

# Audit of University of Copenhagen

2004

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**Audit of University of Copenhagen**

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# Preface

The Danish Evaluation Institute (EVA) presents in this report the audit of the University of Copenhagen.

The audit reviews and assesses strengths and weaknesses of quality control work at the University of Copenhagen. Furthermore, the report provides recommendations as to how a coherent and consistent quality assurance system that continuously monitors and improves educational activities at all levels of the University of Copenhagen can be developed.

The principal aim of the report is to provide recommendations for developing a quality system rather than to assess all quality initiatives at the University of Copenhagen. The report does, however, present examples of current practice at the university.

The development-oriented approach of the report is emphasised. EVA expects the report to inspire the University of Copenhagen to further improve its quality work as well as encouraging other universities in their efforts towards establishing credible quality assurance systems.

The audit was conducted during the period February – December 2004. EVA holds responsibility for the methodological and practical aspects of the audit and the international audit panel is responsible for the conclusions and recommendations provided in the report.

William Massy  
Chairman of the audit panel

Christian Thune  
Executive Director



## 1.1 Background to the audit

The audit is a pilot project and is together with an audit of the Technical University of Denmark, the first of its kind conducted by EVA. The background for the audit relates to the University Act 2003 that requires universities to establish clear guidelines for documentation systems to be used in connection with evaluations and follow-up. This act should be viewed in the light of international developments, where the quality of universities is increasingly on the agenda. The European Bologna process has a distinctive focus on quality assurance and improvement as a means to ensure comparability, visibility and transparency of the quality of higher education institutions at all levels.

EVA decided to include an audit of a Danish university in its action plan for 2003 and issued an invitation to all the Danish universities to participate in the audit. The University of Copenhagen responded positively and, following a series of meetings between the university and EVA, an agreement on the audit concept was reached.

## 1.2 Expert panel and project group

An international expert panel and a project group from EVA have carried out the audit. The international expert panel is responsible for the academic quality of the audit. The members of the international audit panel are:

- Chairman: Professor Emeritus of Education and Business Administration, William Massy, Stanford University, USA.
- Vice-Chairman: Stephen Jackson, Director of Reviews within the Quality Assurance Agency (QAA), England.
- Rainer Künzel, President of the University of Osnabrück, Academic Director of the Central Evaluation and Accreditation Agency, Hannover, Germany.
- Annika Lundmark, Senior Advisor on Quality Issues and Head of the Department of Quality and Evaluation, Uppsala University, Sweden.
- Gunnar Svedberg, Vice-Chancellor, Göteborg University, Sweden.

For curriculum vitae information on the individual audit panel members see appendix C.

The project group is responsible for the methodological and practical aspects of the audit. The project group from EVA comprises:

- Evaluation Officer Tine Holm, (Project Coordinator).
- Evaluation Officer Anette Dørge Jessen.
- Evaluation Clerk Sanne Reitzel Gunnersen.

### 1.3 Objectives of the audit

In accordance with the terms of reference (appendix B) for the audit of the University of Copenhagen, the focus of the audit is on the quality assurance and improvement of educational activities<sup>1</sup> at all the various levels of the university, from programme level to the level of rector and senate. Research activities as such are not included in the audit.

As stipulated in the terms of reference for the audit, the main objectives are:

- To provide an overview of the overall quality assurance principles and activities in place at the University of Copenhagen and an account of their strengths and weaknesses.
- To review procedures for assuring the quality and levels of educational activities and their implementation in practice.
- To point the way forward in terms of explicit recommendations as to how a coherent and consistent quality assurance system can be developed that continuously monitors and improves the educational activities at all levels.
- To contribute to the further improvement and development of auditing as a method and to inspire other universities to establish credible quality assurance systems.

An audit is an externally driven meta-analysis of internal quality assurance, assessment and improvement activities. Unlike evaluations, audits do not evaluate the actual quality of the educational provision. Instead, they focus on the processes that are believed to produce quality and the methods by which the university assures itself that quality has been attained.

The underlying theme in quality audits can be formulated as a question: How does the institution know that the standards and objectives it has set for itself are being met? Or, to be more specific,

<sup>1</sup> *By educational activities we refer to different aspects of the provision of education, e.g. programme and curricula; teaching and learning; staff qualifications, staff development and incentives; assessment of student achievement and student counselling.*

on what evidence is the assessment of the quality of its work based, and are there procedures in place to ensure that the significant processes are followed up and continuously improved?<sup>2</sup>

Even if the universities have always been quality-conscious, an audit adds value by ensuring that the universities have - and can demonstrate that they have - systematic improvement processes regarding teaching and learning.

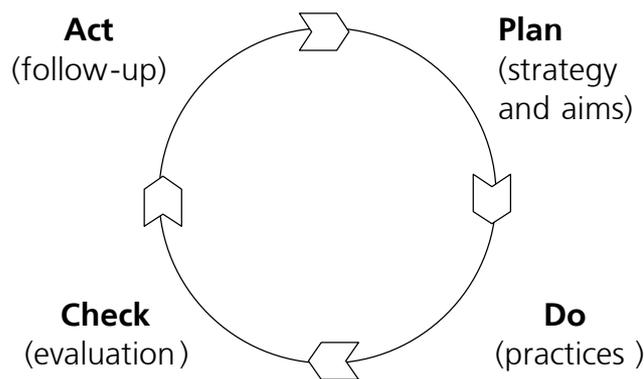
The audit uses a fitness-for-purpose approach and does not depend upon a fixed definition of what constitutes a well-functioning system for quality assurance. The starting point of this audit has been the existing quality assurance mechanisms at the university and the recommendations concerning how these mechanisms can be further improved and systematized as part of an overall framework. In keeping herewith, the audit emphasises development aspects and measures for improvement.

## 1.4 Definitions

### Quality work

In the framework for the audit the term *quality work* is applied to define the range of issues related to assuring and improving quality at all levels. Quality work includes the strategies, goals, approaches, plans, systems, methods and organisation used to secure and develop overall quality in education.

The panel regards quality work as a process that includes elements of a developmental cycle, which is illustrated by the quality cycle:



<sup>2</sup> *Institutional evaluations in Europe*, European Network for Quality Assurance (ENQA) 2001.

The quality cycle can be used at all levels of the organisation and in different areas. It illustrates a continuous reflective process.

Applied at programme level for example, *plan* would be the formulation of strategies and aims for the programme e.g. minimum of expected competences. *Do* would be the design of the programme, teaching and learning etc. *Check* is making sure that the quality of educational provision meets its aims and standards. *Act* is finding ways to improve the quality of provision (and thus changing the aims and standards).

### **Quality assurance and quality improvement**

In the report the panel makes a distinction between quality assurance and quality improvement:

*Quality assurance* is making sure that the educational activities match intended level, e.g. regarding curricular design, implementation of teaching methods, and student assessment results. Also, it is ensuring that the aims meet generally accepted thresholds for the particular degree, e.g. regulations.

*Quality improvement* is finding ways to improve the quality of educational activities, and thus implies changing the aims. Improvement can mean doing things more effectively and/or more efficiently, i.e. bettering the quality of educational activities or achieving the same quality less expensively. Improvement can also mean learning to do things more consistently, which may be accomplished by improving the design of quality assurance systems.

The audit panel regards quality assurance and quality improvement as interconnected and not as stand alone aspects. The danger in considering QA alone is that a university could be satisfied with meeting the current threshold standards instead of improving both effectiveness and efficiency. In relation to quality improvement, knowledge of the present quality level is important as a basis for improvement.

## **1.5 Methodology and documentation**

### **1.5.1 Methodology**

The terms of reference constitutes the framework for the audit. The audit is based upon the following methodological elements as recognised by The European Network of Quality Assurance Agencies in Higher Education (ENQA) in accordance with the European Council of Ministers recommendation of 1998:

- Independent evaluation agency
- Self-evaluation

- Site visit
- Reporting

The methodological elements are further elaborated in the "Audit Concept" at [www.eva.dk](http://www.eva.dk).

### **1.5.2 Documentation**

Two types of documentation form the basis for the audit: the self-evaluation report and the site visit.

#### **Self-evaluation**

The University of Copenhagen has conducted a self-evaluation and documented the results in a self-evaluation report. The self-evaluation process was designed to serve three distinct objectives:

- To provide the audit panel with a systematic record of the existing quality work and level of reflection at the university. This is the key reference point for understanding the quality work of the university.
- To provide the university itself with a systematic overview of its quality work and identify best practices as a starting point for further development.
- To structure and stimulate reflections within the university concerning the development and improvement of quality work.

In order to facilitate and structure the self-evaluation process, EVA provided the university with a self-evaluation guide. In the guide the university was asked to structure its descriptions and assessments of the quality work around six focus areas and to reflect upon four basic questions. The self-evaluation guide is available on [www.eva.dk](http://www.eva.dk).

The university organised the self-evaluation by appointing a steering committee to organise and lead the process. In order to involve all levels of the university and to ensure the required breadth, 16 internal self-evaluation groups were established. The groups were requested to provide contributions to the self-evaluation report. The self-evaluation groups commenced the self-evaluation work at the beginning of February, and these contributions were then edited by the steering committee and subsequently appended to the self-evaluation report submitted to EVA on 30 April 2004.

The self-evaluation report contains assessments of the status of the current quality work of the university. In addition, the report provides a considerable number of suggestions for how to improve current quality assurance procedures and practices. The panel has in the report made an

attempt to prioritise between the numerous recommendations from the university with a view to making quality work manageable within existing resources.

The panel appreciates the very open and frank manner in which the university entered into the audit process, which is reflected in the self-evaluation report. It is a clear strength that the self-evaluation report has a strong analytical focus, which demonstrates the ability of the university to critically reflect upon its own practice as well as to formulate solutions for how to further develop and improve the quality work. Another significant aspect of the process and the future quality work is the extensive involvement in the self-evaluation process of more than 100 people at the university. The panel finds that the broad involvement of academic staff and student across the disciplines will be valuable for the future process ensuring that quality work remains a common responsibility and embedded within the entire university. Finally, the panel would like to commend the university for making the self-evaluation transparent and visible by establishing a webpage and making all relevant documents available to staff and students and keeping them up-date on the process.

### **Site Visit**

Prior to the site visit the audit team was given access to a range of the university's internal documents and provided with general information about the Danish university system, including the former and the new University Act. Furthermore, the Associate Dean of the Faculty of Humanities briefed the audit team on general matters concerning the organisation, framework and the development of the university.

After receiving the self-evaluation report the audit panel conducted a site visit to the University of Copenhagen. The visit, which lasted for three days, was planned in cooperation with the university and constitutes together with the self-evaluation report the basis for the conclusions and recommendations in the audit report. At the site visit the panel conducted separate interviews with different groups of stakeholders at the university. The groups represented all levels of the university as well a representative selection of faculties and study programmes.

The site visit provided the panel with an opportunity to ask the university to elaborate on unclear and less substantiated sections of the self-evaluation report. At the same time the visit has served to validate the information provided in the self-evaluation report and talk to a larger group of stakeholders than those involved in the self-evaluation process. To ensure that the visit functioned as a useful supplement to the self-evaluation report, group specific interview guides were prepared and used during the visit.

### **1.5.3 Methodological limitations**

The chosen method and the main documentation material for the audit provide some limitations in the documentation. One of the aims of the audit process was to provide a systematic overview of the existing quality work. However, based on the available documentation it has not been possible to provide a systematic overview of all the quality assurance activities at the university, but rather to identify examples of good practice. With the limitations of the documentation material it has not been possible for the audit panel to identify all examples of good practice. However, the examples of good practice highlighted in the report are based on the self-evaluation report and site visit information.

The approach in the audit is formative with the aim of recommending the direction for further development of the quality work rather than assessing whether the quality work meets given standards and objectives. This also has an impact on the documentation and the framework of guidelines for the self-evaluation process. The guidelines focus primarily on examples of practice rather than asking for extensive documentation.

The self-evaluation report contains a number of different subjects such as programmes and curricula, teaching and learning, staff qualifications, staff development and incentives, assessment of student achievement, student counselling, internationalisation, the study and teaching environment and the information basis for quality enhancement. Although all subjects are important for the quality work, it has not been possible to touch upon all the subjects with equal depth. Therefore, the report will not address certain subjects, such as internationalisation and the study and teaching environment.

### **1.5.4 Recommendations**

The assessments and recommendations in the report are based on discussions among the expert panel and on the basis of analysis of the documentation. The recommendations are written in the context in which the university operates. If other institutions wish to follow the recommendations this is indeed possible, but has to be done with due consideration to the specific context. The panel will make its recommendations continuously throughout the report. The main conclusions are presented in chapter two.

### **1.5.5 Content of the report**

In addition to this introduction the report consists of four chapters.

Chapter two will provide the reader with the overall conclusions and recommendations. It should be seen as the panel's prioritisation of recommendations and as a help to the university regarding how to approach the establishment of a quality system. The panel elaborates on the

recommendations in chapters three and four and provides additional recommendations of a more specific nature in chapter five.

Chapter three contains an overall analysis of the character and extent of the quality-culture and the current quality work at the university. The chapter also presents the panel's view concerning the major challenges for the university in developing a quality-culture at the university.

Chapter four analyses the overall strategies and systems for the quality work at the university. Furthermore, the chapter continuously offers specific recommendations for the future organisation and management of quality assurance and its improvement.

Chapter five offers an in-depth analysis of the quality assurance and its improvement within the different educational activities. This chapter contains five sections, which cover different activities related to the quality of education: programmes and curricula; teaching and learning; staff qualifications, staff development and incentives; assessment of student achievement; and student counselling. The sections provide the reader with an analysis of the strategies, procedures and follow-up activities to assure and improve quality, and each section concludes with recommendations for the quality assurance and quality improvement of the specific educational activity. The most important recommendations of chapter five are highlighted in chapter two, the remaining recommendations should be seen as recommendations for consideration, building into strategies and policies and good practice over the long term.

## 2 Conclusions and recommendations

The university's approach to quality work is based on arrangements that delegate significant degrees of responsibility for quality assurance to its faculties and study boards with no general formulated expectations and guidelines. Initiatives towards quality work have usually tended to be generated by enthusiastic staff and management at faculties and study boards, rather than imposed from the centre. It is the audit panel's impression that this arrangement reflects a traditional collegiate structure and collegial culture that places an emphasis more on informal rather than on formal quality assurance mechanisms. While the informal and close co-operation between students and lecturers in the faculties and the study board level is one of the great strengths of the university, it is also a system that requires particular care towards ensuring systematic follow-up.

Nonetheless, the university has recognised that a more coordinated process for the formulation of certain minimum expectations and guidelines across the university is required in order to establish a widespread quality-culture. The panel acknowledges that the audit is the first step in creating awareness of the importance of systematic quality assurance and quality improvement. The self-evaluation process, which has involved large parts of the university, and the very self-critical self-evaluation report demonstrate the willingness of the university to approach the issue of quality work in a serious way.

The panel recognises that there are many examples of good practices in quality work at the university, but also believes there is a need for identifying, disseminating and sharing good practices within the university.

The current governance arrangements at the university are in a transition phase as a result of the University Act. The changes in governance have been, and are continuing to be, considerable, touching almost every aspect of the work of the university. The future organisational set-up will also directly influence the organisation of, and responsibility for, quality work.

One of the major challenges the university is facing is managing the balance between centralisation and decentralisation with skill and care. The panel recommends the university to

take the following into consideration when determining future solutions: a) a degree of decentralisation is required because the local levels and the individual staff must be free to make academic judgments; and b) a degree of centralisation is desirable in order to steer the institution. The challenge is to find ways to provide incentives and to hold the various levels accountable without disempowering them.

In this connection, the university is advised to carefully consider the division of responsibility of the quality work between the dean, head of department, head of study board and director of studies, making sure that each level can be held accountable for quality assurance and improvement.

Another challenge to the university is the balance between research and teaching. The present incentive structure is primarily based on research credits, while incentives for good teaching are strongly limited. Creating an environment that stimulates a greater emphasis on teaching by the academic staff will be one of the most important tasks for the university in the future.

The panel recommends that the university develops a coherent and consistent quality assurance system that continuously monitors and improves the educational activities at all levels of the university. In order to establish a coordinated effort across the university, making quality work more visible and transparent to both internal and external stakeholders, the panel recommends that university take the following steps:

1. Establish a university-level Quality Work Council in order to provide a forum for attention-building, strategy and policy development, propagation of best practice and stimulation of improvement of less-than-good practice. The council should be established at an appropriate level within the governance structure of the university, taking into consideration that it is positioned in such way that it builds a bridge between senior management structures and the faculties. Furthermore it should be ensured that the council has sufficient power and the attention from the senior management. It is important that the mandate of the council is devoted to quality work and not additional activities, which would dilute the focus. The council should include academic representatives from the faculties, among others. Students should also be represented in the council.
2. Create a high-level academic position, a kind of champion for quality who has sufficient power and influence within the senior management, to be responsible for educational quality and to organise and lead the quality work. A senior academic who is committed to quality work and well respected by colleagues at the university should fill the position, in order to establish legitimacy among the academic staff. Furthermore, it is crucial to ensure that this position is seen as a function to enhance quality and not as a control function. This quality work person should chair the quality work council.

3. Formulate an overall quality strategy for the university. The quality work council and the above mentioned quality work person should formulate the strategy in cooperation with the university senior management. The development of strategies for quality assurance and improvement should, in the view of the panel, involve all relevant stakeholders at the university in order to ensure a broad ownership and commitment to the strategies. The strategy should include the overall direction for the quality work of the university, together with strategies and policies for quality assurance and quality improvement for the following areas: programmes and curricula; teaching and learning; supervision; staff qualifications, staff development and incentives; assessment of student achievement; student counselling. The university might consider including other areas in the strategy, which the university regards as important, e.g. internationalisation, study environment, career development of women.
4. Ensure that central quality strategies and policies function as a framework and provide guidelines for the entire university. In order to strengthen the link between the central and local levels, the faculties and study boards are encouraged to interpret their practices according to the common strategies and policies for quality assurance and improvement of programmes and curricula; teaching and learning; assessment of student achievement; supervision; staff qualifications, staff development and incentives and student counselling.
5. In connection with the overall quality strategy, the university is advised to formulate and ensure that the responsibility for quality work is made explicit, including responsibility for information sharing, aggregation of results and follow-up. A good first step is the considerations by the Faculty of Humanities on defining minimum requirements for quality work by heads of studies. Similar requirements could be defined for the deans and heads of departments, holding each level accountable for quality assurance and improvement. The panel recommends that a system of reporting is embedded in the approach, making study boards responsible for documenting their quality work to the deans. In turn, deans would be responsible for making quality statements to the quality work council with the purpose of informing on the quality work and transferring good practices to other faculties and departments.
6. As part of the establishment of a coordinated quality effort, the panel finds it equally important that the university integrates a strategy for quality information in the overall quality strategy and establishes a Quality Information System as a part of a Management Information System (data warehouse), from which the central administration, the faculties, the departments and the study boards can generate data for the appraisal of the quality of education. A necessary element in the future quality work strategy is that the study boards have easy access to data as a basis for informed decisions on the revision of programmes and curricula. A more systematic coordination of information would strengthen the ability to gain a holistic view of the students' experience and the educational provision as a whole.

7. The strategy for quality assurance and improvement of programmes and curricula at central level should build on the already commenced study programme reform. The study programme reform has initiated formulation of objectives for the programmes in the form of expected competences that can be beneficially adapted to all programmes. A natural next step is thus to introduce a plan for systematic review of programmes and curricula according to the objectives. Furthermore, the study programmes should draw up objectives for dialogue with internal and external stakeholders, including how they can be involved in the process of assuring and improving the quality of the programmes.
8. The strategy for quality assurance and improvement of teaching and learning could include minimum requirements that each study board reflects on the following: what good teaching quality is for the specific study programme; how teaching quality is measured; what information is needed to ensure and improve the courses; what follow-up mechanisms are needed to ensure the quality; and how students and staff are informed of changes. A good model to follow is the Faculty of Laws' strategy for teaching and learning, which is an iterative model that includes reflection on purpose; portfolio of mechanisms; follow-up and reformulation of the strategy. It is important that the study board adapts a reflective evaluation model, where reflection is focused upon the extent to which the methods for the assessment and improvement of teaching quality are effective and fulfil goals, and to what extent follow-up on results is transparent and visible to students and staff.
9. The strategy for staff teaching qualifications and development could include operational goals for appraisals of good teaching and the development of staff teaching qualifications. The panel recommends the university to consider the implementation of a peer review system of teaching, similar to the research peer review system, that emphasises the quality improvement of teaching and strengthens a more team based approach to teaching. This will lead to the quality of teaching becoming a joint responsibility.
10. Finally, the panel recommends the university to evaluate the purpose and function of the pedagogic centres, considering how the centres can both fulfil the need for support for students and support for staff, thus ensuring the development of teaching and learning. It is recommended that all faculties have arrangements for the development of staff pedagogical and didactic competences. A good model to follow is the Centre for Science Education at the Faculty of Science. The panel recommends that a formal forum is established that facilitates, supports and exchanges best practice between the centres. Furthermore, pedagogic development plans or courses in pedagogy should be mandatory for teaching staff with reoccurring poor evaluations.

This chapter contains an overall analysis of the character and extent of the quality culture at the university and the current quality work. Furthermore, the chapter provides the panel's view on the major challenges that the university is facing today with regard to building up a strong quality culture at the university.

### 3.1 General considerations

#### 3.1.1 Quality culture

In the self-evaluation report the university states that it works on different aspects of quality assurance and quality improvement but does not have a particularly strong culture of either quality assurance or quality improvement. Most of the quality assurance elements have been developed in (historically) different contexts and not envisaged as part of a coherent system. Large parts of the university have traditionally had their roots in a classic Humboldt tradition with great emphasis on freedom of research, teaching and learning methods. The university has a proud tradition of autonomy for lecturers and researchers.

Quality assurance is as a consequence highly decentralised at the university and consists to a great extent of the sum of the quality work undertaken by the individual lecturers and study boards. The character of the quality work is to some degree based on informal methods. In especially the minor study programmes the relationship between the individual lecturers and students is close and informal, which involves a level of confidence that is considered by some groups at the university to be in conflict with more formalised structures for quality assurance.

Due to the large degree of decentralisation in research, teaching and learning, the university has limited central direction in quality assurance and is not driven by an explicit strategy for quality improvement. The university recognises this problem and the current senior management sees it as an important strategic task to help build up a more explicit quality policy and culture.

Whether the university will be successful in enhancing these aspects depends upon the extent to which the tension between centralisation and decentralisation is resolved. These matters cannot

be dealt with in isolation due to their high degree of interdependence. Required is a series of strategies, structural changes, policies and concrete initiatives at all levels (rector, faculties, departments/study boards) that produce the desired overall balance. Solutions, however, depend on a recognition that: a) a degree of decentralisation is required because the local levels and individual staff must be free to make academic judgments, and b) a degree of centralisation in order to steer the institution. The challenge is to find ways to provide incentives and hold the various levels accountable without disempowering them.

According to the panel, the moves towards the Bologna degree structure and module system have energised the quality work at the university, but the quality culture is not yet mature. Strong and sustained initiatives will be required to maintain momentum and embed quality work across the university. Shortfalls in such initiatives will risk losing the gains made so far.

### **3.1.2 Current quality work**

The panel recognises that the university has a strong intention to enhance quality assurance and that a considerable number of quality assurance activities are already taking place at the university, especially at study board/study programme level. The most significant of these are the continuous revisions of curricula that are taking place at appropriate intervals, and course evaluations as a tool to provide the empirical basis for discussions between teachers and learners about ways and means to improve learning outcomes that are widely applied at the university as a systematic mechanism for ensuring the quality of teaching and learning.

While the panel acknowledges these efforts, the panel would at the same time like to point out the need for developing overall strategies to steer the quality work and the establishment of an appropriate structure to ensure that the quality work is carried out in a structured, systematic and adequate way. Specific recommendations will be provided in chapter four of the report.

The panel generally finds that the university has a qualified and motivated staff and active and engaged students that reflect on quality assurance and improvement. These resources constitute a valuable foundation for the further development of the university's quality work.

### **3.1.3 Challenges for the universities today**

In the self-evaluation report the university stresses the importance of finding the right balance between research and teaching. Presently the university is, as many other universities, characterised by an imbalance between these two elements, and the panel considers it one of the major challenges for the university to discuss what the right balance should be and identify ways of achieving it.

One of the most important tasks for the university, as well as for other universities, is to create an environment that stimulates a greater emphasis on teaching by the academic staff.

The university has in recent years made attempts to create such an environment. The university has emphasised the importance of good teaching skills by building up pedagogical and didactic centres at three faculties that offer pedagogical training for lecturers.

Another attempt made by many departments is to include teachers' pedagogical qualifications in the appointment process. Nevertheless, the actual impact of these initiatives is not yet apparent, and the university is, in the view of the panel, still far from achieving an equal balance between research and teaching. This is mainly due to the fact that the incentive structure is primarily based on research credits, while incentives for good teaching are strongly limited. The panel recognises this as one of the major challenges facing the university now and in the years to come.

Another major theme that provides a challenge for the university over the coming years is the implementation of the University Act. The act is far-reaching in several areas. The senate is to be replaced by a board with a majority of external members and all managers are to be appointed rather than elected

At the time of the audit visit, the university was in the middle of a transition period concerning governance. The board has been appointed, but will first take up office 1 January 2005 and then decide on organisational matters, including the appointment of a rector. The future organisational set-up will also be essential for the organisation and responsibility of quality work. It will be a challenge for the university to organise the responsibility for the quality work between the functions of dean, head of department, head of study board and director of studies according to clear role divisions. The matter is complicated by the fact that the act is open for interpretation as to whether the director of studies and the head of study board should be the same person. As the board has not yet settled the role division between head of department/head of study, the university continues to follow the division of responsibility set out in the former University Act of 1993.



# 4 Organisational framework and strategies

This chapter analyses the overall quality assurance and quality improvement systems at the University of Copenhagen and provides specific recommendations on the future organisation and management of the quality work.

## 4.1 Strategies for quality work

In the self-evaluation report the university states that it has formulated general objectives for specific quality assurance activities but does not have a coherent quality assurance strategy as such. The panel agrees with this statement. Generally the panel finds that the university needs a more central direction for its quality work. The central organisation of quality assurance is presently very light. There is a need to articulate an overall strategy for quality assurance and improvement and to formulate long-term strategies and short-term policies with explicit goals for quality work as defined in this report.

The university has already formulated a strategy for quality assurance of research in the development contract 2000-2004. Formulating a quality strategy for education would emphasise an equal importance of quality work of education at the university with regard to internal and external stakeholders. The development of the strategy, in the view of the panel, should involve all relevant stakeholders at the university in order to ensure a broad sense of ownership and commitment to the strategies.

The panel regards central coordinated strategies and policies as an important tool to strengthen the link between local practices and establish a coordinated direction for the quality work. The strategies and policies should function as guidelines and principles of good practice, which the faculties, departments and study boards can interpret and implement to meet their needs.

In connection with the long-term quality strategy, the panel recommends that the university reflects upon what educational quality is, and what indicators reflect good quality. As it is

presently formulated in the development contract, the university states that educational quality is not simply a matter of high completion rates or low dropout rates, but the university does not formulate what other matters comprise educational quality.

Concerning short-term policies for quality work the panel suggest that such work be formulated not only in terms of goals and expectations, but also to provide inspiration to guidelines for good practice. To ensure a common strategy and sharing of practices, it is recommended that the faculties inform the quality work council about their quality work according to the strategies and policies by making "quality statements". The quality statements could constitute a benchmark for self-evaluation and a means for the senior management and a quality work council to inform itself on the quality work at the local level, thus permitting transfer of good practice to other faculties, departments and study boards. Accordingly, it would provide help for the study boards with guidelines and examples of how to establish quality systems. The quality statements could for example include information about collecting student feedback and responding to student feedback, procedures for considering external examiners reports, arrangements for review of programmes and staff development programmes and procedures. The panel believes that the quality statements would improve the sharing of best practices within faculties. Reporting from the study boards to the dean on quality work and on the quality of education could feed into the quality statements (see chapter 5.1.2). Consequently, the faculties would also gain a better overview of the quality activities within their faculty. However, an important part of a quality system is ensuring that data is easy accessible to all levels in order to be able to follow up and develop the quality of activities (see chapter 4.3).

A more coordinated strategy and strengthening of the feedback system do not necessarily involve more bureaucracy as it depends on the way of reporting. In fact, such actions can help the university to prioritise the collection of information, ensure the coordination of information collection on central and local level and avoid the possibility that study boards will implement processes that other study boards already have shown to be inefficient. Furthermore, a more visible and documented quality system will help to fulfil the University Act requirement for trustworthy quality assurance.

Developing strategies and policies for quality work is, however, not sufficient in itself It is also important to be explicit about the existence of those strategies and goals and communicate the content of them in relevant forums. The senior management should drive this process by reinforcing the importance of quality work and by making sure that this support is not viewed as lip service. This means regular use of public speaking opportunities, agenda setting, and holding managers accountable for setting and meeting strategies. It applies to deans, departments and study directors as well as the rector. Ensuring that the quality work of the university is transparent

and visible is not only important in relation to internal stakeholders but makes the quality of education apparent to employers, future students, the general public and authorities.

## **4.2 Structures**

In order to provide a forum for attention-building, strategy and policy development, propagation of best practice and stimulation for improvement of less-than-good practice, the panel suggests creating a university-level Quality Work Council. The council should be chaired by a centrally placed quality work person and include academic representatives from the faculties and students among others. The council should meet on a regular basis – not less than four to six times annually. The council should be established at appropriate level within the governance structure of the university and need to be positioned in such way that it builds a bridge between senior management structures and the organisation of faculties.

In order to solve the challenges described in chapter three, the panel recommends that the university creates a high-level academic position to organise and lead educational quality and the quality work. The person should be part of the senior management team in order to benefit from necessary support and attention. A senior academic, who is committed to quality work and well respected by colleagues and students at the university, should fill the position. It is especially important that the person has legitimacy among the academic staff. The panel is not convinced that an administrative person will be in a position to initiate the fundamental changes needed in order to strengthen the quality work at the university.

The panel considers it crucial to ensure that the role is perceived as aiming to enhance quality and not as a control function. Among other things, the person should be responsible for leading the work on developing strategies and policies for the quality work and developing a Quality Information System, encouraging the spread of good practice and maintaining the balance between central impetus and local ownership. The person should be empowered to work directly with the faculties, departments and study boards to obtain data and develop/implement pilot programmes. Furthermore the person should be provided with good administrative support.

At faculty level the deans should consider appointing similar positions among their senior staff. These persons should work with the centrally placed quality person and with the staff at the department and study programme levels on a day-to-day basis. It should be persons that are well respected among colleagues and committed to teaching and quality work. It is the impression of the panel that there are currently a number of persons at faculty level that could be considered as relevant candidates for these positions.

### 4.3 Quality information strategy and system

It is the panel's general impression that data collection at the university does not stem from a coherent information strategy or policy. This impression is shared by the university and reflected in the self-evaluation report in which the university emphasises the lack of a general policy for information gathering. In this regard, the university mentions that it has a long tradition of carrying out a broad range of surveys at various levels but it lacks a general policy to govern the extent (regularity), content and methods applied. Further to this, the university recognises, that the information resulting from the ICT methods<sup>3</sup> has not consistently been accessible to heads of studies, boards of studies, departments and students themselves.

Following this, the panel recommends that the university develops systematic methods for collecting, disseminating and using documentation relevant to education, quality and quality work. The panel recommends that the information should include subjective judgments as well as objective quantifications. The data should be interpreted in the context of quality work, and not left to speak for itself.

During the last few years the university has carried out a large number of surveys. These include surveys of dropout rates, graduates, employers and qualitative surveys of study patterns and changes of study programmes. Either the individual faculties or the central or decentralised study administration have initiated the surveys. The challenge has, however, been to ensure that the information and survey results have been aggregated throughout the university and used as an instrument for improving the quality of the educational activities.

UC has to make the link between data collection and quality assurance and improvement. In order to formulate and to pursue a coherent institutional strategy to constantly assess and improve quality, the panel recommends that not only heads of departments, deans of faculties, study boards and programme directors, but also the rector and the rector's staff must have up-to date comparable data on the educational situation in the entire institution. Therefore a quality information system at the central level of the university is required. The creation of such a system might involve a data warehouse for information related to educational quality and quality work as part of a general management information system. It is vital that such data are "owned" by the faculties, departments or study boards. A policy concerning the use of the data is necessary and should be part of the university's overall strategy for its quality work. The quality information system should contain not only data on resources, including personnel, but also data concerning

<sup>3</sup> *ICT-based methods are used to record information on students' examinations and education (FØNIX system)*

students, study programmes and evaluation results, i.e. quantitative data and the standardised definitions, etc.

The panel recommends allowing the faculties and departments decide which questions they would like to have answered in the database, which should lead to the formulation of a core set of survey questions with local discretion on supplementary questions.



# 5 Quality assurance and quality improvement of education

Whereas the previous chapters analysed the overall strategies and structures for quality assurance and quality improvement at the university, this chapter goes more into depth in the analysis of the quality work of the different educational activities. Each section covers an activity related to the quality of education: programmes and curricula; teaching and learning; staff qualifications, staff development and incentives; assessment of student achievement and student counselling. In the various sections, the extent to which strategies, procedures and follow-up is implemented to assure and improve quality is analysed and conclusions are made, followed by recommendations by the panel on how to improve the existing arrangements.

## 5.1 Programmes and curricula<sup>4</sup>

### 5.1.1 Current strategies and procedures

The main quality mechanism for programmes and curricula has been the curriculum revision by boards of study, which has involved reformulation of the objectives, contents, forms and structures of the programmes. Accordingly, there have been the external evaluations of programmes conducted by EVA. However, it is not the panel's impression that the quality work has been based on a strategic plan for continuous quality development of programmes and curricula.

Many of the faculties are now at a stage where objectives for the programmes and curricula are expressed in the form of expected competences as part of the study programme reforms. The

<sup>4</sup> Programmes are designed by the university, but must be approved by the ministry. The quality assurance of the approval of programmes therefore lies within the ministry. This will not be covered by the report. Furthermore, the ministry have in the ministerial order on study programmes presented a template for the content of the study programmes. The design of programmes and revision of programmes are covered by the report. The curricula (study plan) describes the objectives and the content of the programme in detail and is the responsibility of the university.

panel considers this as a good starting point for creating a quality culture, as the programmes and curricula can be evaluated according to the stated objectives. The study programme reforms have energised the quality work, but the quality culture is not yet fully developed.

At the Faculty of Science, the reform of the programme structure has stimulated a more systematic and uniform procedure by the different boards of studies. The Faculty of Humanities and the Faculty of Social Sciences have, according to the self-evaluation report, conducted similar exercises coordinating work for decentralised processes at boards of studies. In 1995, the Faculty of Humanities drew up a structural outline for its study programmes and minimum specifications for its programmes as a template for curricula. The faculty is now devising a new structure outline and templates, and a reform secretariat has been set up. Many similar initiatives are in place at the other faculties.

Presently, there is no coordinated strategy or policy for quality assurance and quality improvement of programmes and curricula at the university. Neither did the audit panel find evidence that systematic quality assurance and quality improvement of programmes and curricula are planned at faculty or study board level

### **Knowledge base for quality assurance and quality improvement**

The information on which the curriculum revisions and programmes are based are, according to the self-evaluation report, surveys of the results achieved through the previous period, which are conducted in cooperation with internal and external stakeholders. Nevertheless, the panel notes that there is room for improvement concerning the systematic gathering of data to support curriculum revision and programme development.

Concerning progression and completion statistics, the audit panel is informed that it can be difficult for heads of studies to access data from the central database, FØNIX. Only staff members with considerable expertise in the system were able to extract secure and meaningful data. The panel understands that the FØNIX system is undergoing development that will allow personnel at all levels to access data. The panel commends the improvement of the data system, as systematic gathering of data is vital to ensure that improvements are based on knowledge of what currently functions and what does not function so well.

Another important source of information in the quality work is the internal and external stakeholders. The internal stakeholders are, according to university, students and academic staff. Students are represented in the quality work through the study board, and some study boards hold frequent dialogue meetings concerning the programmes as a basis for the discussions of the

study board. The panel finds this a good model to follow in order to stimulate student involvement in the quality work and be informed of the ongoing adjustments to the programmes.

Academics are, according to the university, involved through meetings between lecturers etc. The panel recognises that the academics are important stakeholders, along with the students, in the quality improvement of the programmes and the curricula. The academics are important agents for improvements to programmes and curricula, as they have knowledge of recent developments within the subject area, teaching and learning methods and developments in other comparable programmes through their international networks.

External stakeholders are employers, external examiners, graduates and educational partners. With the study programme reform, some of the faculties have introduced a broader and more intensive use of external stakeholders in the process. From the site visit, the panel did not, however, get the impression that the practice of involving stakeholders in curriculum revision is carried out systematically at all faculties and by all study boards. The panel finds it important that the work of involving stakeholders continues, and that the study boards or faculties systematically conduct surveys of areas such as graduate employment, student feedback on curriculum and programmes, as a supplement to the centrally initiated surveys. What is required is a more strategic and systematic approach to information management as part of the quality work strategy rather than the current ad hoc based approach.

In the self-evaluation report, the university identifies consideration of the external examiners' reports as one of their primary quality mechanisms. There are examples of good practice where external examiners are systematically involved in quality assurance by holding regular meetings with the chair of external examiners and the heads of studies, or where reports from external examiners are published and distributed to staff. While the external examiners can be valuable in assessing student achievement, there are also differences in how the input from external examiners can be used, as some disciplines have large panels of external examiners while other disciplines have very small panels.

### **5.1.2 Recommendations**

The panel recommends that an overall strategy for quality assurance and the improvement of programmes and curricula is formulated at central level. This would, besides introducing an overall systematic approach, also make it apparent to authorities that the university fulfils the aims of systematic quality assurance of programmes as required by the University Act.

It is recommended that the strategy and policy build on the already ongoing study programme reform. The study programme reform has initiated the formulation of objectives for the

programmes in the form of expected competences, which is recommended to be adapted to all programmes. A natural next step would be to introduce a plan for the systematic review of programmes and curricula according to the objectives.

The strategy should also include reflection concerning the kind of knowledge, quality assurance and quality improvement that is necessary in order to check that the programmes fulfil their aims. The faculties and study boards may wish to pay particular attention to the introduction of systematic information gathering and conduction of surveys to be used in the revision of curricula and programmes.

The panel finds it important that the university now continues the process of involving the stakeholders in the monitoring and adjusting the programmes and curricula systematically. It is, therefore, recommended that the study boards and faculties reflect upon and formulate what contribution internal and external stakeholders may make to quality work in their strategic plans. Some stakeholders may be valuable in the process of assuring standards, and other stakeholders valuable in the process of developing programmes. The panel considers it important that more than one group of stakeholders are involved in order not just to gain a holistic view of the programmes, but also to challenge the programmes and challenge conservatism.

Making responsibility for quality work explicit and clear, and holding people accountable is in the panel's view one of the most important pillars in the quality system. The panel therefore recommends that the university follows the considerations by the Faculty of Humanities to define minimum requirements for quality work by heads of studies. Similar requirements could be defined for the deans and heads of departments, holding each level accountable for quality assurance and improvement. The panel recommends that a system of reporting be embedded in the approach, making study boards responsible for reporting to the deans on their quality work, which could include documentation of quality assurance and quality development and actions plans for the future.

## **5.2 Teaching and learning**

### **5.2.1 Current strategies and procedures**

#### **Course evaluation**

The university considers course evaluation as one of the most important tools for assuring quality of teaching. Practices and methods vary between study boards from standardised questionnaires to focus group interviews.

The practices regarding course evaluation seem, according to evidence gathered on the site visit, to be that the study boards all use questionnaires, but that the formats, the carrying out of the surveys and the follow up procedures vary significantly. Based on the information provided in the self-evaluation report and on the site visit, two main methods of conducting the surveys seemed to be dominant, however. One method used is questionnaires distributed to students and processed by the study board. The other model is based on the teacher distributing questionnaires to the students, which are then subsequently discussed in the classroom with the students.

From the interviews with students and teachers, the panel got the impression that both models do not entirely fulfil the expectations of the students and teaching staff. In the study boards where questionnaire responses are gathered, the teaching staff and students call for more dialogue-based evaluation in order to let the students see that their feedback is used, and for teaching staff to be able to react to feedback. In the study boards, where course evaluation is kept on an informal level with dialogue-based evaluation, the students remark that the evaluations are kept as a private matter between students and teacher. In these cases, information on course effectiveness does not seem to be aggregated at management level, with the consequence that management is not informed on incidents of poor teaching. Based on the feedback from the site visit on the methods, the panel identifies a need for discussion of the purpose of the evaluations and the effectiveness of the different methods.

Finally, some study boards have introduced the use of focus groups, or class representatives, in order to combine evaluation methods such as net-based questionnaires with qualitative input. However, the panel could not find evidence that it is general practice to combine methods.

There seems to be a potential risk that the university focuses too intensively on course evaluations for their own sake. Although the panel recognises that the university is required by law to conduct course evaluation, it would like to draw attention to the risk of generating a lot of information for no real purpose. It is important that the study boards reflect on the purpose and the use of the information gathered in the course evaluation, including the choice of the method and identification of the information needed to assess and improve the quality of teaching. At the site visit, it was mentioned by the students that there were some cases where the format of the questionnaires was too extensive.

Course evaluation is one method to ensure the quality of teaching. However, the panel finds it important that student evaluations do not stand alone, but instead are combined with data on pass-rates, examination results. In the self-evaluation report it is stated, that retention and employability analyses are used to evaluate the teaching quality, however based on the site visit

interviews, the panel did not get the impression that these information sources are used systematically to supplement the information gathered from the course evaluations.

In order to emphasise the quality improvement aspect in teaching evaluation, the panel suggests the use of methods such as peer reviews of teaching. An example of 'best practice' meetings between lecturers is mentioned in the self-evaluation report as an example to follow (for more information see chapter 5.4.1).

### **Supervision**

Supervision is provided for students in relation to bachelor projects and thesis, and is characterised in the self-evaluation report as being a more private activity than other teaching activities. In general there are no evaluations conducted relating to supervision.

Some faculties have set up a contract for thesis writing between the supervisor and the students, which is mutually binding and stipulates deadlines for the thesis. If a contract is broken, the head of department is responsible for follow-up. Similar contracts have been set up for bachelor projects at some faculties. Furthermore, students at individual faculties are offered writing seminars or support groups. Accordingly, some study boards are considering defining norms for supervision in order to make expectations clear for lecturers and students.

The university recognises that quality assurance of supervision is an area, which requires more attention in future, as the mechanism for ensuring good supervision is almost non-existent. The lack of feedback procedures was confirmed by the interviews with the students, where they expressed frustration that they found it difficult to address their feedback and that supervisors with a repeating history of poor supervision were able to continue their bad practice.

### **Follow-up**

The head of study and board of studies are the main parties responsible for the teaching plan, recruitment of part time teachers, course evaluation and follow-up, and, therefore, the primary driver in quality assurance and the improvement of teaching activities. Some study boards have set up evaluation committees to deal with the results of evaluations and review courses annually in relation to how the objectives of the courses are met.

Nevertheless, the limited follow-up on course-evaluations was repeatedly mentioned by the students at the site visit. In general, a system of reporting back on evaluation results and follow-up activities does not seem to be communicated effectively to students. It was also clear from the site visit, that there are cases where the study boards and heads of studies are reluctant to follow-up on poor teaching by colleagues, despite consistently receiving complaints from students. A visible

follow-up system is a first step required to get course evaluations to work, as it provides confidence that feedback from course evaluation is actually being used and, therefore, matters.

### **5.2.2 Recommendations**

The panel recommends the university to formulate a strategy for quality assurance and the improvement of teaching and learning. This strategy for quality assurance and improvement of teaching and learning is recommended to include minimum requirements that each study board reflects on: what good teaching quality is for the specific study programme; how teaching quality is measured; what information is needed to maintain and improve the courses; what follow-up mechanisms are needed to ensure the quality; and how students and staff are informed of changes. A good model to follow is the Faculty of Law's strategy on teaching and learning, which is an iterative model that includes reflection of the purpose, portfolio of mechanisms, follow-up and reformulation of the strategy. It is important that the study board adapts a reflective evaluation model that involves continuous reflection on the extent to which the methods of assessment and improvement of teaching quality are effective and fulfil the stated aims. Thus reflecting upon the extent to which follow-up on results is transparent and visible to students and staff.

It is recommended that the university establishes shared responsibility for follow-up on course evaluation, including a responsibility for information sharing and making the aggregation of results visible and transparent (see the recommendation from chapter 5.1 on defining minimum requirements for quality assurance work by heads of studies, the deanship and head of department).

In this connection, the panel considers there is a need to define and enforce follow-up on course evaluation by the dean or head of department, especially in cases of poor teaching. Complaints and suggestions from students must be answered and dealt with.

The panel recommends that course evaluation be considered as one of several instruments to evaluate teaching and learning. Currently, evaluation is to a very high degree based on student satisfaction. The panel recommends that student evaluations do not stand alone but should be combined with quantitative data on student progression such as pass-rates, examination results, etc. A combination of methods will provide a more holistic view of the student experience and also provide input for discussions concerning the coherence between teaching methods and examination forms.

At the moment, delivery of teaching is very much an individual and private matter at the university rather than the result of teamwork. The panel, therefore, suggests that course evaluation be

supplemented with peer observation of teaching (staff working in groups to review each others teaching). Introduction of peer observation would also emphasise a more improvement-oriented approach to teaching quality, rather than assurance and control, which seems to be the prevailing quality culture. In this connection the panel suggests that the initiative of 'best practice' meetings between the teaching staff in political science is an example to follow.

Another method suggested by the university is the use of lecturers' logbooks that serve as documentation for the teaching activity and as a source of reflection for the lecturer. The panel agrees that the logbook is a good instrument and can serve both as an input for discussions on improvement of teaching between the lecturer and the head of studies.

The university suggests that, wherever possible, class representatives should form a focus group that engages in ongoing dialogue with the lecturers and takes part in formalised meetings with the board of studies. While the panel believes that the method can be a good supplement to questionnaires, the panel does, however, recommend that each study board reflects on its own purposes and the information needed to ensure and improve the courses and teaching quality of their programmes. This process must also ensure that students feel that they can provide feedback on courses and receive feedback on their comments.

The panel agrees with the university that work should be done to incorporate incentives to increase response percentages on evaluations. The panel recognises that response rates are dependent on the students' willingness to respond. Nevertheless, an improved and visible follow-up mechanism will very likely help increase the response rate and probably also increase the quality of feedback, avoiding unsubstantiated responses from students. Furthermore, the university could consider improving the response rate by reflecting on the frequency, number and relevance of questions in the evaluations. Finally response rates can be improved by pre-scheduling time in the classes or seminars for evaluation.

The quality assurance and quality improvement of supervision is an area, which the panel strongly recommends the university to improve. At the moment there are in general no quality mechanisms for supervision and is treated as a largely private matter between the teacher and the student. The panel recommends that a strategy for supervision is formulated at central level, covering the formulating of objectives for good supervision, setting up a system of ongoing feedback from students on supervision similar to course evaluation and follow-up mechanisms for dealing with issues of poor supervision.

## 5.3 Staff qualifications, staff development and incentives

### 5.3.1 Current strategies and procedures

As mentioned in chapter 3.1.3 one of the main challenges for the university is to establish real parity between research and teaching. The present incentive structure is primarily based on research credits, and the teaching elements have been seen as something that had to be done. This is not a problem unique to University of Copenhagen; the terminology 'freedom of research' and 'teaching load' is widely used throughout the academic world.

The university states that it has positive experience of insisting on documentation of teaching and supervision experience and/or participation in university teaching courses from applicants at all levels as a standard part of appointment procedures. Some departments include special teaching-related tasks in the job-description, and some insist on trial lectures.

In general, for the appointment of assistant professors, associate professors and professors, the heads of studies take part in the management committee along with the head of department, the dean and the chairman of the assessment committee. Thus, the university states that systematic documentation of teaching skills is still needed. From the interviews at the site visit, it was evident that parity of teaching and research in the recruitment of full-time staff is more a statement of intention than reality.

According to the senior management, the two major incentives to promote good teaching are: 1) a prize for the teacher of the year; 2) wage bonus awards for teaching staff that take on additional teaching or tasks. From the interviews with the teaching staff, the panel got the impression that the present financial incentives are ineffective in creating parity between research and teaching, and it appears as if the prize is ascribed a larger value than it has in practice. The prize for good teaching has a communication value, but has a limited effect in a wider perspective. With regards to the wage incentives, this is primarily based on the quantity of teaching rather than the quality of teaching.

Another important incentive mentioned in the self-evaluation report is the recognition and respect of one's peers. The panel agrees that this incentive should be given more priority. It is the panel's impression that the current teaching culture at the university is very individualistic, which implies that teaching is considered a private matter.

Dismissal was mentioned as the final method of dealing with poor teaching. While this tool might be available with regard to part time staff, the information gathered during the site visit indicated that this is not a realistic solution in the case of senior staff. However, not only dismissal, but also other tools available for dealing with poor teaching are inadequate according to the self-evaluation report. At the site visit it was evident that both students and staff consider it a crucial factor in quality assurance that the management can act if a lecturer receives particularly good or bad evaluations.

### **Improvement of staff pedagogical and didactic qualifications**

Concerning the improvement of lecturers' competences, the university would like to see the importance attached to teaching qualifications formalised in the future. This would require greater use of a teaching assessment system, similar to the peer-review system used to evaluate research. A teaching portfolio, student assessments, and impartial peer reviews are also potential instruments in this context.

With regard to the continuous development of the teaching staff, there are good training opportunities for assistant professors, but not for the remaining teaching staff. It is compulsory for assistant professors to go through the assistant professor training programme, and a range of pedagogical courses is on offer.

There is a pedagogical centre at the Faculty of Social Sciences, a pedagogical development centre at the Faculty of Health Sciences (PUCS) and Centre for Science Education at the Faculty of Science. These centres run courses for lecturers and students, and the centres at Faculty of Health Science and Faculty of Science also provide a range of targeted projects. There is also an Academic Writing Centre at the Faculty of Humanities, although it only offers courses to students. There are no centres at the other faculties. At the site visit, staff stated that it is crucial for quality assurance and improvement of teaching that the development of pedagogic and didactic competencies takes place in dynamic interaction with practice in the departments.

Apart from the faculties, which have didactic centres, the opportunities for continuous in-service training for associate professors and other senior staff in pedagogic and didactics are very limited. From the self-evaluation report and the teaching staff interviewed at the site visit, it appeared that current training is focused on the improvement of lecturers' pedagogical qualifications. Furthermore, the courses vary in nature and scope, and they are voluntary. The major problem with the training is that where training in pedagogic and didactics is actually offered, the majority of the senior staff does not attend. In the self-evaluation report it is stated, that it is often the best lecturers who are interested in further training. At the faculty of humanities, pedagogical development programmes have been provided in cases where complaints have been lodged, in

order to establish an acceptable level for the performance of the lecturers concerned. The method consists of entering into close dialogue with the lecturer about the organisation, learning objectives, etc. of his/her teaching. The lecturer is then supervised and his/her teaching is evaluated on a regular basis. Finally, a dialogue is conducted with the students on the course. According to the self-evaluation report, this method has been proven to provide good results and should be tried in other parts of the university. The panel finds that this is a good example to follow.

### **5.3.2 Recommendations**

The panel recommends that a strategy be formulated for recruitment and appointment, in which research credits and teaching credits are given parity. In addition, a strategy for quality assurance and improvement of teaching qualifications should be formulated, including procedures for follow up on bad teaching.

A clear parity between teaching and research needs to be established at the university. While the staff's intrinsic desire to teach well is an important force to tap, purposeful sustained effort is required to counterbalance the intrinsic and extrinsic rewards of research. University staff must be convinced that quality work initiatives do not require incremental funding, or even time allocations that conflict with research. What is needed is a prioritised effort by the senior management.

The panel recommends that the university reviews the procedures for the appointment of staff in order to place greater emphasis on teaching activity. The panel supports the suggestion from the university that job advertisements for associate professors and professors should include descriptions of the requirements for teaching and pedagogical experience. It is also suggested that heads of studies help draft job advertisements, take part in job interviews, attend trial lectures, and counsel the dean. Finally, the development of teaching portfolios should be systematic, implemented and enforced.

The panel recommends that the university extends its present incentive structure to include both financial and non-financial means. Regarding financial means, the panel recommends that the financial incentives be based on quality rather than quantity of teaching. The panel suggests that not only good teaching be rewarded, but also quality work and the development of teaching. At a central level, funds that stimulate teambuilding and cooperation in quality assurance and improvement of teaching should be established.

Departments should be encouraged to develop annual 'contracts' with academic staff that specify the initiation of quality work. Performance in relation to the contract should be followed up and

used as a basis for financial and other rewards. The quality council should be encouraged to inquire about the form and content of such contracts and the results obtained.

Regarding indirect financial means, the panel recommends that parity between teaching and research is reflected in explicit academic staff performance expectations. The management should in this connection be given greater freedom to provide financial awards in cases where evaluation reveals particularly good or poor teaching.

The panel strongly recommends the university to promote a more team-based teaching culture - moving teaching from being a private matter to a collective matter of concern. Teaching staff should be encouraged and rewarded for working in teams to improve teaching quality. In order to create parity between teaching and research, quality assurance mechanisms can with great benefit be applied to teaching. The panel recommends that teaching, along with research, is made subject to peer-review, where staff work in groups to review each other's teaching.

In cases where there are consistent cases of poor teaching, the panel recommends that university adopt the good practise at the Faculty of Humanities to provide pedagogical development programmes or make courses in pedagogy mandatory.

Finally, the panel recommends that each faculty either establishes, or makes contract with, existing didactic centres in order to ensure the support of teaching staff. Furthermore, the panel recommends the university to evaluate the purpose and function of the pedagogic centres, considering how the centres can both fulfil the need for support to the students and for staff, thus ensuring the development of teaching and learning. A good model to follow is the Centre for Science Education at the Faculty of Science. It is suggested that a formal forum at the central level is established with the purpose of facilitating, supporting and exchanging best practices between the didactic centres. The panel agrees with the self-evaluation group that pedagogical and didactic centres must be anchored in particular academic environments, but that they need to co-operate and exchange knowledge. Furthermore, courses in pedagogy should be mandatory for teaching staff with reoccurring poor evaluations.

## **5.4 Assessment of student achievement**

### **5.4.1 Current strategies and procedures**

At present, examinations represent the dominant tool for assessing student progress at the university. In the self-evaluation report, the university emphasises that examinations comprise the most important quality assurance mechanisms for the study programmes and the education of the

individual students. In the self-evaluation report it is stated that the purpose of examinations is to ascertain whether students have acquired the requisite skills and qualifications – i.e. to guarantee the quality of the individual graduates – and ensure the general quality of the study programmes. The current practice is to evaluate a minimum of two-thirds of a study programme with grades awarded according to the Danish 13-point grading scale. One third of these must be conducted as external examinations. Students are normally assessed individually; only one minor examination may be awarded a group grade.

The university regards the corps of external examiners and external grading as the most important quality assurance mechanism that the university possesses in relation to examinations. In this regard the university stresses the importance of the external examiner system as a means to collect basic information about the effectiveness of the study programmes and the needs and requirements of the labour market, and ensure the students a uniform, fair and reliable assessment. It was the general impression from the site visit that the view of the importance of the external examiner system is widely shared among teachers and students.

While the system of examinations generally seems to be working effectively there are a number of procedures that need to be reconsidered or revised. These include procedures for appointment of external examiners<sup>5</sup>, the dissemination and follow-up on external examiners reports (both the evaluation forms that are completed by all examiners after every examination and the annual report which is prepared and submitted by the chairperson of the external examiners).

It was the impression from the site visit that not all study programmes inform their teachers about the actual content of the external examiners evaluation forms and how these are further used and applied in the system. At the Faculty of Law, all teachers automatically receive a copy of the evaluation forms after each examination, and the panel considers this as an example to follow.

As regards the broader use of external examiner feed-back, the panel got the impression that the feed-back is not used consistently or systematically to guide study programmes and study planning, e.g. in relation to the continuous revisions of study programmes and curricula.

The university acknowledges that not all external or internal examiners are born with talent, but must learn certain skills. While it can be difficult for the university to train external examiners, a dialogue between the chairman of the examiners and head of studies can be used to raise issues

<sup>5</sup> *The panel is aware that procedures for appointment of external examiners is governed by the External Examiners Executive Order. However, the panel would like to draw the attention to the quality assurance on the appointment of the external examiners, see recommendation 5.4.2.*

such as incidences of repeated complaints from students concerning a particular external examiner. Thus, in relation to internal examiners, guidelines for good examination and training should be provided.

According to the self-evaluation report, quality assurance and quality improvement of the examinations takes place in connection with revision of curricula and programmes. The same mechanisms are, therefore, applied to the quality assurance and improvement of examinations. As mentioned in chapter 5.1 there do not seem to be strategies or systematic procedures for revision of curricula and programmes, and this also relates to the quality assurance and improvement of examination forms. In the self-evaluation report it is mentioned, that teaching evaluation rarely includes evaluation of the relationship between teaching and examination, including the adequacy of the examination forms used, the relationship between syllabus, teaching and examination and the extent to which the examination lives up to the aims of the study programme and its modules. The university anticipates that the coming executive order will include requirements that examination forms match the purpose of the study programmes. This development can also be seen in the programmes that have been through a study programme reform. An example is biology where teaching and examination forms have been revised to take more account of the expected competences. The panel identifies this as an example to follow.

The panel also notes that the assessment of student learning, by formal examination as well as by other means, has a purpose that extends beyond the scoring of individual student performance. Such assessment also provides valuable feedback on whether the department's teaching is meeting its intended goals. Therefore, study boards should be encouraged to reflect on aggregate assessment results with an eye to improving the quality of teaching and the fitness for purpose of teaching methods.

#### **5.4.2 Recommendations**

While the panel generally recognises the value of external examination as an important quality assurance mechanism that should be sustained, the university should not rely on this as the primary vehicle for its quality work. Although the system of external examination is a valuable instrument to assess the outputs of the teaching, it has its limitations when it comes to assessing internal processes and the didactic quality of the teaching.

The panel finds the external examination system to be generally well functioning, but would at the same time recommend a number of concrete actions to enable the university to further develop and improve the system.

The panel finds it crucial that the university considers ways to enlarge the pool of external examiners, especially in small study programmes where there is tendency towards very “family-oriented” environments, which could be in conflict with the basic principle of independence of the examination system. Further to this, there is a risk that small study environments are not sufficiently challenged by other ways of thinking than those they traditionally rely on. Having said that, the panel fully recognises that the conditions for recruiting external examiners differ considerably between large and small study programmes.

It is recommended that the university adopts a stronger focus on the follow-up on external examiners' reports and identifies ways in which the results of examinations can guide future programmes and student planning, e.g. by automatically distributing the evaluation by external examiners to the teachers. In line herewith, the university suggests in the self-evaluation report that more consistent guidelines be drawn up for the annual reports submitted by the chairperson of the external examiners to heads of studies, and that precise guidelines be set for the dialogue between the chairperson of the external examiners and the heads of studies.

In continuation of the university's extensive work on competency descriptions the next logical step is to look at the examination system and the assessment of students' learning outcomes in order to guarantee that students are tested fairly and adequately. This recommendation supports the assumption made by the university in the self-evaluation report, where the university points out the need for developing new forms of examination in the light of the newly adopted competency-based approach and the use of ICT in teaching.

Finally, the university provides a number of suggestions in the self-evaluation report concerning the training of examiners, which the panel supports. The university suggests that newly appointed and prospective examiners should be given a systematic introduction to their role as examiners. Training of all examiners (new as well as more experienced) should be provided, whenever new types of examinations are developed and introduced.

## **5.5 Student Counselling**

### **5.5.1 Current strategies and procedures**

According to the self-evaluation report the university regards student counselling as an important quality assurance mechanism. Counselling helps to attract and retain students, provides them with realistic expectations and the right skills to be able to complete their studies with good results. Counselling to keep students from dropping out is particularly important during the Bachelor

programme. Experience shows that dropping out peaks during, or at the end of, the first study year.

The current system of student counselling includes three categories: *Academic counsellors* (student programme counsellors) who are employed on the individual study programmes, or by the faculty counselling services. These typically consist of third or fourth-year students who offer part time counselling to prospective students and, in particular, fellow students. Most academic counsellors have completed a one-week training programme. *Diploma counsellors* are a new category of counsellors who are intended to supplement the academic counsellors (will be implemented from January 2005). They provide counselling to students in the final stages of their study programmes. They are intended to act as anchorpersons in close cooperation with the academic counsellors. The diploma counsellors will be university employees and will play a co-ordinating role, collect information and knowledge and support and advise the academic counsellors. The third category includes *Student counsellors* who are attached to the Central Student Counselling Service. Together with 2-3 part time academic counsellors, they are responsible for advising prospective students on their study possibilities and, in particular, on the rules governing and limiting admission.

In 2003, the Rector's Advisory Board on Education carried out an analysis of the need for enhanced study counselling at the university. Following this analysis, the university has decided to expand the counselling services, especially the career counselling service. In response to these needs the university has developed a strategy involving the establishment of a knowledge unit to reinforce student and career counselling and a plan of action for skills improvement among student counsellors through more intensive training.

The panel acknowledge that the student counselling at Danish universities, including University of Copenhagen, is going to be subject to an external evaluation. The panel will, therefore, not go into depth concerning the quality of the student counselling system, but concentrate its recommendations on counselling during the studies (student completion guidance), as the interviews during the site visits also focussed on this particular category of counselling.

### **5.5.2 Recommendations**

As indicated above, the panel finds that, in the light of the new study programme reforms, there is a need for upgrading the counselling during the studies leading to a greater involvement of the academic staff. The panel considers that a counsellor system based almost entirely on students doing the counselling is a fragile system. From the interviews conducted during the site visit, it appeared that initiatives to strengthen counselling as a profession are already taking place at the Faculty of Science where teachers are gradually becoming more involved in student counselling as

part of their job portfolio. The panel regards a greater use of academic staff as professional counsellors and for supervision of student counsellors as highly relevant and an important element in creating a more professional and stable counselling system. It is therefore recommended that the other faculties implement a similar initiative.

While the panel recognises and agrees with the new initiatives to establish diploma counsellors, the panel finds at the same time that the university needs to further develop mechanisms to ensure the quality of the available counselling services as mentioned above.

Furthermore, the panel finds that one week of training is insufficient and should be extended. In line with this, the university suggests in the self-evaluation report that academic counsellors should be given considerably more training. No later than six months after their recruitment, academic counsellors should complete a training programme corresponding, as a minimum, to the Ministry of Education's basic programme for student counsellors. This presupposes that the volume of counsellor training is increased.

The university's initiative to emphasise career counselling, seems to be highly relevant for the future situation of student counselling, especially in the light of the focus on competencies.

In the future, the university has to consider the role of the counsellors as reactive or proactive and then concentrate on issues that have to be addressed, and form the structure based on these findings. The counselling system should first and foremost be driven by the needs and requirements of the students.



## Presentation of University of Copenhagen

The University of Copenhagen was the first university to be founded in Denmark in 1479. The university is the largest institution of research and education in Denmark with almost 33,000 students and more than 6,000 employees. Of the 6,000 employees about 4,800 are full-time staff. The budget for the university in 2003 was DKK 3,6 billion, and about 2/3 of the budget went to salaries; the rest was allocated to materials, buildings, heating, etc.

Today the university consists of six faculties: Theology, Law, Social Sciences, Health Sciences, Humanities and Science. The division into faculties reflects the European academic tradition and structure. The research and teaching activities take place in various parts of Copenhagen. Thus, most of the Humanities are located on Amager; Social Sciences, Law and Theology are in the city centre; Health Sciences, with a few exceptions, are at the Panum Institute; and Science subjects are mostly to be found in the areas near the University Park, the Botanical Gardens and Øster Vold. In total the university has at its disposal an area of about 600,000 square metres.<sup>6</sup> This decentralised structure of the university is also reflected in the quality work. In 2003 there were 58 actual institutes altogether, but as some of the larger institutes are divided into departments, and there are also a range of centres, research departments, etc., the real total number of academic units is around 100.

The University is headed at a central level by a rector, whereas the six faculties are headed by deans, and the different departments by heads of departments. A number of collegiate organs form part of the University administration: the Academic Council for the University as a whole; a Faculty Council in each faculty; and a governing committee in each department.

This structure of government is, however, changing, with the new University Act 2003. The University of Copenhagen was until July 2003 a government institution under the Ministry of Science, Technology and Innovation with extensive powers of self-government in many areas,

<sup>6</sup> For more information on the history of the university refer to [www.ku.dk](http://www.ku.dk) and the annual report from 2003.

including financial autonomy with regard to the distribution of the total grant allocated to the University. The university is under the auspices of the Ministry of Science, Technology and Innovation and is now subject to the University Act passed 28 May 2003. The act became effective from 1 July 2003 and the university is now in a transition period until 1 January 2005. The university is, according to Danish law, now an "independent state institution", which among other things means that the Academic Council will be replaced by a board with a majority of external representatives. The transition of government will be completed by 2005. Following the changes as a result of the University Act 2003, the university will on 1 January 2005 introduce a new management structure, and a Board of Directors will be appointed.

For more information on the new University Act, an English translation of the act can be found at [www.vtu.dk](http://www.vtu.dk), and the rector's notification of the management structure following the new University Act (in Danish) can be found at [www.ku.dk](http://www.ku.dk).<sup>7</sup>

<sup>7</sup> "Rektors meddelelse om styrelsesforholdene efter den ny universitetslovs ikrafttræden den 1. juli 2003".  
<http://www.ku.dk/led/Styrelsesforhold/Index.html>

## Terms of reference

### Audit of The University of Copenhagen

The 2003 legislation for the Danish Universities requires universities systematically to develop and improve the quality of their processes and outputs in terms of teaching and learning. The legislation further obliges universities to ensure that institutional and programme quality is reviewed during external evaluations and that the necessary follow up takes place. A further implication of the legislation is that universities must establish clear guidelines for documentation systems to be used in connection with evaluations and follow-up.

This Danish development shall be seen in its international context where the quality of universities is increasingly on the agenda. The European Bologna process has thus a distinctive focus on quality assurance as a means to ensure the comparability, visibility and transparency of the quality of higher education institutions at all levels.

The Danish Evaluation Institute (EVA) decided, therefore, to include an audit of a Danish university in its action plan for 2003. The term audit is used in its international sense as a review that focuses on the quality assurance system of a higher education institution. EVA made a call to all the Danish universities for acceptance of the audit. The University of Copenhagen responded positively and, following a series of meetings between the University and EVA, an agreement was reached for the audit to take place.

### Objectives

The main objectives of the audit of the University of Copenhagen are:

- To provide an overview of the over all quality assurance principles and activities in place at the University of Copenhagen and an account of strengths and weaknesses
- To review procedures for assuring the quality and academic levels of educational activities and their implementation in practice

- To point the way forward in terms of explicit recommendations as to how a coherent and consistent quality assurance system can be developed that continuously monitors and improves the educational activities at all levels
- To contribute to the further improvement and development of audit as a method for quality assurance and to inspire other universities towards establishing credible quality assurance systems.

### **Scope**

The focus of the audit is on the quality work concerned with the maintenance and improvement of the quality of teaching and learning. As a consequence, quality assurance of educational activities will be analysed at all the various levels of the University from programme level to the level of Rector and Senate. Research activities as such are not included in the audit.

A more detailed presentation of the scope of the enquiry and its focal areas will be developed taking into consideration the expectations of the University of Copenhagen.

### **Organisation of the audit**

The Danish Evaluation Institute appoints an international audit panel of four - five members. The audit panel's assignment includes the analysis of the self-evaluation report and other written documentation and the subsequent site visit at the University of Copenhagen. The audit panel is responsible for the conclusions and recommendations in the final report.

The composition of the audit panel must reflect the general and specific qualifications and expertise relevant for an audit of the University of Copenhagen. Accordingly the panel includes the following:

- One or two international experts with international experience in auditing, with professional experience of understanding the aims and objectives of the audit processes, and with experience of the procedures involved in an audit
- One or two international experts with experience of applying internal quality assurance, with a developed understanding of quality assurance terminology, and the application of quality management principles and quality tools
- An international expert with experience of academic management and quality assurance at institutional level
- The experts should come from countries with established experience of quality assurance in universities and with auditing of universities, e.g. United Kingdom, the Nordic countries or Australia/New Zealand.

Panel members should possess the following personal qualifications:

- The ability to work as a panel member in a constructive and efficient manner
- The ability to represent the audit panel in communication in an ethical, open minded and diplomatic manner
- A high standard of oral and written communication and proficiency in English.

A team of evaluation officers from EVA will be responsible for the practical and methodological planning and implementation of the audit.

### **Method**

The terms of reference outline the methodological framework for the audit. A more detailed and explicit methodological concept for the audit will be elaborated in a separate document following discussions with the University of Copenhagen. However, the audit and the methodological elaboration will be based upon the following elements recognized by The European Network of Quality Assurance Agencies in Higher Education (ENQA) in accordance with the European Council recommendation of 1998:

- *Self-evaluation*: The first element in the audit is the self-evaluation process and the preparation of the self-evaluation report which is designed to serve two distinct aims:
  - 1) To provide a framework to stimulate internal discussions about strengths and weaknesses related to the foci for the audit. This should provide the basis for further improvement and development of the quality assurance system of the institution.
  - 2) To provide the necessary documentation for the work process of the audit panel.
- *Site visit*: The audit panel visits the University of Copenhagen. The purpose of the visit is primarily to validate and elaborate the findings of the self-evaluation report. The visit will be planned in cooperation with the University and will, together with the self-evaluation report, essentially constitute the basis for the conclusions and recommendations of the audit panel. All interviews during the visit will be conducted in English.
- *Written documentation*: During the audit the University of Copenhagen may be required to submit further written documentation in order to provide the necessary full and representative understanding of the quality system of the University of Copenhagen. Such information may be formal statements of aims and objectives, internal quality manuals and examples of quality assurance mechanisms in action, e.g. course review documentation.
- *Reporting*: The analysis, conclusions and recommendations of the audit are documented in the audit report. The University of Copenhagen receives a draft report for factual comments before the completion of the final report. The final report will be in English and publicly available.



## The international audit panel

**William Massy**, chairman of the audit panel, is Professor Emeritus of Education and Business Administration, Stanford University and has extensive experience with audit reviews. Massy is a highly esteemed researcher and practitioner in the field of academic quality, productivity, and quality assurance. In addition he has had a successful academic management career as the Vice Provost for Research, Stanford University; Chief Financial Officer, Vice President for Finance and Vice President for Business and Finance, Stanford University. Massy represents the audit team's experience of developmental audit, experience in applying internal quality assurance and experience in academic management at the top level as a university academic.

**Stephen Jackson**, Stephen Jackson is Director of the Reviews Group within the Quality Assurance Agency in England (QAA) with overall responsibility for the management and delivery of all the Agency's review activity, including institutional audits, academic reviews of subjects, etc. His academic background is a PhD in Geography from Liverpool University. Previous positions include: Director for Partnerships and Widening Participation at John Moores University Liverpool, Assistant Provost with responsibility for learning and teaching. Principal lecturer and section leader for Human Geography at the City of Liverpool College of Higher Education and at Liverpool Polytechnic. Before joining the agency Stephen worked for both the Higher Education Quality Council and QAA as an auditor. He has been involved in numerous audits in the UK and overseas. With his profile he represents the audit team's professional experience in auditing and knowledge of UK universities' quality assurance systems.

**Rainer Künzel**, president of the University of Osnabrück until 30 September, 2004. He studied Economics at the Free University of Berlin from 1962 to 1967 and received his doctorate (Dr. rer. pol) in September 1974. His course of academic career is: guest lecturer in Political Science at the Otto Suhr Institute in Berlin, research fellow at the Sociological Research Institute in Goettingen, Professor of economic theory at the University of Osnabrück from 1976 until 1990. Vice President of the University of Osnabrück for two terms following elections in 1987 and 1989. From October

1990 to September 2004 President of the University. November 1992 until 1996 Chairman of the Lower Saxon State Conference of Institutes of Higher Education (Landeshochschulkonferenz Niedersachsen). At federal level Vice President of the Association of University Presidents (Hochschulrektorenkonferenz) from July 1994 to July 2000. Since April 2000 RK has Academic Director of the Central Agency for the Evaluation and Accreditation Agency of Academic Programs in Hannover. RK represents the audit team's academic management profile, external evaluation experience and experience of applying internal quality assurance in universities with a European continental tradition.

**Annika Lundmark** is Senior Advisor on Quality Issues and Head of the Department of Quality and Evaluation at Uppsala University in Sweden since 2001. She has an academic background as an associate professor of education. Between 1975 and 1996 she was Senior Lecturer at the Department of Education at Uppsala University. AL represents the audit team's experience of applying internal quality assurance mechanisms and also provides the Nordic University perspective in the audit team.

**Gunnar Svedberg** has been Vice-Chancellor at Göteborg University since 2003. He is professor in energy technology at the Royal Institute of Technology (KTH) in Stockholm. He has been actively involved in university management, as he was Pro-Vice-Chancellor at KTH from 1994 to 1997 where he had responsibility for educational programmes and quality issues. From 1999-2003 he served as Vice-Chancellor at Mid-Sweden University. He has been chairman of the audit panels for three different universities in Sweden. With his profile, GS represents the audit team's experience of conducting audits in a Nordic University context, and he also has an academic management profile.

## Site visit schedule

### Tuesday 25 May 2004

09:00 – 9:30	Presentation of the organisation and framework of the university by Associate Dean of the Faculty of Humanities Thorkil Damsgaard
09:30 – 11:00	Rector (strategies and goals for the quality work at CU)
11:00 – 11:15	Break
11:15 – 11:45	Self-evaluation group (the self-evaluation process and self-evaluation report)
11:45 - 12:45	The Rectors Advisory Board on Education (RUU)
12:45 – 13:30	Lunch with self-evaluation group
13:30 – 15:00	The Deans (strategies and goals for the quality work at CU)
15:00 – 15:15	Break
15:15 – 16:15	Reception

### Wednesday 26 May 2004

09:00 – 10:30	Audit panel 1: <sup>8</sup> Management at the Faculty of Law and the law programme
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<sup>8</sup> *Stephen Jackson and Gunnar Svedberg comprised audit panel 1.*

Audit panel 2:<sup>9</sup> Management at the Faculty of Science, the biology programme and the departments offering courses to the biology programme

10:30 – 10:45

Break

10:45 – 12:15

Audit panel 1: Students at the law programme  
Audit panel 2: Students at the biology programme

12:15 – 13:00

Break

13:00 – 14:30

Audit panel 1: Teaching staff at the law study programme  
Audit panel 2: Teaching staff at the biology study programme

14:30 – 15:00

Break

15:00 – 16:30

Study administration/ registrar's office (Collection of information and follow-up)

16:30 – 17:00

Break

17:00-18:00

External examiners of the rhetoric programme, law programme and biology programme

#### **Thursday 27May 2004**

09:00 – 10:30

Thematic group on pedagogical and didactic quality

10:30 – 10:45

Break

10:45 – 12:15

Audit panel 1: Management at the Faculty of Humanities, the rhetoric study programme  
Audit panel 2: Students at the rhetoric programme

12:15 – 13:15

Lunch

13:15 – 14:45

Teaching staff at the rhetoric programme

<sup>9</sup> *William Massy, Rainer Künzel and Anikka Lundmark comprised audit panel 2.*

14:45 - 15:00	Break
15.00 – 16.00	Student representatives
16:00 – 16:15	Break
16:15 – 16:45	Final meeting with the self-evaluation group
16:45 - 17:00	Break
17:00 – 18.00	Final meeting with Rector and Vice-Rector