**Plan of action 2022 for Bachelor’s degree programme in XX/Master’s degree programme in XX/professional Master’s degree programme in XX  
  
Guidelines** (delete in connection with the completion of the plan of action)

One plan of action must be drawn up for each degree programme – a plan of action for the Bachelor’s degree programme in XXX AND a plan of action for the Master’s degree programme in XXX. Based on discussions in the degree programme board, the head of department is responsible for drawing up a draft action plan, which will be presented at the next meeting of the degree programme board, for the board's nomination to the Board of Studies.

In general terms, the main thing is to be realistic. It must be possible to assess the status of the actions described in the plan of action in connection with the subsequent annual status review. It is not a requirement that a prioritised action should be completed in one year, but the process involved must have been arranged. Actions which have not been completed within the past year, and any derivative actions, should be transferred to the current year's action plans. Furthermore, it is by no means certain that action is required in all the sub-policy areas. If there are any sub-policies that are not relevant for the degree programme in question, please write “No comment” in the column marked “Challenges in the 2021 quality year”. On the other hand, there may also be several challenges within a single area of sub-policy, or several actions may be associated with the same challenge. In such cases, please list several challenges in the same field.

The **Status** box the status of completed actions from the latest quality year are stated. Any unfinished and derived actions are brought into the action plan for 2022

Please describe the *specific* issue requiring action briefly under **Challenges in the 2022 quality year**. Challenges often relate to more than one of the sub-policy areas listed in the first column. In such cases, please list such challenges under the most relevant sub-policy. The same challenge may also apply to several indicators. So when describing each challenge, please state all the indicators it relates to. Please indicate the status of actions that were launched in the previous year and are still active.

Please state the actions launched to address the challenges listed under **Challenges and follow-up**. These should be *measurable, well defined* and *realistic*. It’s all about being as specific as possible when describing follow-up for the issue in question.

Please state the *primary actor responsible for carrying out the action in question* under **Responsibility**. In many cases, several actors will be involved. If this is the case, the primary actor is responsible for ensuring that all the actors carry out the activity stated.

Please state the time at which you expect the specific action to have been completed under **Deadline**. This ensures that a time limit is always stated for specific actions.

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| **Status of completed actions from the last quality year**  - brief description of the challenge, action taken and follow-up, and the specific result of the action in question):  Degree programme XXX: Action XXX  … |

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| **Sub-policy 1** | **Challenge(s) in the 2022 quality year** | **Challenge and follow-up (Ongoing and new actions)** | **Responsibility** | **Deadline** |
| [**Getting students off to a good start**](https://medarbejdere.au.dk/en/strategy/education/quality-assurance-policy/translate-to-english-den-gode-studiestart) |  |  |  |  |

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| **Sub-policy 2** | **Challenge(s) in the 2022 quality year** | **Challenge and follow-up (Ongoing and new actions)** | **Responsibility** | **Deadline** |
| [**High-quality, coherent degree programmes**](https://medarbejdere.au.dk/en/strategy/education/quality-assurance-policy/translate-to-english-fagligt-staerke-og-sammenhaengende-uddannelser) |  |  |  |  |

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| **Sub-policy 3** | **Challenge(s) in the 2022 quality year** | **Challenge and follow-up (Ongoing and new actions)** | **Responsibility** | **Deadline** |
| [**Motivational teaching and learning environments**](https://medarbejdere.au.dk/en/strategy/education/quality-assurance-policy/translate-to-english-motiverende-studie-og-laeringsmiljoeer) |  |  |  |  |

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| **Sub-policy 4** | **Challenge(s) in the 2022 quality year** | **Challenge and follow-up (Ongoing and new actions)** | **Responsibility** | **Deadline** |
| [**Highly qualified graduates with relevant competencies**](https://medarbejdere.au.dk/en/strategy/education/quality-assurance-policy/translate-to-english-staerke-kandidater-med-relevante-kompetencer) |  |  |  |  |