



AARHUS UNIVERSITY



QUALITY ASSURANCE POLICY

FOR TEACHING AND LEARNING

AT AARHUS UNIVERSITY



QUALITY ASSURANCE POLICY



1 GETTING STUDENTS
OFF TO A GOOD START



2 HIGH-QUALITY,
COHERENT DEGREE
PROGRAMMES



3 MOTIVATIONAL
TEACHING AND LEARNING
ENVIRONMENTS



4 HIGHLY QUALIFIED
GRADUATES WITH
RELEVANT
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PREFACE

With this quality assurance policy for teaching and learning at Aarhus University, we have charted a value-based course for the development of AU's degree programmes. This quality assurance policy is ambitious and should be understood as the set of values that AU strives to make the hallmark of our degree programmes. The policy is student-centric, which means that the primary focus is on what kind of university we want our students to encounter and engage in, from the perspective of the upper secondary student through all phases of the university career, from orientation through graduation and gaining a foothold on the job market.

It is crucial that AU's degree programmes are characterised by disciplinary excellence as well as an engaging learning environment. Our graduates make important contributions to society. By offering degree programmes at the highest international level, we want to help our graduates develop themselves both academically and personally and to acquire the skills associated with a formative university education. We want our graduates to become responsible citizens of society, who, with their knowledge, independence, curiosity, drive and reflection are able to excel professionally, create attractive jobs and contribute to an enlightened society.

Berit Eika
Pro-rector for Education

SUB-POLICY 1: GETTING STUDENTS OFF TO A GOOD START



AU's goal is to support students in choosing the right degree programme, to get all students off to a good start in their university career and smooth the transition to life as a university student.

1. *Prospective AU students must be able to make a considered choice of degree programme.*

AU must contribute to ensuring a good match between student and degree programme. Prospective students must have access to relevant, accurate and easily accessible information and competent guidance on their choice of degree programme, including admissions requirements, curriculum, level of difficulty and career prospects. In this connection, close contact to the upper secondary school system, for example, must play an important role.

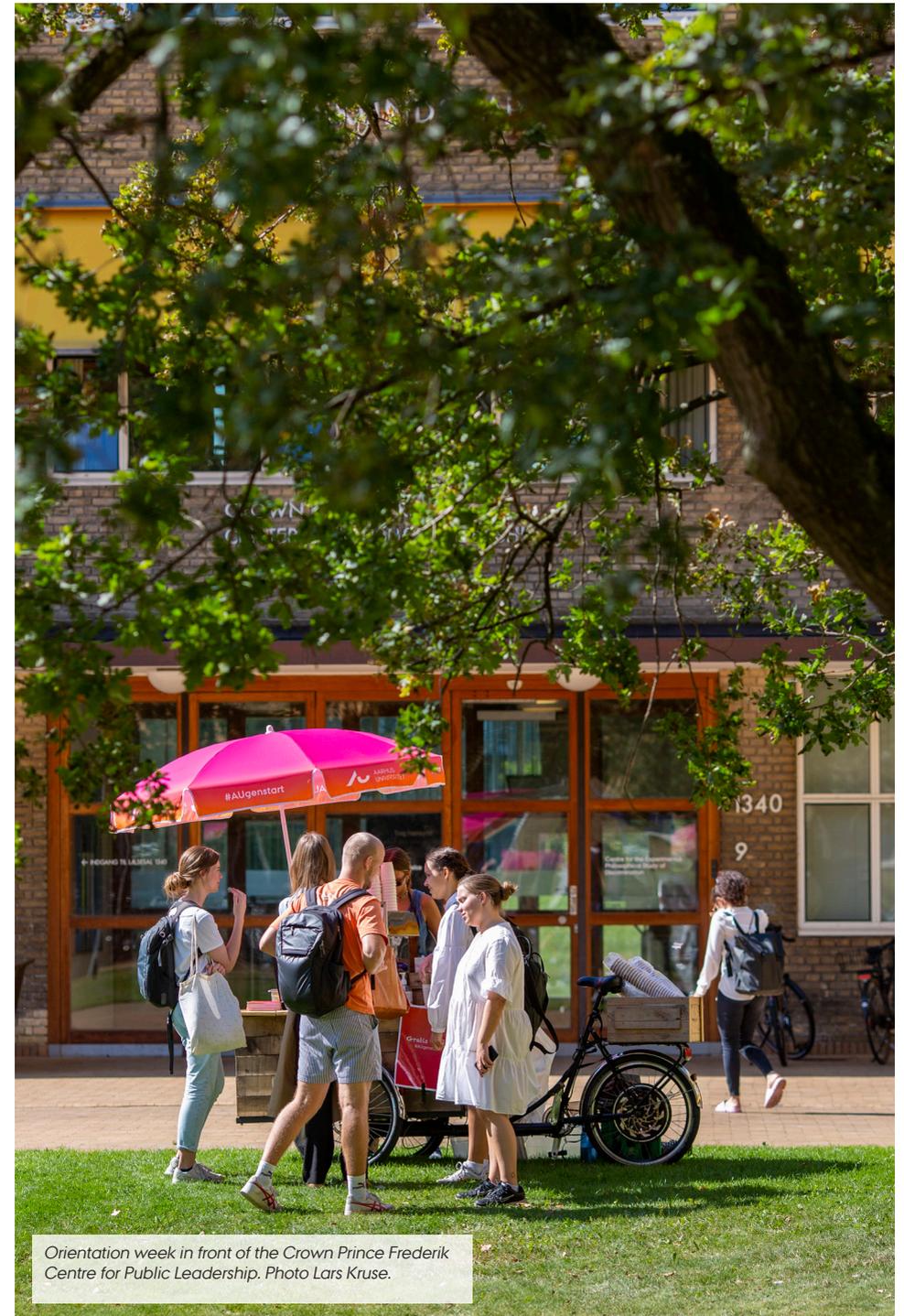
2. *Students must feel that they become integrated into the academic and social communities of their degree programme.*

Students must feel that they begin their university careers in an inspiring, safe and inclusive atmosphere that fosters both academic and social integration. The orientation programme must give students an understanding of their

degree programme, motivate them to join/participate in academic and social communities, introduce them to support functions and clarify what is expected of them academically.

3. *During the first year of their degree programme, students must gradually transition from being upper secondary school pupils to independent university students.*

During the first year of their studies, students must encounter learning activities that contribute to their ability to assume the role of intellectually active students who take an independent approach to mastering their subject and contribute to academic dialogue. The first year of the programme must introduce students to the central aspects of their discipline and, through engaging and stimulating teaching, create a well-defined framework for learning and introduce them to academic thinking.



Orientation week in front of the Crown Prince Frederik Centre for Public Leadership. Photo Lars Kruse.

SUB-POLICY 2:

**HIGH-QUALITY, COHERENT
DEGREE PROGRAMMES**

AU's goal is to provide degree programmes that are based on disciplinary excellence, have a coherent structure and are characterised by the integration of learning outcomes, learning activities and forms of examination.

1. *We will offer students degree programmes which are based on disciplinary excellence and which give them insights into the latest advances in knowledge.*

At AU, degree programmes must be solidly anchored in the university's active research and teaching programmes. Degree programmes must be developed, designed and provided in close collaboration with active researchers and lecturers with insight into the latest research. As role models, lecturers must contribute to students' acquisition of the latest knowledge and methodology within their discipline.

2. *Degree programmes at AU must be well-designed, so as to ensure that connections, progression and options appear clear and logical and so as to support students in successfully completing their programme.*

The structure of the individual degree programmes must serve to motivate students and create clear connections

and academic progression between the different subject areas and elements of the degree programme. There must be a visible and an understandable connection between the ECTS allocation on the individual courses and the actual workload. The aim is to ensure an even workload throughout and across the degree programme.

3. *The individual courses must be designed so as to ensure coherent connections between learning outcomes, learning activities and forms of examination.*

Teaching must support learning through varied, activating learning processes that enable students to master the subject knowledge, skills and competencies of the course. The types of examination selected must ensure that mastery of the material is assessed and student performance is evaluated fairly.



Lecture at the Department of Mathematics.
Photo Lars Kruse.

SUB-POLICY 3: MOTIVATIONAL TEACHING AND LEARNING ENVIRONMENTS



AU's goal is to provide students with an inspiring teaching and learning environment based on engaging teaching that promotes learning, with inclusive dialogue, academic supervision and supporting activities.

1. *The teaching provided must engage students in relevant learning activities that enable them to master the material and develop both subjectspecific and transferrable qualifications and competences.*

The teaching provided at AU must be based on a didactic approach grounded in the course's learning outcome and students' learning needs. Lecturers must make considered, appropriate choices of teaching methods based on a solid foundation of subject knowledge and pedagogical insight. For this reason, AU emphasises pedagogical competencies when recruiting academic staff, provides support for the continued pedagogical-didactic development of all lecturers and recognises teaching qualifications.

2. *Through teaching and academic supervision, students must be supported in their learning processes on an ongoing basis throughout their studies.*

Students must be offered academic supervision that supports reflection and supports learning while they master and

work with their subject. Students must also have access to academic guidance as they progress through their degree programme, just as tailored guidance must be offered to students with special needs.

3. *The physical, psychological, aesthetic and digital frameworks surrounding academic learning processes must support academic and social integration in addition to learning, engagement and well-being.*

AU is a campus-based university where the physical environment must contribute to a stimulating learning and teaching environment. All students must have a wide range of options to participate in academic and social communities characterised by a focus on engagement, inclusivity and relevance. Together with the degree programmes, the directors of studies and the vice-deans for education at AU, students must contribute to creating an inclusive learning environment where the values of respect and decency support everyone in saying no to harassment, bullying, violent behaviour and discrimination.

Public health students studying for exams in the Ambulatory. Photo Lars Kruse.



SUB-POLICY 4: HIGHLY QUALIFIED GRADUATES WITH RELEVANT COMPETENCIES



AU's goal is for students to acquire both subject-specific and transferable competencies through their studies and to be able to find attractive positions on the job market quickly. The university will offer career development activities and maintain ongoing contact with employers of graduates.

1. *Through their studies, students must acquire knowledge, in addition to both academic and praxis-oriented competencies that fulfil society's needs.*

Founded in disciplinary excellence, AU's degree programmes must provide students with relevant knowledge, qualifications and competencies to enable graduates to navigate in a dynamic, digitalised job market. Students must have opportunities to participate in career development activities that assist them in clarifying their career ambitions and competencies and smooth the transition from university to employment or entrepreneurship.

2. *Students must have opportunities to connect with the job market in order to bring their subject knowledge into play in relevant professional contexts and develop networks with potential employers.*

All students must be exposed to and encouraged to interact with stakeholders

in the labour market. Students must be given opportunities to work with practically oriented, career-relevant topics, meet potential employers and connect with professional role models in relevant positions.

3. *AU's goal is to ensure the relevance of its degree programmes through ongoing contact with employers of AU's graduates.*

At AU, students must encounter degree programmes that are developed and designed with the involvement of relevant employer perspectives. To ensure this, employers must be involved in the ongoing process of developing the quality of AU's degree programmes.



Students in lab at the Department of Biological and Chemical Engineering.
Photo GotFat Productions ApS.

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