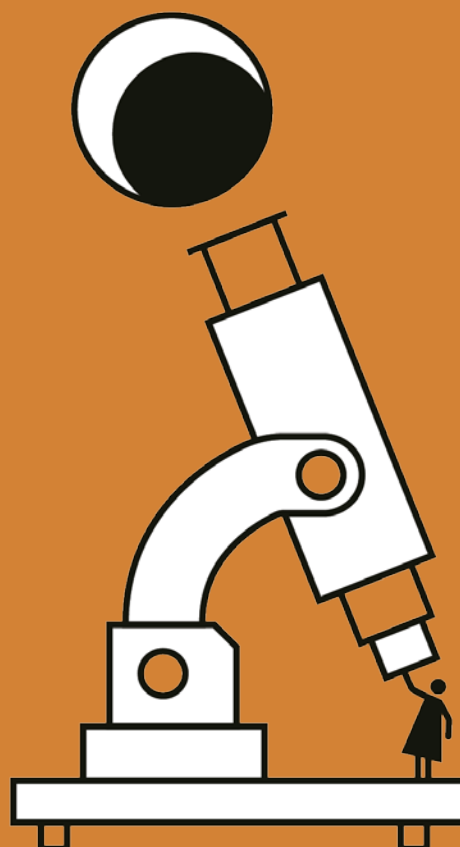
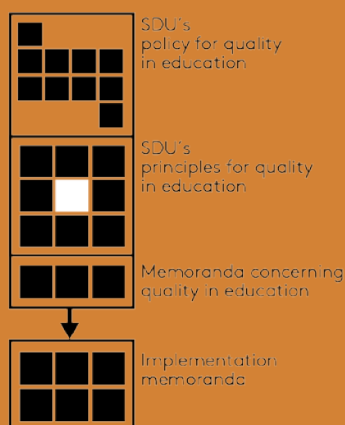


SDU's principles for student participation in the work with quality in education



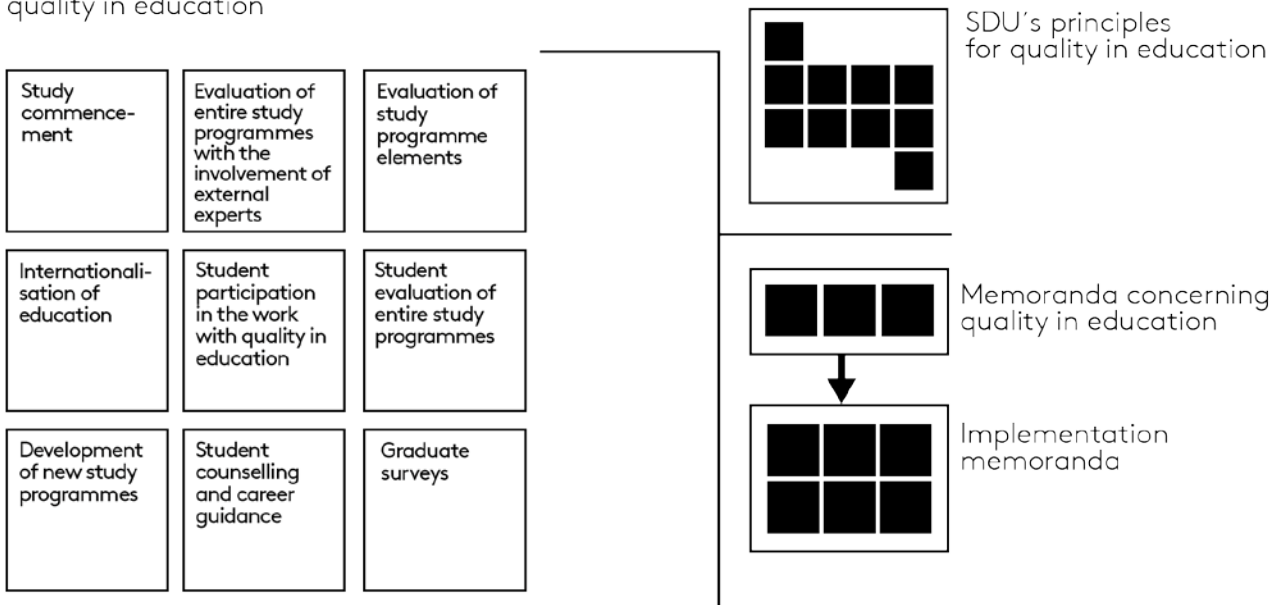
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SDU's principles for student participation in the work with quality in education

Preview over documents for SDU's Quality in Education

SDU's principles for quality in education



SDU's principles for student participation in the work with quality in education

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Introduction

Education is created in collaboration between students, teachers and administrative staff. The purpose of student participation in the work with quality in education at SDU is to create durable and appropriate solutions to challenges in the field of education. This is based on the assumption that participation results in happier students, and that happier students are much more likely to remain on and complete their programme of study, as well as realise their learning potential.

The students can participate in the work with quality in education at many levels. There is a symbolic participation where the student is present but does not have any influence at one end of a continuum and, at the other end of this continuum, the student sets the agenda and makes decisions regarding solutions. SDU is aware of these levels of participation and therefore takes this into consideration with the establishment of meeting forum posts for student participation, the level of student participation and the balance between students and full-time employees.

Efforts should be made for students to participate in forums that directly affect the students and where there is a real area for participation and influence.

Principles

Principle 1 concerning general conditions for student participation

- 1.1. Support of student participation: SDU supports student participation through knowledge-sharing and information about opportunities for student participation. Access to information is provided through the usual information channels and sources at the university.
- 1.2. Evaluation of student participation is carried out among students on Councils and Committees.
- 1.3. Expenses: The students shall not receive expenses, such as transportation costs, in connection with their participation in the quality work.

Principle 2 concerning student participation in Councils, Boards and Committees, including ad hoc groups

2.1 Principle concerning information and communication

- 2.1.1 Prerequisites: Students shall be provided with the opportunity to acquire prerequisites for participation in Councils, Boards and Committees.
- 2.1.2 Information: The students shall receive adequate information through the relevant information channels. This includes that the information is received in good time, as well as being proportionate and relevant.

2.2 Principle concerning adaptation of expectations

- 2.2.1 Task description: There shall be a clear description of the student participation task, including the responsibilities received/assumed by the students (level of participation).

2.3 Principle concerning collaboration

- 2.3.1 Terms: The chair of a Council, Board or Committee must ensure a good framework for collaboration between employees and students. An effective opportunity for the students to set agendas shall exist. Students must be able to participate in forums for meeting preparation purposes.

Principle 3 concerning the election of students to Councils, Boards and Committees

- 3.1. Electoral process: Information must be provided concerning the election process.
- 3.2. Acknowledgement: The students may receive a certificate/diploma for their participation in Councils, Boards and Committees, etc., by contacting the Director of Student Affairs.

Principle 4 concerning student participation in evaluations

- 4.1. Common understanding: At SDU, we have a common understanding that education is something we create together, and the student's evaluations are a key tool for this: This is emphasised at Study Commencement, thereby motivating the students to contribute.
- 4.2. Meaningful evaluations: At SDU, we carry out evaluations because we are interested in developing and enhancing good education, and we address the evaluation results. We design the evaluations so that they
 - 1. provide knowledge about what is functioning well and should therefore continue to be enhanced and
 - 2. provide knowledge about what is not functioning and should be changed.
- 4.3. Response rate: SDU strives for a significant response rate for all evaluations. The faculties must deliberate the acceptable level of response rates.