



# Quality-assurance policy for study programmes in the Faculty of Humanities

The Faculty of Humanities strives at all times to assure and enhance the quality of its teaching and study programmes. The purpose of this policy, and of the underlying sub-policies and descriptions of procedures, is to make the Faculty of Humanities an attractive, relevant and research-based educational institution.

The faculty's quality-assurance policy provides a framework for the quality work at faculty and programme level and has been drawn up in accordance with the requirements of the [University of Copenhagen's quality-assurance policy](#), which in turn reflects [The Standards and Guidelines for Quality Assurance in the European Higher Education Area](#).

The quality-assurance policy describes the frameworks that assure a good quality culture. Specific responsibilities are identified under the individual procedures.

The policy and descriptions of procedures are set at faculty level and therefore apply to all of the faculty's study programmes, departments and study boards.

## **Overall vision**

The faculty's study programmes are research-based. The development of them and the overall programme portfolio is an ongoing process conducted in dialogue with students, lecturers, employers, external examiners and other relevant stakeholders.

The faculty's study programmes reflect society's need for highly qualified humanities bachelors and masters.

The faculty's quality-assurance system ensures that quality work and programme development are embedded in the faculty management.

The way in which the quality assurance is organised involves a clear and unambiguous allocation of duties and responsibilities, as well as clear and unambiguous definitions of target indicators for the individual policy areas.

The basis for discussions about educational strategy in the faculty is clear and well documented.

If problems arise in a particular study programme, it is the responsibility of the programme management to intervene in a timely fashion.

### **1. Policy and procedures for quality assurance**

The dean has overall responsibility for enhancing the quality of the study programmes, and for ensuring that internal and external requirements for the study programmes and their quality are transformed into good practice. The dean delegates responsibility to the individuals best suited to do the work. The dean, heads of department, heads of studies and study boards have joint responsibility for following up on programme and course evaluations. The day-to-day quality work takes place close to the study programmes, via the programme management, programme administration and the activities of the individual lecturers.

The management and organisational structure facilitates ongoing and systematic development of the study programmes, e.g. via the annual programme reports about the quality-assurance work, which the departments submit to the faculty management. The approval process is stipulated in the individual procedures.

The faculty management discusses the strategy for the study programmes based on the programme reports, and evaluates whether there is a need for significant changes to the programme portfolio or the allocation of resources to the individual programmes. Faculty management also evaluates whether there is a need to adapt the quality-assurance policy.

### **2. Approval, monitoring and periodic review of programmes**

The faculty strives, at all times, to provide research-based study programmes, the design and organisation of which support the students' learning outcomes, academic progression and completion of their programmes, and best meet current social needs.

The faculty pursues these objectives by following procedural descriptions for the design of new study programmes, curricula and course descriptions, course evaluations, internal monitoring and evaluation of study programmes, external evaluation of study programmes, internationalisation, and dialogue with internal and external stakeholders. These procedures ensure that the ongoing work on the assurance and enhancement of the quality of the study programmes is clearly documented.

### **3. Assessment of students**

Exams and other forms of assessment of students' knowledge acquisition are an integral part of the faculty's study programmes.

Sitting an exam and the subsequent assessment must be seen by both students and lecturers as academically meaningful and logistically well implemented. This is done by ensuring that students are informed about the relevant requirements, obligations and rights, as well as practical issues, and that competent examiners conduct the exams on an academically coherent basis.

The study board is responsible for aligning the requirements of the national qualifications framework for knowledge, skills and competences with the study programme's competence profile, learning objectives and exams. The study board ensures that, overall, the subject elements support the study programme's competence profile and its academic progression.

The achievement of these objectives is monitored continuously, e.g. via test results and annual reports by (and other forms of co-operation with) the chairs of the external examiners.

### **4. Quality assurance of lecturers' competences**

The faculty's objective is to provide research-based teaching rooted in sound educational theory and practice. Research is therefore integrated into the teaching, as per the various [UCPH educational guidelines](#) and the [Educational Charter for the Faculty of Humanities – University of Copenhagen](#).

As far as possible, the teaching involves the individual students and supports their learning processes. Meeting this objective is principally a matter of offering a flexible range of programmes so the newest research can be incorporated into the teaching without a revision of the curriculum.

This objective is evaluated during the programme evaluations, and included in the ongoing internal monitoring and evaluation of the study programmes. Regarding recruitment, this objective forms part of the basis for appointment interviews and for performance and development reviews for part-time and full-time lecturers.

The faculty ensures that its lecturers possess relevant and well-developed competences and qualifications in learning and teaching. When appointing full-time and part-time members of academic staff, the faculty emphasises educational and teaching experience. For associate professors and professors, it emphasises qualifications equivalent to those acquired on the Learning and Teaching in Higher Education programme, as well as the applicants' overall teaching portfolios. Teaching portfolios are used both as a basis for the assessment of job applicants and as a reflective learning tool for lecturers.

[The Centre for Internationalisation and Parallel Language Use \(CIP\)](#) supports the quality assurance of English-language teaching and runs skills-development programmes.

## **5. Learning resources and student support**

The faculty wants its students to receive proactive, well-qualified service when they need it, supervision of study-related matters and study and career guidance that helps them successfully complete their programmes. This includes supporting them in making conscious, informed choices about their programmes and careers.

Ensuring a positive and inspiring study and learning environment is an important priority for the faculty, and is therefore integral to many of the current strategies (see [Strategy 2016 at HUM](#)). The faculty is committed to supporting activities that forge close contacts between students and lecturers.

This has resulted in a number of initiatives to support student learning. These initiatives focus on both the physical and non-physical aspects of the study programmes, so that students enjoy the best possible conditions for learning, acquiring competences, thriving and completing their study programmes in the prescribed time.

The faculty runs a positive academic and social study-start programme that helps to reduce the drop-out rate and increase the completion rate, giving students the chance to thrive and to complete their programmes within the prescribed time.

The faculty enhances the quality of its work in this area via course evaluations, statutory teaching-environment evaluations (UMVs), experience from study counselling and career guidance, and dialogue with students in various forums. To assure courses of the highest quality, the faculty has adopted an educational charter (see the section above on quality assurance of lecturers' competences).

All students must have contact with research, a requirement fulfilled via attendance requirements and by active participation in class. Contact with lecturers is ensured through study-process interviews and talent programmes. The programme evaluations monitor students' contact with research, while the programme evaluations stipulate the student/academic staff ratio.

## **6. Management information**

Information about the quality assurance of the faculty's study programmes is designed to provide data for use in effective monitoring that both benefits the students and meets the public's need for knowledge about the programmes.

The faculty collates, analyses and uses relevant information for the effective monitoring and enhancement of its study programmes and activities. Key to this work are the programme reports and programme evaluations, which ensure that the departments relate to the latest financial data and other relevant information and follow up on any problematic issues.

## **7. Publication of information**

The Faculty of Humanities publishes information pursuant to [Consolidated Act on Transparency and Openness on Study Programmes, etc.](#) and internal procedures. General information belongs under the dean's office (or in some cases, the rector's office), while the department publishes programme/department-specific information.

The faculty complies with University policy on the publication of evaluation data, evaluation plans and evaluation reports.

This quality-assurance policy comes into force on 1 November 2014.