figures on research publications.

Key figures that must be provided for university programmes:

5. Key figures on the ratio of full-time academic staff to part-time academic staff (VIP/DVP ratio) (more details on these key figures will be requested under criterion II. Knowledge base).

Write here (provide figures and state how you have calculated the figures).

Method of measurement:

You must account for how many full-time academic staff and part-time academic staff FTE (full-time equivalents) are spent on the programme. This includes supervision, preparation, teaching administration and examinations. Full-time academic staff and part-time academic staff are defined in accordance with the Universities Denmark statistical publication (*Danske Universiteters Statistiske Beredskab*).

Full-time academic staff and part-time academic staff FTE spent on the programme must be calculated in accordance with the principles in the Universities Denmark statistical publication (*Danske Universiteters Statistiske Beredskab*), table C, rows 1.1. and 2.1. This calculation of FTE must be performed for the latest academic year or calendar year for which data exists.

You must account for how FTE are connected to the specific programme in question.

Exceptions: It is not necessary to provide key figures on the full-time academic staff to part-time academic staff ratio for academy profession programmes, professional bachelor programmes, diploma programmes, and bachelor and master's programmes at artistic higher education institutions.

6. Key figures on the student to full-time academic staff ratio (more details of these key figures will be requested under criterion II. Knowledge base).

Write here (provide figures and state how you have calculated the figures).

Method of measurement:

You must submit the student to full-time academic staff ratios as number of persons and as FTE:

- You must calculate the number of students in relation to the number of full-time academic staff as the number of active students³ on the programme as of 1/10 of the year in question in relation to the number of full-time academic staff who teach on the programme during the year in question.

³ 'ressourceudløsende'

- You must calculate the FTE ratio on the basis of student FTE (STÅ) and full-time academic staff FTE in the same way as for the key figure on the full-time academic staff to part-time academic staff ratio.

For part-time master's programmes, the number of students in relation to full-time academic staff on the programme must be documented via the university's own calculations.

Exceptions: It is not necessary to provide key figures for the student to full-time academic staff ratio for academy profession programmes, professional bachelor programmes, diploma programmes, and bachelor and master's programmes at artistic higher education institutions.

3. The five criteria

Each criterion is structured as follows:

- **The criterion:** First, the criterion and the elaboration of the criterion from appendix 2 of the ministerial order on accreditation are cited.
- **Questions:** There are questions under each criterion. The questions do not contain demands in addition to those in the elaboration points, but they can help you to understand what information you must provide to allow the accreditation panel to assess whether the criterion has been fulfilled. You do this by answering the questions and/or enclosing appendices in the form of documents that you already have. The questions are written in the grey fields and you can write your answers in the white fields beneath them. You can also choose to submit a report without using the template, but you should note that you must cover all aspects of the criterion. It is important for the accreditation panel's assessment of your application that it is able to find all relevant answers.
- **Possible exceptions:** This section could state that some types of programmes are exempt from answering one or more questions under the criterion.
- **Guidelines:** Guidelines could contain an elaboration on the focus of the criterion or the definition of specific words that form part of a question.

Criterion I. Demand and relevance

The programme is relevant in relation to the demand on the labour market.

Elaboration:

- *graduates find relevant employment or further education,*
- *the institution is engaged in an ongoing dialogue with potential employers and other relevant stakeholders with the aim of assuring the programme's relevance for the labour market.*

Question 1: To what extent do graduates find relevant employment?

Write here and/or refer to the exact appendix containing the relevant information.

Question 2: With which potential employers and other relevant stakeholders is the institution engaged in an ongoing dialogue? How does the institution use the dialogue?

Write here and/or refer to the exact appendix containing the relevant information.

This question must be answered if the key figures on unemployment indicate a problem (cf. the figures in part 2):

Question 3: What circumstances can help to explain the high rate of unemployment? What strategies and measures have been implemented at the institution to remedy it?

Write here and/or refer to the exact appendix containing the relevant information.

Exceptions

- Questions 1 and 3 need not be answered for part-time master's programmes, part-time master's programmes at artistic higher education institutions, diploma programmes and part-time academy profession programmes as they are not assessed in connection with key figures for unemployment.
- Questions 1 and 3 need not be answered for bachelor programmes and bachelor programmes at artistic higher education institutions when at least 90% of graduates continue in education, employment or move abroad.

Guidelines

Question 1:

- Your answer must include a statement showing the proportion of graduates who find relevant employment. Relevant employment could e.g. be a description of relevant areas or levels of employment. Level of employment implies employment that corresponds to the programme's qualification level.

Question 2:

- The ongoing dialogue can e.g. take place through:
 - Panels of potential employers, education committees, networks and other types of organised meetings
 - Teacher and management contact, formal and informal, with graduate networks, alumni, potential employers, places for work placement, trade unions and other representatives from the area of employment of the programme
 - Qualitative or quantitative surveys of graduates and potential employers.

Irrespective of the type of contact and who is responsible for it, it is important to account for the way the contact is used to support the programme's relevance to the labour market.

- If more than 75% of a programme's graduates continue in education, the dialogue must also include programme directors or other representatives of the most relevant programmes graduates continue in.

Question 3:

- The key figures on unemployment must be explained in the following situations:
 - For bachelor programmes and bachelor programmes at artistic higher education institutions, you must explain your figures if less than 90% of graduates continue in education, employment or move abroad.
 - For full-time academy profession programmes and professional bachelor programmes, you must explain your figures if the percentage of unemployed is more than double that of the national average for the programme type, or if you gauge that the figure is high. (The accreditation panel may also subsequently ask for an explanation of your figures).
 - For full-time master's programmes, you must explain your figures if the percentage of unemployed is more than double that of the national average for the main subject area or if you gauge that the figure is high. (The accreditation panel may al-

so subsequently ask for an explanation of your figures).

- For full-time master's programmes at artistic higher education institutions, you must explain your figures if you find that the percentage of unemployed is high. (The accreditation panel may also subsequently ask for an explanation of your figures).

Criterion II. Knowledge base

The programme builds on the type of knowledge base required by the ministerial rules for the specific type of programme.

Elaboration:

- *the programme is attached to a relevant academic/professional environment, where teachers generally live up to the qualification and competence requirements for the programme,*
- *the programme is based on the newest knowledge and is organised by teachers who take part in or have active contact with relevant research or development environments,*
- *students are exposed to the relevant knowledge base, e.g. through inclusion in activities related to it*

Question 1: Which academic/professional environment is attached to the programme and what is the quality of the environment expressed in terms of the prevailing measures of quality within the area of the type of programme?

Write here and/or refer to the exact appendix containing the relevant information.

Question 2: What is the connection between programme components and areas of knowledge within the attached academic/professional environment?

Write here and/or refer to the exact appendix containing the relevant information.

Question 3: How do teachers overall live up to the qualifications and competences required by the ministerial rules for the specific type of programme.

Write here and/or refer to the exact appendix containing the relevant information.

Question 4: Which teachers are responsible for the organisation of the programme and what contact do they each have with research or development environments that are relevant for the programme?

Write here and/or refer to the exact appendix containing the relevant information.

Question 5: How will students be exposed to the academic/professional environments attached to the programme and the activities of these?

Write here and/or refer to the exact appendix containing the relevant information.

Exceptions

- Question 3 need not be answered in connection with bachelor and master's programmes at universities and at artistic higher education institutions.

Guidelines

Question 1:

- There may be one or more environments depending on the way the programme or the

local provision of a programme is organised. It is essential to include the environments that are most important for the programme in the description.

- When describing the quality of the academic/professional environment, a point of departure should be the prevailing measures of quality for the knowledge base in question:
 - For research-based programmes you must describe the quality of the academic environments using lists of publications, etc.
 - For the local provision of vocationally-oriented higher education programmes you must describe the quality of the professional environment in terms of the teachers' attainment of relevant knowledge of central trends in the programme's field(s) of employment, relevant knowledge of research and development work in the programme's field(s) of employment, and relevant knowledge from fields of research that are of relevance for the programme's subject areas.
 - For programmes at artistic higher education institutions you must describe the quality of the academic/professional environment on the basis of the teachers' activities in three areas: artistic development activities, knowledge derived from practice in the discipline, and research.

Question 2:

- You can choose either to describe the connection or to illustrate it in a table by comparing the knowledge content comprising the central or constituent subject components of the programme with the knowledge content comprising the activities of the academic/professional environment.

Question 3:

- A simple method is to account for the proportion of teachers who have attained a higher educational level than the programme that is being accredited.

Question 4:

- Teachers responsible for the organisation are here understood as the teachers who make decisions regarding the general content and methods of teaching, e.g. heads of programme, programme coordinators, course coordinators, heads of subjects, a teaching team, etc.

Question 5:

- Students can be exposed to the relevant knowledge base and be included in activities in many different ways. E.g. through contact or dialogue with teachers who are active in the academic environment or student participation in relevant projects or conferences. For universities you must include the student to full-time academic staff ratio and the full-time academic staff to part-time academic staff ratio in your answer.

Criterion III. Goals for learning outcomes

There is a connection between programme content and goals for learning outcomes.

Elaboration:

- *the programme's goals for learning outcomes live up to the relevant type description in the Danish qualification framework for higher education programmes,*
- *there is a connection between the programme's structure, learning objectives and admission criteria in relation to the goals for learning outcomes.*

Question 1: How do the programme's goals for learning outcomes live up to the type description for the programme in the qualification framework?

Write here and/or refer to the exact appendix containing the relevant information.

Question 2: How do learning goals for individual programme components support the programme's overall goals for learning outcomes?

Write here and/or refer to the exact appendix containing the relevant information.

Question 3: How does the structure of the programme support subject linkages, thereby enabling students to achieve the programme's overall goals for learning outcomes?

Write here and/or refer to the exact appendix containing the relevant information.

Question 4: What are the admission criteria of the programme and how does the programme build on the educational level students have achieved to fulfil these criteria?

Write here and/or refer to the exact appendix containing the relevant information.

Exceptions

- Question 1 need not be answered for academy profession, professional bachelor or diploma programmes as goals for learning outcomes are determined by the Ministry of Higher Education and Science in the ministerial order for the programme in question.
- Questions 2 and 3 need not be answered for academy profession, professional bachelor or diploma programmes where the local provision follows the nationally-established programme regulations without local adaptations of learning goals for programme components or of the programme structure.

Guidelines

Question 1:

- The programme's overall goals for learning outcomes (competence profile) are described in programme regulations and/or in the relevant ministerial order. The type descriptions in the Danish qualification framework can be found in appendix 3 of the ministerial order on accreditation.
- No substantial changes that influence the vocational scope and constituent academic/professional components of a programme or local provision of a programme may be made after pre-qualification. If changes are made, the application must account for these

and document that they are not substantial changes.

- For programmes aimed at upper secondary schools teaching, you must document how the programme lives up to the academic requirements, cf. ministerial instruction no. 5 of 18/1/2006 concerning guidelines for university programmes aimed at upper secondary school teaching (academic requirements).

Question 2:

- The learning goals for the individual components of the programme (e.g. modules, subjects or subject components) must be evident from the material, and it must be outlined how the individual parts of the programme's overall goals for learning outcomes are supported by one or more learning goals of the individual programme components.

Question 3:

- If the structure of the programme or the local provision of a programme does not appear graphically in programme regulations or similar, you must illustrate the structure as part of your answer, including the distribution of ECTS points between modules.

Criterion IV. Organisation and completion

The organisation and practical completion of the programme supports the achievement of the goals for learning outcomes.

Elaboration:

- *the programme is organised in such a way that students can achieve the programme's goals for learning outcomes within the prescribed period of study, with an aggregate workload corresponding to the programme's scope in terms of ECTS points,*
- *teaching on the programme is pedagogically competent,*
- *the programme is organised in such a way that it is possible to complete one or more components of the programme or the local provision of a programme abroad within the prescribed period of study,*
- *components of the programme completed outside the institution, including work placement, clinical courses and parts of the programme completed abroad, are included as integral components of the programme so that student learning at the institution and components completed outside the institution supplement each other.*

Question 1: How is the programme organised to constitute a full-time course of studies for students? How is the student workload distributed between different activities throughout the programme?

Write here and/or refer to the exact appendix containing the relevant information.

The question below must be answered if the key figures on completion indicate a problem (cf. the figures in part 2):

Question 2: What circumstances can explain the low figures for completion? What strategies and initiatives have been implemented at the institution to remedy the problem?

Write here and/or refer to the exact appendix containing the relevant information.

The question below must be answered if the key figures on attrition rates indicate a problem (cf. the figures in part 2):

Question 3: What circumstances can explain the high attrition rates? How has the institution investigated possible reasons for high attrition rates? What strategies and initiatives have been implemented at the institution to remedy the problem?

Write here and/or refer to the exact appendix containing the relevant information.

The institution must answer questions 4 and 5 for the two or three central subjects or subject components that have been selected by the accreditation panel. The institution must enclose syllabi or reading lists and any existing lesson plans and term plans for subjects or subject components. For each subject or subject component an elaboration must be provided for the following questions:

Question 4: What teaching and working methods are currently used in the subject or subject

<p>component?</p> <p>Question 5: How is teaching pedagogically competent and what is the practice for ongoing pedagogical upgrading of teachers at the programme or local provision of a programme?</p>
<p><i>Write here and/or refer to the exact appendix containing the relevant information.</i></p>
<p>Question 6: How does the institution support students in completing programme components abroad without prolonging the duration of their studies?</p>
<p><i>Write here and/or refer to the exact appendix containing the relevant information.</i></p>
<p>Question 7: If the programme includes components completed outside the institution: how will student learning within and outside the institution mutually supplement each other?</p>
<p><i>Write here and/or refer to the exact appendix containing the relevant information.</i></p>
<p>Exceptions</p> <ul style="list-style-type: none"> • Questions 2 and 3 need not be answered in connection with part-time master's programmes, part-time master's programmes at artistic higher education institutions, diploma programmes and part-time academy programmes as they are not assessed in connection with the key figures for completion within the prescribed period of study and attrition rates. • Question 6 need not be answered in connection with full-time academy profession programmes, diploma programmes and part-time master's programmes.
<p>Guidelines</p> <p>Question 1:</p> <ul style="list-style-type: none"> • 'Full-time study' in connection with part-time academy profession programmes, diploma programmes and part-time master's programmes is understood as the planned scope of the programme expressed in ECTS points per year or term. For example, a part-time master's programme amounting to 60 ECTS points, which is organised so that it can be completed within two years, will require an average workload corresponding to half of a full-time programme. A part-time academy profession programme amounting to 60 ECTS points, which is organised so that it can be completed within six years, will require an average workload corresponding to one-sixth of a full-time programme. • In order to demonstrate that a programme can be completed within the prescribed period of study, you must here explain how the student workload will be distributed between various types of activities. Types of activities might include attending classes, supervision, project work, work placement or preparation. If a goal has been established for the number of class hours per term, please state this. When common definitions of types of activities are formulated, you must provide information on student workload using these. • The description of student workload must cover the entire programme. <p>Question 2:</p> <ul style="list-style-type: none"> • The key figure on completion within the prescribed period of study and, for universities, also on completion within the prescribed period of study plus one year, indicate a prob-

lem that must be explained if you gauge that the figure is low or if, for bachelor and full-time master's programmes, it is more than 33% lower than the national average in the main subject area during one of the three latest years for which data exists (The accreditation panel may also subsequently ask for an explanation of your figures).

Question 3:

- The key figures on attrition rates must be explained in the following situations:
 - For bachelor programmes, you must explain your figure if the attrition rate during the first year of the programme is higher than 15%. You must also explain the figure if it is more than 33% higher than the national average of the main subject area during one of the three latest years for which data exists.
 - For full-time master's programmes, you must explain your figures if the attrition rate for the programme is higher than 15%. You must also explain the figure if it is more than 33% higher than the national average of the main subject area during one of the three latest years for which data exists.
 - For professional bachelor programmes, you must explain your figures if the attrition rate at the place of local provision is higher than 15%. You must also explain the figure if it is more than 33% higher than the average for all programmes in the group.
 - For full-time academy profession programmes, you must explain your figures if the attrition rate at the place of local provision is higher than 15%. You must also explain the figure if it is more than 33% higher than the average for all academy profession programmes.
 - For programmes at artistic higher education institutions, you must explain your figures if you gauge that the attrition rate is high.

Questions 4-5:

- For each programme or local provision of a programme, AI will select two or three subjects or subject components in cooperation with the accreditation panel and in dialogue with the programme/local provision of a programme in question. The selection is based on the programme regulations submitted and on an assessment of which subjects or subject components that the accreditation panel finds are central to and important for the standard of the programme, or subject components that the accreditation panel finds could lead to specific challenges for the organisation of the programme. You must account for the organisation of the selected subjects or subject components: syllabi, reading lists, descriptions of teaching and working methods, possible reports from external examiners, etc., as well as a description of student workload must all be provided in sufficient detail to allow the accreditation panel to assess the organisation and completion of the subject or subject components in relation to the goals for learning outcomes laid down for it.
- Assuring pedagogical competence also includes assuring teachers' language skills in the languages they teach in.

Question 5:

- If the programme includes work placement or clinical courses, the description of how they will be included as an integral part of the programme must include:
 - What should the student do? How will the student include knowledge from other

programme components in the work placement and how will the student use experience gained from the work placement in the remainder of the programme?

- What should the work placement partner do? How will they e.g. include knowledge from other programme components into the work placement?
- What should the local provider of the programme do? How will e.g. knowledge and experience from the work placement be included in teaching?
- The description must also explain how potential study abroad will be included as an integral part of the programme.

Criterion V. Internal quality assurance and development

The quality assurance of the programme complies with the European standards and guidelines for the internal quality assurance at higher education institutions and functions well in practice.

Elaboration:

The institution ensures that:

- *quality assurance and development of programme organisation and completion is undertaken on a continuous basis, including the collection, analysis and use of relevant information and student evaluation of teaching,*
- *evaluation of the programme involving potential employers and other relevant stakeholders is undertaken on a periodic basis,*
- *programme components that are completed outside the institution, including work placement, clinical courses and programmes completed abroad are included in systematic quality assurance,*
- *programme facilities and material resources are relevant for the realisation of goals for learning outcomes.*

Question 1: What information on programme quality is collected on a continuous basis, and how often is it collected?

Write here and/or refer to the exact appendix containing the relevant information.

Question 2: How and how frequently are student evaluations of teaching conducted?

Write here and/or refer to the exact appendix containing the relevant information.

Question 3: How is the information collected about the programme and about teaching on the programme used? Who processes the information and who decides whether and how action is taken?

Write here and/or refer to the exact appendix containing the relevant information.

Question 4: How are potential employers and other relevant stakeholders included in periodical evaluations of the programme?

Write here and/or refer to the exact appendix containing the relevant information.

Question 5: How does the institution continuously assure that facilities and material resources are adequate to complete the programme to an adequate level of quality?

Write here and/or refer to the exact appendix containing the relevant information.

Question 6: If the programme includes work placement or clinical courses: how does the institution assure that programme components completed by students outside the institution have a suitable content that enables students to attain learning goals without prolonging the duration of their studies?

Write here and/or refer to the exact appendix containing the relevant information.

Question 7: If the whole programme or components hereof are completed at another institution in Denmark or abroad: how does the institution assure the quality of programme components completed outside the institution?

Write here and/or refer to the exact appendix containing the relevant information.

Guidelines

Questions 1-3:

- Illustrate any threshold values (standards) in place at the institution, which lead to action if exceeded. This could e.g. be attrition rates, exam results, completion within the prescribed period of study, the proportion of a student cohort that obtain work placement on time, or student satisfaction.

Question 1:

- Relevant types of information could include: student satisfaction, the student/full-time academic staff ratio, exam results, completion and attrition rates and whether students obtain work placement.

Question 4:

- For continuing and further training programmes it may be relevant to include the companies that send employees for further training, as well as students themselves, who represent employer interests as they are already employed in a relevant area.

Question 5:

- If the programme requires special facilities, you must describe them and also explain how the institution ensures their availability.
- Facilities and resources include, for instance, classrooms, group study rooms, workstations, libraries or teaching material and equipment, which is necessary to ensure that students can complete the programme.
- Teaching-environment evaluation: what it focuses on and how often it is performed, are relevant points to illustrate when answering this question.

Question 6:

- Assuring that student work placement is of adequate quality can e.g. be carried out through:
 - Cooperative agreements with work placement partners that ensure that partners are aware of the expectations for the work placement
 - Evaluation of work placement partners
 - Supervision of work placement partners.

Question 7:

- Quality assurance of programme components completed at other institutions through established agreements ('outsourced teaching'⁴ or exchange agreements) can be carried out through cooperative agreements with other institutions. The agreements should clearly define who is responsible for the quality assurance of individual programme components, and possibly also how quality assurance is conducted.
- Quality assurance of classes taken at other institutions, chosen by students individually, can be conducted through procedures for credit transfer and potentially pre-approval of credit transfer.

⁴ 'Udelagt undervisning'

