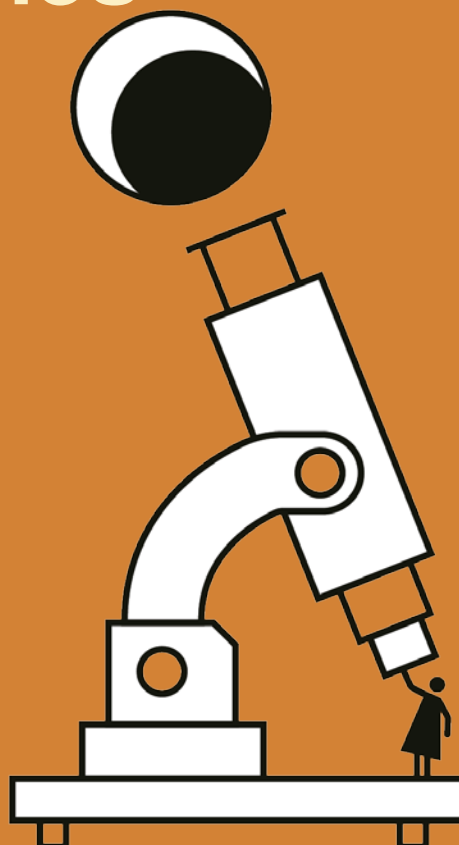
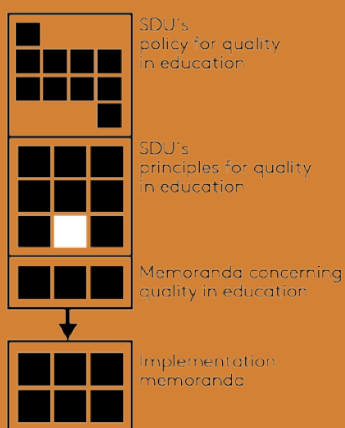


# Memorandum on SDU's indicators for the quality in education of part-time study programmes



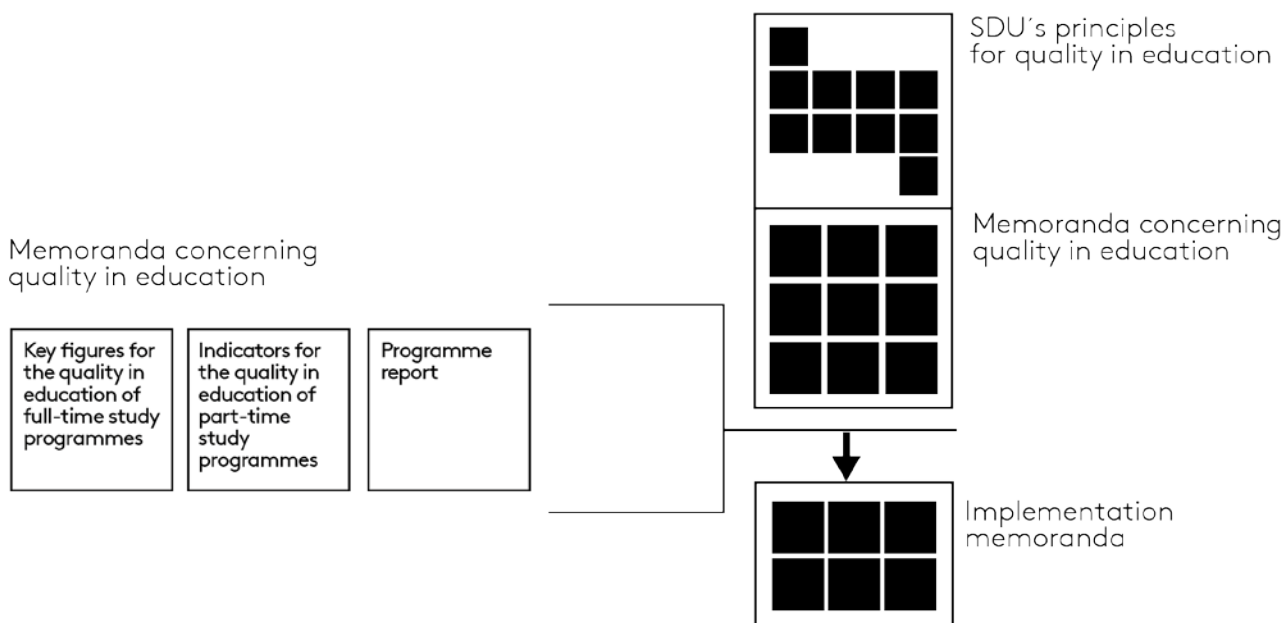
# Colophon

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## Memorandum on SDU's indicators for the quality in education of part-time study programmes

Memorandum on SDU's key figures for quality in education of full-time programmes



# Memorandum on SDU's indicators for the quality in education of part-time study programmes

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# Introductory remarks

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Unlike full-time study programmes, part-time study programmes are not governed externally apart from the need for pre-qualification and accreditation. SDU's first memorandum on key figures from 2014 concluded that the part-time study programmes were not covered by SDU's systematic work with key figures and limits for satisfactory key figures, and that the data for key figures for these programmes should not be submitted to the Danish Accreditation Institution in connection with institutional accreditation. However, it was concluded that the following three secondary key figures for all part-time study programmes in WhiteBook had no defined limit values for satisfactory ratios, namely Admissions (Admissions of new students on Professional Master's and Diploma programmes, as well as other part-time study programmes), Student Population (Number of enrolled students on all Professional Master's and Diploma programmes, as well as other part-time study programmes from 1/10 of the relevant year) and Graduates (Number of completed Professional Master's, Diploma and part-time Bachelor graduates in a given year).

Part-time study programmes are, however, covered by SDU's quality system for programmes, and as an institution, SDU should be able to adhere to the educational quality of further and continuing education through a number of meaningful indicators that can help focus on education-related aspects of study and faculty management that require attention and possible action.

The framework for offers of part-time study programmes in relation to the full-time area is fundamentally different and therefore requires markers for quality and relevance that can vary significantly from the full-time area in form and content, as well as a follow-up procedure that is consistent with the institution's internal regulatory requirements. Part-time study programmes will therefore not be covered by the clear definitions of full-time study programmes for when a key figure is considered unsatisfactory, such as marking them with a green, yellow or red light. Disproportionately high drop-outs in a part-time study programme may reflect e.g. a high academic level of education, that the student only wishes to study certain subjects and an unfortunate combination of external factors (work-related reprioritisation of the students, personal circumstances, etc.) without this necessarily having an impact on the actual programme, either because it generates economic surplus or is of such a high branding value for the faculty offering the programme that the corresponding deficit is accepted.

Key figures must continue to be analysed and explained in order to decide on the possible initiation of actions to correct the conditions, but only as a result of a dialogue between study administration and faculty management at a review meeting. The term 'key figures' is therefore replaced in the part-time area by 'quality indicators' to maintain focus on specific points of impact for further discussion of quality. Strictly defined limit values for satisfactory/unsatisfactory performance will not be used, and any limit values will only be indicative and serve as basis for a more detailed dialogue at the review meeting.

# Quality indicators in general

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Quality indicators are divided into an internal and external dimension. The internal dimension focuses on the aspects that we as a university can directly influence and which have a direct impact on the quality of the programme, while the external dimension focuses on the aspects we as a university do not have the ability to directly influence, but nevertheless affect the reputation of the programme.

The indicators are:

Dimension	Quality indicator	Limit value?
<b>Internal</b>	Admissions	No
	Student population	No
	Graduates	No
	Research basis/knowledge basis	Indicative
	Learning outcomes	Indicative
<b>External</b>	Quality and relevance experienced	Indicative

## Admissions

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### Definition

Admissions of new students to Professional Master's and Diploma programmes, as well as other part-time study programmes and single subjects.

Students first count as admissions during the period they are admitted to an entire programme or single subjects. An admission on an academic year covers all students who have started on an entire education or single subjects from 1/10 of the previous year to 30/9 of the current year. The calculation does not take into account whether the student has paid for the programme or single subject.

The calculation is based on the admissions of all part-time study programmes, as well as single subjects subdivided by GDBA, Master's and other part-time study programmes, such as part-time Law.

# Student population

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## Definition

The number of students enrolled on all Professional Master's and Diploma programmes, as well as other part-time study programmes and single subjects from the 1/10 of the relevant year. It is possible to operate with two types of population: population in heads (where a student is counted as one, no matter how many programmes or single subjects he/she is active on from 1/10) and population in units (where a student is counted as population on all programmes and parts of programmes/ single subjects he/she is active on from 1/10). The calculation does not take into account whether the student has paid for the programme or single subject.

The calculation is based on the population of all part-time study programmes, as well as single subjects subdivided by GDBA, Master's and other part-time study programmes, such as part-time Law.

# Graduates

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## Definition

The number of graduates on Professional Master's and Diploma programmes, as well as other part-time study programmes in a given year (in the period from 1/10 of the previous year to 30/9 of the current year).

Students that have not passed individual modules are not counted. The calculation does not consider whether the student has paid for the programme.

# Research basis/ knowledge basis

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## Definition

VIP full-time equivalents used in the programme are divided by DVIP full-time equivalents.

Data for calculating the VIP/DVIP ratio is found in the same way as for full-time study programmes, i.e. based on planned teaching. The calculated ratio will, in connection with the review meeting, be the sole basis for discussing whether the balance between VIP and DVIP on the programme is appropriate, hence the inherent differences between the programmes may be looked at, which in some contexts may be a reflection of high quality if teaching is conducted with the involvement of external teachers with an extensive knowledge of practice.

The quality indicator applies only to programmes with research basis requirements.

## Indicative limit value:

A VIP/DVIP ratio less than 1 requires a specific explanation in the programme report and review meeting.

# Learning outcomes

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## Definition

This is the level of satisfaction regarding academic and pedagogical quality. Data is collected in connection with the teaching evaluation or final evaluation of the programme, in which the following questions are included:

1. The aim of the module, teaching content and method of assessment have been coherent

2. The learning activities have stimulated me to participate actively
3. There have been constructive discussions between the students and university teacher in the module
4. I am generally satisfied with the course

A total figure for the level of satisfaction will be calculated for the entire programme based on the above questions, which will be used in connection with the review meeting as a basis for the discussion of the learning outcomes experienced.

### **Indicative limit value**

Total score of at least 3.5 for the four questions on a scale from 1 (lowest) to 5 (highest)

# **Quality and relevance experienced**

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### **Definition**

The quality and hence relevance experienced in relation to the graduate's work situation describes the student's experience of the opportunity to convert the subject knowledge of the programme into specific work situations. Data is collected in connection with the teaching evaluation or final evaluation of the entire programme (PE) and graduate surveys (GS), in which the following questions are included:

1. PE/GS: I have acquired knowledge, skills and competences that are relevant to my further studies and working practice
2. PE/GS: Would I recommend the module/programme to others?

A total figure for the level of satisfaction will be calculated for the entire programme based on the above questions, which will be used in connection with the review meeting as a basis for the discussion of the quality and relevance experienced.

### **Indicative limit value**

Total score of at least 3.5 for the two questions on a scale from 1 (lowest) to 5 (highest)