AARHUS UNIVERSITY'S QUALITY ASSURANCE SYSTEM

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KEY FIGURES AT FACULTY LEVEL

AARHUS UNIVERSITY

ARTS

3 departments

950 FTEs

14,205 students

250 PhD students

DKK 1,062 billions

AARHUS BSS

7 departments

875 FTEs

16,859 students

238 PhD students

DKK 1,067 billions

SCIENCE AND TECHNOLOGY

12 departments

2,145 FTEs

8,090 students

695 PhD students

DKK 2,622 billions

HEALTH

5 departments

1,062 FTEs

5,214 students

644 PhD students

DKK 1,363 billions

AARHUS
UNIVERSITET

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VISIT FROM ARMENIA
27. SEPTEMBER 2016

ORGANIZATION OF EDUCATION AT AARHUS UNIVERSITY
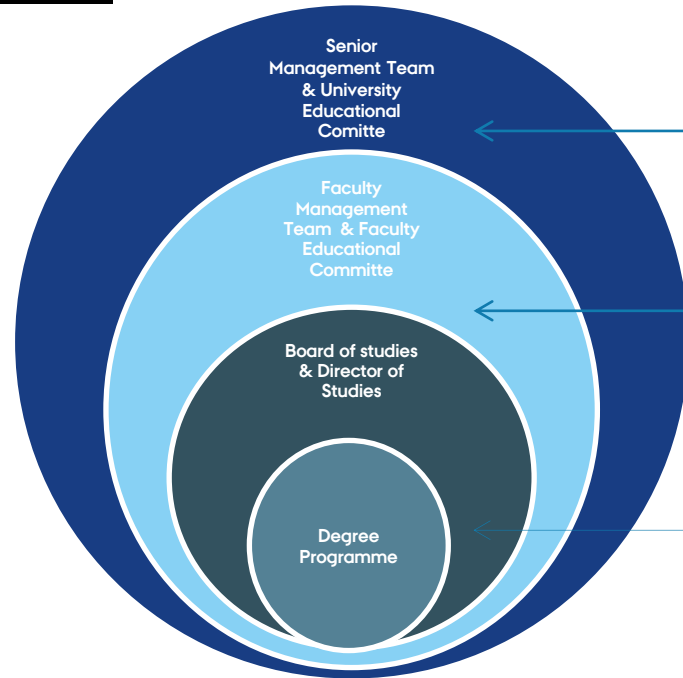
Administrative support:

Central Administration and Senior Management Administration

Faculty Management administration

Faculty Administration Center

Senior Management Team & University Educational Comitte

Faculty Management Team & Faculty Educational Committe

Board of studies & Director of Studies

Degree Programme

HISTORICAL OVERVIEW – MANAGEMENT INFORMATION (EDUCATION)

2007 2011 2012 2013 2014 2015 2016

A new quality assurance policy prepared and approved

[...] key

Common student administration system implemented

Quality website developed

Indicators developed/ QA-processes in [...]

QA-processes implemented full-scale

The big merger – from 5 to 9 faculties

Academic areas reduced from 9 to 4 faculties

Institutional accreditation introduced as a legal demand in DK

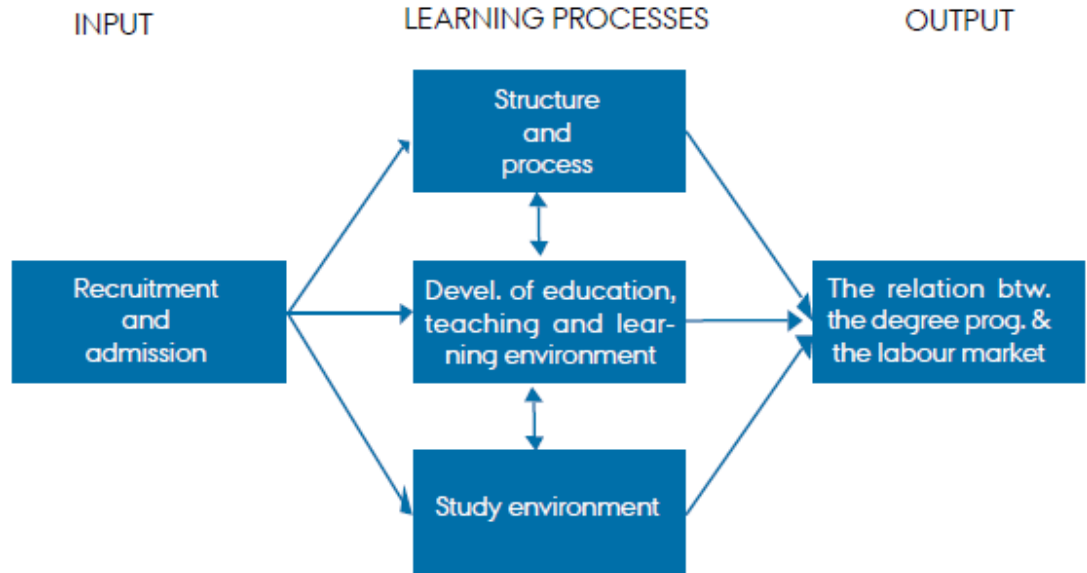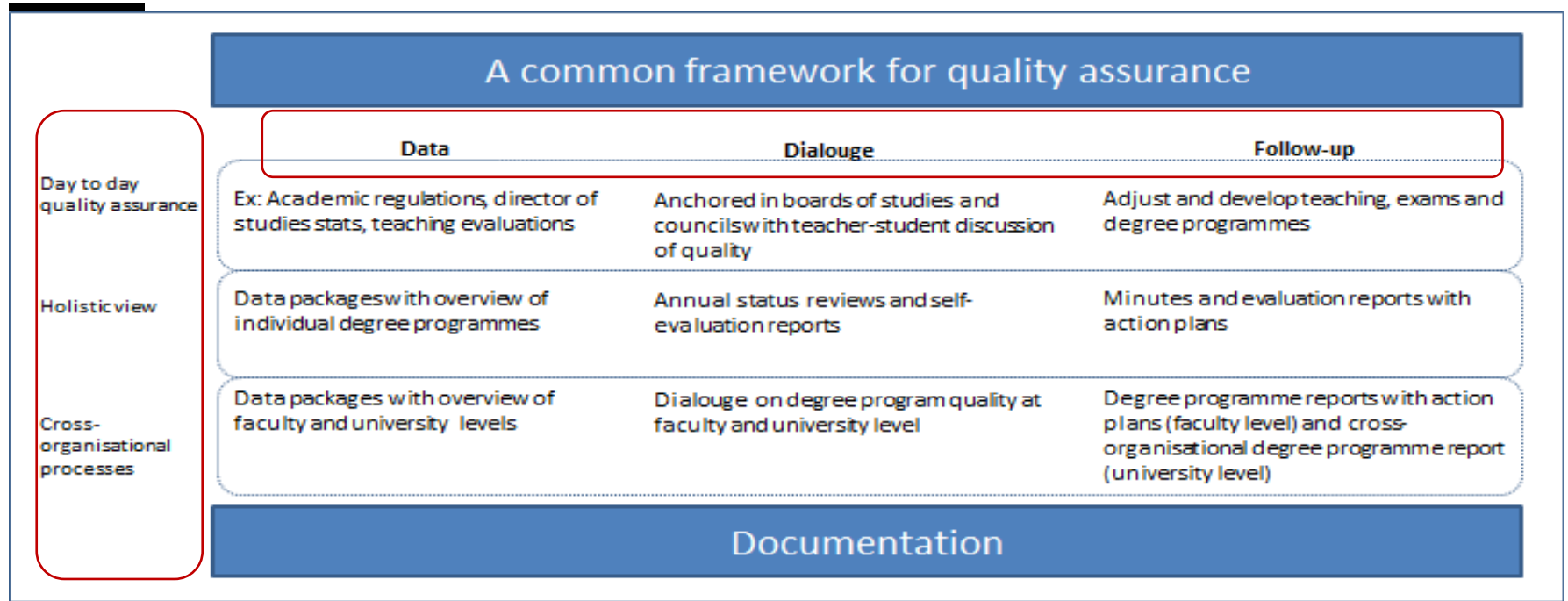# AU'S QUALITY ASSURANCE POLICY

AU's quality assurance policy provides a common set of core values for the quality assurance work performed at all of the university's campusses and faculties.

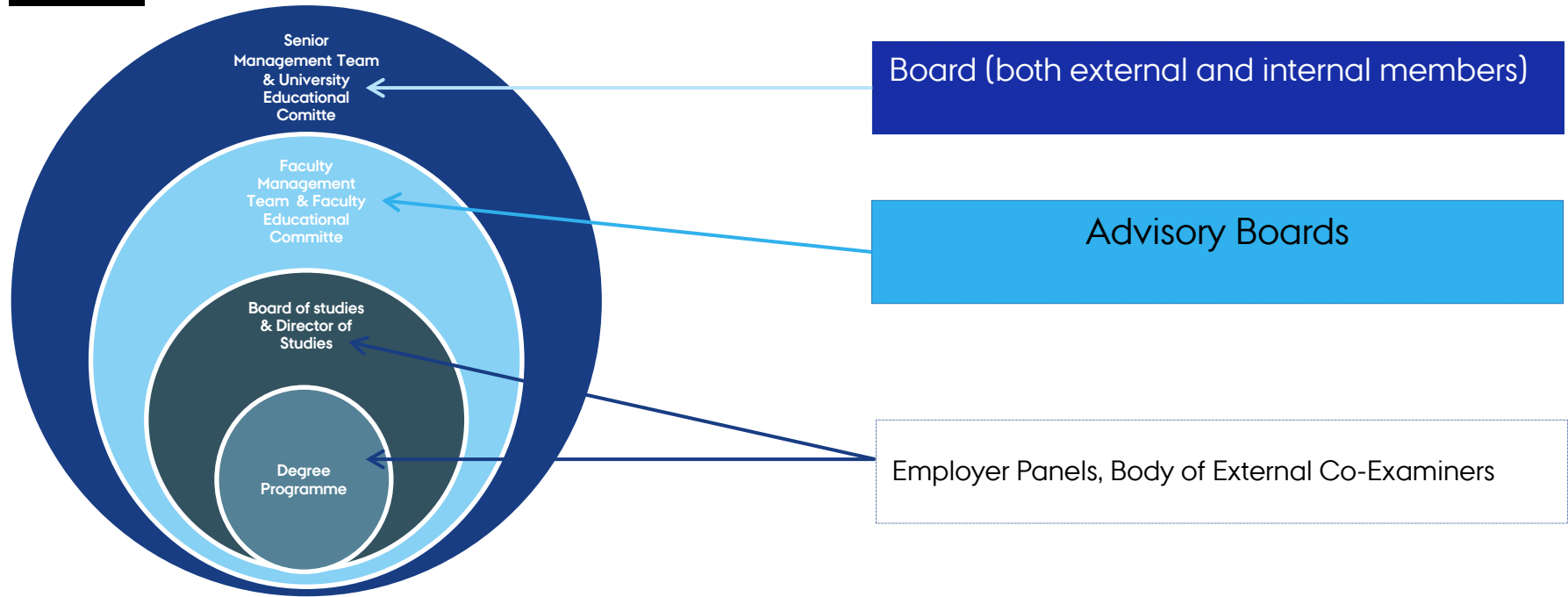The quality assurance policy is subdivided into five sub-policies.

AU'S QUALITY ASSURANCE PROCESSES

	A common framework for quality assurance		
	Data	**Dialouge**	**Follow-up**
Day to day quality assurance	Ex: Academic regulations, director of studies stats, teaching evaluations	Anchored in boards of studies and councils with teacher-student discussion of quality	Adjust and develop teaching, exams and degree programmes
Holistic view	Data packages with overview of individual degree programmes	Annual status reviews and self-evaluation reports	Minutes and evaluation reports with action plans
Cross-organisational processes	Data packages with overview of faculty and university levels	Dialogue on degree program quality at faculty and university level	Degree programme reports with action plans (faculty level) and cross-organisational degree programme report (university level)
	Documentation		

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DAY-TO-DAY QUALITY ASSURANCE

➢ The "backbone" of QA based on a long tradition of local quality assurance

➢ Anchored in Board of Studies (programme level), educational committees (faculty and university level) and management structure

➢ Adressing educational quality through:

- on-going dialogue between students, staff and management

- course evaluations

- adjustments in curriculum, exams and study regulations

- immediate follow-up on surveys, studentprogression and local initiatives

- discussions on educational politics, framework and procedures

- coordination, sharing knowledge and good practice

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INVOLVING EXTERNAL STAKEHOLDERS IN THE DAY-TO-DAY QUALITY WORK

Senior Management Team & University Educational Comitte

Faculty Management Team & Faculty Educational Committe

Board of studies & Director of Studies

Degree Programme

Board (both external and internal members)

Advisory Boards

Employer Panels, Body of External Co-Examiners

Danish

You are here: AU » Staff » Strategy and management » The education committee » **Quality assurance at Aarhus University**

QUALITY ASSURANCE AT AARHUS UNIVERSITY

PURPOSE OF QUALITY ASSURANCE
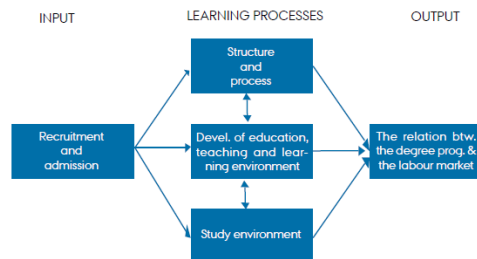
VISION FOR EDUCATION AND LEARNING AT AU

PRINCIPLES FOR QUALITY ASSURANCE

Welcome to Aarhus University's portal for quality assurance in education. Quality assurance is based on and is built up around Aarhus University's policy for quality assurance in education.

Above there is the opportunity to read about the purpose of quality assurance work, Aarhus University's vision for education and learning, as well as the principles of quality assurance by clicking on the headlines.

In the right menu, there are links to relevant pages on quality and strategy in the field of education at Aarhus University as well as links to the faculties' as the central administration's quality practices.

The five sub-policies of Aarhus University's policy for quality assurance in education

INPUT · LEARNING PROCESSES · OUTPUT

- Recruitment and admission
- Structure and process
- Devel. of education, teaching and learning environment
- Study environment
- The relation btw. the degree prog. & the labour market

Documents

- AU's policy for quality assurance in education
- AU's education strategy
- AU's student counselling and career guidance
- AU: Law on transparency

Quality assurance at the faculties

Contact

© — Contact webeditor

Cookies at au.dk

ANNUAL CYCLE FOR DATA

Study progression/exam statistics (spring)

AU's Study Environment Survey

AU's Graduate Employment Survey

AU Key Figures

Scheduled lessons (spring)

Data packages updated

Unemplyoment figures

Scheduled lessons (autumn)

Study progression/exam statistics (autumn)

Admission and enrollment figures
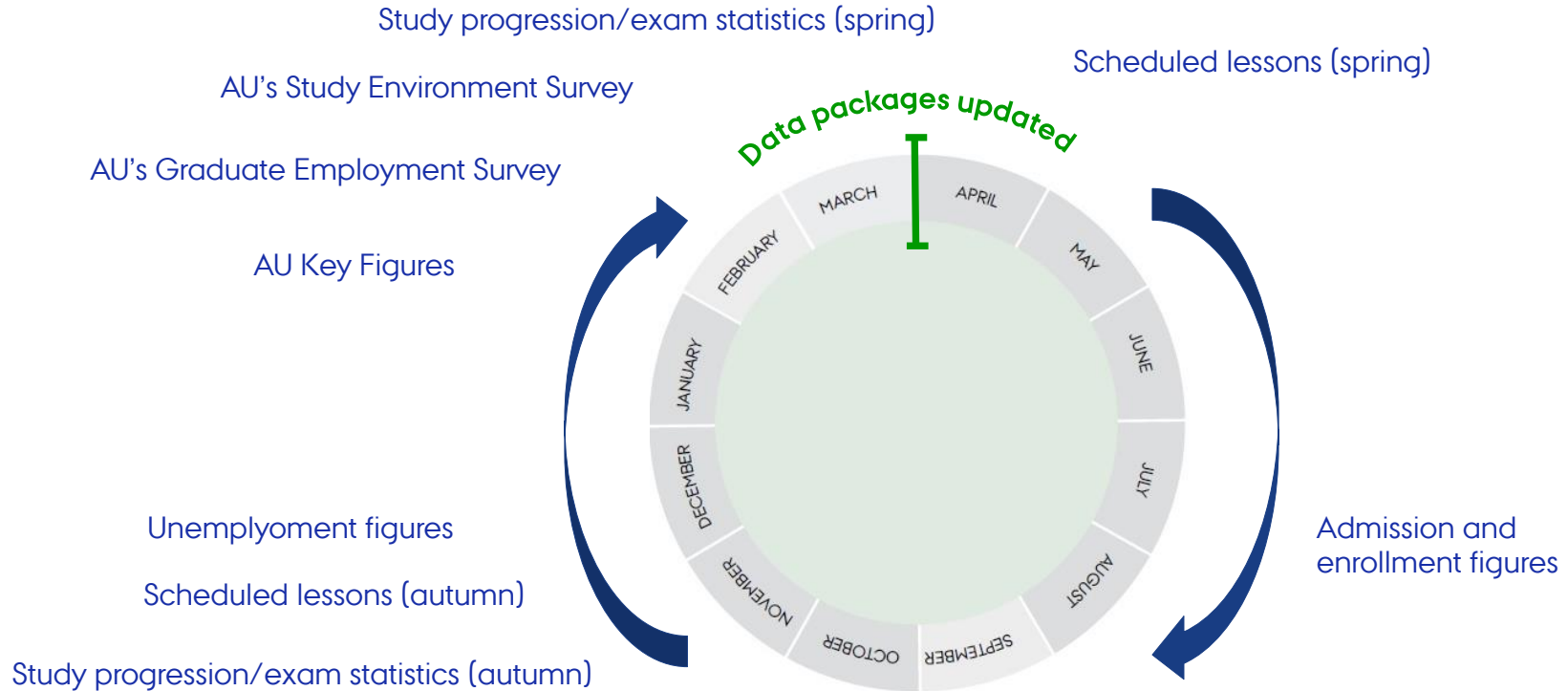
HOLISTIC VIEW (INDICATORS AND DATAPAKAGES)

Indicator	Sub-policy
1a. First-year drop-out rate BA 1b. Drop-out rates following the prescribed study period + 1 year MA	1, 2
2. Students' earned ECTS per semester (avg.)	2, 3, 4
3. Scheduled lessons per semester (avg.)	3
4. Teaching evaluation	2, 3, 4
5a. Study environment: academic well-being 5b. Study environment: welcoming fellow students	1, 4
6a. Proportion of teaching by researchers (VIP/DVIP ratio) 6b. Knowledge base - non-research-based study programmes	2, 3
7. Full degree-studerendes relative progression	1, 2, 4
8. Unemployment levels 4.-7. quarters after graduation	5

INPUT   LEARNING PROCESSES   OUTPUT

Recruitment and admission

Structure and process

Devel. of education, teaching and learning environment

Study environment

The relation btw. the degree prog. & the labour market

DATAPACKAGES?

Jura, bachelor			
Indicator (No.):	Indicator (text):	Current key figure	Status
1a	First-year drop-out rate BA (%)	16,1	
2	Students' earned ECTS per semester (avg.)	29,2	
3	Scheduled lessons per semester (avg.)	192	
4	Teaching evaluation	Local	Local
5a	Study environment: academic well-being (%)	70%	
	...ment: welcoming fellow students (%)	75%	
	...teaching by researchers (VIP/DVIP ratio)	1,1	
	...students' relative progression	21,8	

DATA PACKAGE 2016:
Bachelor's Degree Programme in Laws - *continued*

Indicator 2: The students' progression - ave. earned ECTS per semester
(The indicator is calculated on the most recent years (highlighted in light blue).
AU - threshold values:

25 ECTS eller mere i gnst. pr. semester	
15-24 ECTS i gnst. pr. semester	
< 15 ECTS i gnst. pr. semester	

Threshold values to indicate quality level

Administrativ unit: Jura, bachelor

	Type of degree programme	Average ECTS per semester	Number	Indicator [AU defined]
Jura, bachelor		29,2	1.202	
FAC JURA	bachelor	29	6.904	
AU	bachelor	28	15.561	

Source: Figures for the director of studies F16

Possibility to benchmark with faculty and university values

Development over time

Average ECTS per semester over time						
Administrative unit:	E13	F14	E14	F15	E15	F16
Jura, bachelor	28,5	29,4	28,0	29,4	28,3	29,2
Antal for Jura, bachelor	868	1.220	869	1.219	858	1.202

Source: Figures for the director of studies

Administrativ unit: Erhvervsøkonomi, bachelor			
The following exam type(s) is selected: ordinær og reeksamen			

Termin	Pass rates (All grades awarded)	Average marks (Only numerical marks)	Number of marks in total (n) (All grades awarded)
V15-16	73%	5,7	316
S15	80%	6,2	219
V14-15	62%	4,0	213
S14	61%	4,1	281

Figures for the directors of studies (Exam statistics)

ANNUAL STATUS REVIEW AND DEGREE PROGRAMME EVALUATION

All degree programmes carry out an internal annual status review. The review is carried out in three steps:

i. a datapackage including performance-indicators and key figures is discussed in the board of studies and with other internal stakeholders related to the programme

i. The degree programme management discuss the datapackage and other relevant issues regarding the programme with the vice-dean of education. All sub-sections from the quality assurance policy must be adressed at the meeting. If three or more indicators are red a special meeting with the Dean is arranged.

i. Based on the discussions from the meeting, the programme management makes an actionplan for adressing the most important challenges and goals for further development of the programme.
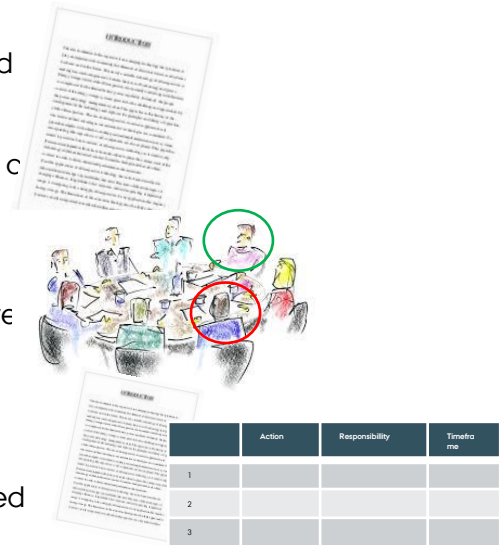

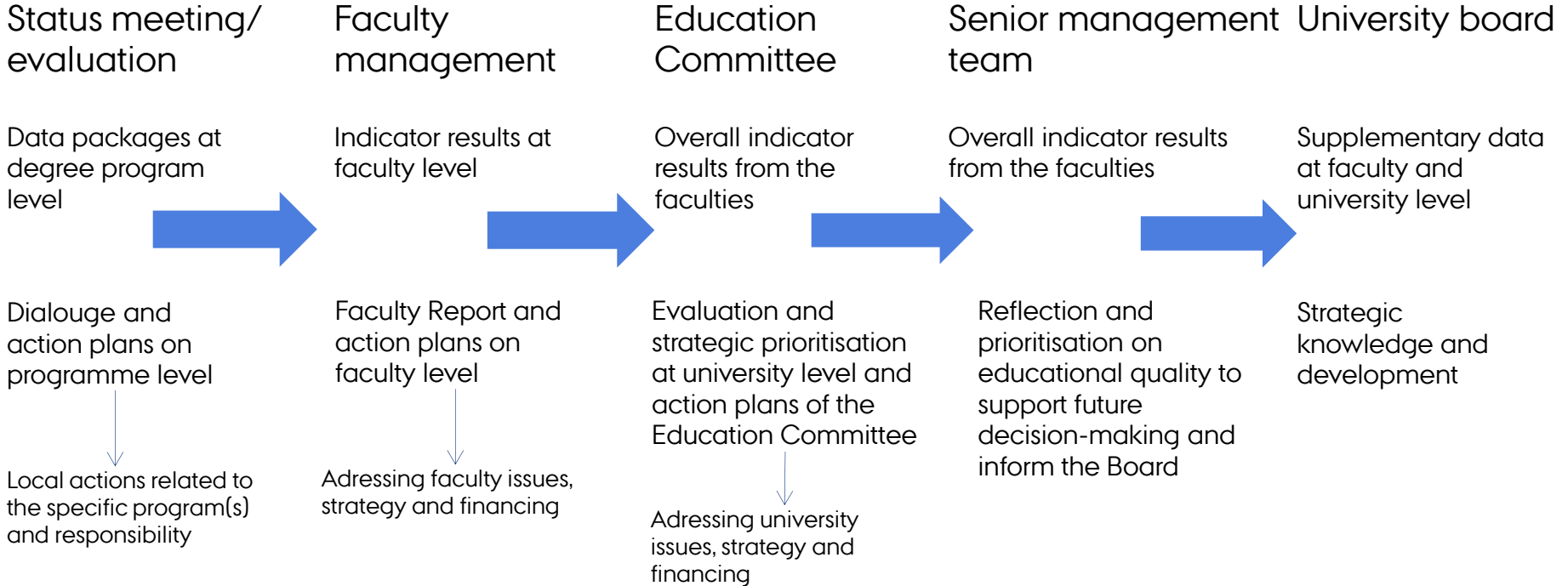|	Action	Responsibillity	Timeframe
1			
2			
3			

PROGRAMME EVALUATION

All degree programmes must go through an in-depth evaluation every 5th year with participation of an external expert as well as a wider circel of internal stakehodlers and management representatives. The evaluation includes:

i. A self-evaluation repport written by the programme management in collaboration wtih the board of studies and the head of department. The repport most include both indicators and other keyfigures as well as more qualitative discussions of strenghts, weaknesses and long term development plans for the programme. The repport is sent to the external expert, representatives of the employer panel and the head of external examiners prior to the evaluation meeting.

ii. The evaluation meeting includes both management, student representatives and the external expert(s) and adresses all parts of the programme. Areas pointed out by the external expert is given extra attention as is the degree programmes thoughts on employabillity and interaction with the labor-market.

iii. After the meeting, an evaluation report is written outlining the most important areas of discussion and including actionplans for further programme development. An executive summary is provided to the faculty management.

	Action	Responsibility	Timeframe
1			
2			
3			

FLOW PROCESSES AT PROGRAMME, FACULTY AND UNIVERSITY LEVEL

Status meeting/ evaluation	Faculty management	Education Committee	Senior management team	University board
Data packages at degree program level	Indicator results at faculty level	Overall indicator results from the faculties	Overall indicator results from the faculties	Supplementary data at faculty and university level
Dialouge and action plans on programme level	Faculty Report and action plans on faculty level	Evaluation and strategic prioritisation at university level and action plans of the Education Committee	Reflection and prioritisation on educational quality to support future decision-making and inform the Board	Strategic knowledge and development
Local actions related to the specific program(s) and responsibility	Adressing faculty issues, strategy and financing	Adressing university issues, strategy and financing		

ISSUES, CONSIDERATIONS AND ON-GOING DISCUSSIONS

➢ Monitoring researchbasing

➢ Balancing central University framework and local implementation and interpretation

➢ Involving students in the right processes and decissions

➢ Increasing responsrates in surveys and course evaluation

➢ Balancing datamonitoring and dialogue (qualitative data and knowledge)

➢ Ressources (both economy and faculty staff hours)

➢ Evaluating semesters (structure and quality between course- and programmeevaluations)

➢ Balancing external and internal preferences and demands in relation to quality assurance

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THANK YOU FOR LISTENING

Questions, Comments or anything in between?

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