

## Overview of the objectives, standards and indicators in the quality areas



AALBORG UNIVERSITET

	Objectives	Standards	Indikators	Limit value	Applies for	Follow-up		
1. Recruitment and study start	1.1 The university's recruitment of new students ensures a sustainable admission to the pro-programmes.	1.1.1 The university conducts recruitment activities to ensure sustainable admission to the each study programme - herein included the quality of the programmes and the needs of society.	The number of enrolled students is considered satisfactory	No	PBA, BA, KA, MA and DI	Every 2nd year in: • Shared Services report Every year in: • Quality status or Quality report or Programme evaluation report		
			There are overviews of relevant recruitment activities and these are considered satisfactory.	No	PBA, BA and KA	Every 2nd year in: • Shared Services report Every 6th year in: • Programme evaluation report		
	1.2 Potential students are given the opportunity to make a deliberate choice of study on an in-formed and objective basis.	1.2.1 The university offers transition programmes, and these are evaluated.	The proportion of participants in study placements who indicate that the study placement has made them wiser about their choice of study programme is considered satisfactory	No	PBA and BA	Every 2nd year in: • Shared Services report		
				An evaluation of the 'Open Days' event is available and this is considered satisfactory	No	PBA and BA	Every 2nd year in: • Shared Services report	
		1.2.2 The university offers central guidance to potential applicants.	Information on guidance is available <a href="http://www.aau.dk/uddannelser/studievejledning/">www.aau.dk/uddannelser/studievejledning/</a> which is considered satisfactory	No	PBA, BA and KA	Every 2nd year in: • Shared Services report		
		1.2.3 Information about the university's programmes is communicated to potential students, thereby supporting matching of expectations and ensuring the right match.	Information on the study programme is available on <a href="http://www.aau.dk">www.aau.dk</a> which is considered satisfactory	No	PBA, BA and KA	Every 2nd year in: • Shared Services report Every 6th year in: • Programme evaluation report		
	1.3 The university offers new students a well-organised and inclusive study start.	1.3.1 In connection with the early study start, future students receive timely relevant information about the programme as well as information about where to look for further information.	An evaluation of the study start is available which is considered satisfactory in relation to the fact that new students are satisfied with the information received about the programme	No	PBA, BA and KA	Every 2nd year in: • Quality report or Programme evaluation report		
				1.3.2 The university establishes the framework for a study start which focuses on academic and social integration and activities that support a good study environment.	An evaluation of the study start is available which is considered satisfactory in relation to the fact that the new students are satisfied with the experienced academic and social integration	No	PBA, BA and KA	Every 2nd year in: • Quality report or Programme evaluation report
				1.3.3 The university matches expectations with the new students in connection with the study start, among other things through introduction to PBL and the Study Activity Model.	An evaluation of the study start is available which is considered satisfactory in relation to the fact that the new students are satisfied with the matching of expectations in connection with the study start	No	PBA, BA and KA	Every 2nd year in: • Quality report or Programme evaluation report
				1.3.4 The study start at the individual programmes supports the retention of new students in the first academic year.	The proportion of student drop-outs during the first year of study is satisfactory	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report

Overview of the objectives, standards and indicators in the quality areas



AALBORG UNIVERSITET

	Objectives	Standards	Indikatorer	Limit value	Applies for	Follow-up
2. Development, organisation and implementation of programmes	2.1 The study programmes are developed taking into account the current and future needs of society and the labour market.	2.1.1 The curriculum is adjusted at least every six years on the basis of collected information (dialogue and evaluations with students, dialogue with lecturers and potential employers, feedback from graduates and completed programme evaluations with participation from external experts).	Minutes of meetings of Study Boards, Advisory Boards and programme evaluation meetings show that: the curriculum has been discussed; current and future needs have been assessed; and any changes have been decided.	No	PBA, BA, KA, MA and DI	Every 6th year in: • Programme evaluation report
	2.2 Aalborg University offers study programmes whose level and competence profiles correspond to the type description of the qualification framework.	2.2.1 The programme's objectives for learning outcomes are described in the qualification profile in the curriculum and correspond to the relevant type description in the Danish qualifications framework.	The qualification profile in the curriculum is considered satisfactory in relation to the type description in the qualification framework.	No	PBA, BA, KA, MA and DI	The specific follow-up is done by the faculty's approval of the curricula and the quality follow-up every 6th year in: • Programme evaluation report
	2.3 The organisation and implementation of the study programmes, including the forms of examination, support the students' achievement of the competence profile of the programmes.	2.3.1 There is a link between the the programme's admission requirements, structure, learning objectives and competence profile.	It is clear from the minutes of meetings of Study Board meetings and the programme evaluation that the coherence of the programme is considered satisfactory	No	PBA, BA, KA, MA and DI	Every 6th year in: • Programme evaluation report
			The proportion of drop-out students within the prescribed period of study + 1 year is satisfactory	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
		2.3.2 There is an academic progression from the first to the last semester.	The programme evaluation shows that the professional progression of the programme is considered satisfactory	No	PBA, BA, KA, MA and DI	Every 6th year in: • Programme evaluation report
		2.3.3 The organisation of the programme supports the fact that the students have the opportunity to obtain the qualification profile of the programme within the prescribed period of study and with a workload corresponding to the extent of the programme measured in ECTS credits.	The Study Activity Model and the expected work load on a typical semester are, as a minimum, presented to the students in connection with the semester introduction of the 1st semester. The students' experience of the workload is considered satisfactory.	No	PBA, BA and KA	Every 2nd year in: • Quality report or Programme evaluation report
			The number of planned teaching and guidance hours is satisfactory	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' typical time spent is considered satisfactory	No	PBA, BA and KA	Every 2nd year in: • Quality status or Quality report or Programme evaluation report
			The average exceeding prescribed period of study is satisfactory	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
		2.3.4 The dialogue with the Corps of External Examiners and external examiner reports is systematically used in the development of the programmes as well as in the test and examination procedures.	It is clear from minutes from Study Board meetings that external examiner reports have been processed and that the conclusions of the reports are considered satisfactory in relation to the quality of the programme as well as the examination and test system	No	PBA, BA, KA, MA and DI	Every 6th year in: • Programme evaluation report
		2.3.5 Evaluation of study activities is used continuously and systematically in the development of the programmes.	The minutes of Study Board meetings show that evaluation of study activities has been processed and that the evaluation results are considered satisfactory	No	PBA, BA, KA, MA and DI	Every year in: • Quality status or Quality report or Programme evaluation report
	2.3.6 The students' results of completed tests on the semester/module are included in the discussions in the Study Board.	The minutes of Study Board meetings show that statistics on test results have been processed and are considered satisfactory	No	PBA, BA, KA, MA and DI	Every year in: • Quality status or Quality report or Programme evaluation report	

## Overview of the objectives, standards and indicators in the quality areas



AALBORG UNIVERSITET

	Objectives	Standards	Indikators	Limit value	Applies for	Follow-up
3. Principles for problem-based learning	3.1 AAU develops PBL principles to meet the learning and competence needs of students and society.	3.1.1 The PBL principles are systematically reviewed.	A reassessment of the PBL principles is available, which is considered satisfactory in relation to compliance of the principles with the learning and competence needs of students and society	No	PBA, BA, KA, MA and DI	Every 6th year in: • Institutional report
	3.2 The PBL principles are implemented in the study programmes	3.2.1 The PBL principles are implemented in the curriculum of the programme.	The programme evaluation shows that the implementation of the PBL principles in the curriculum of the programme is considered satisfactory	No	PBA, BA, KA, MA and DI	Every 6th year in: • Programme evaluation report
		3.2.2 Problem-based learning is rooted in the study activities of the programmes in accordance with the PBL principles.	An assessment is available that includes evaluations of the students' experience with study activities, which is considered satisfactory in relation to the anchoring of problem-based learning in the study activities	No	PBA, BA, KA, MA and DI	Every 2nd year in: • Quality report or Programme evaluation report
4. Study environment	4.1 The university offers an attractive and inclusive study environment that supports the pedagogical learning model.	4.1.1 The physical, psychological, aesthetic and digital study environment is systematically evaluated, and the results are used for the development of the study environment.	An evaluation of the study environment is available, which is considered satisfactory in relation to the students' experiences with the psychological, physical, aesthetic and digital study environment	No	PBA, BA, KA, MA and DI	Every 2nd year in: • Shared Services report • Quality report or Programme evaluation report
		4.1.2 The students have good experience with the social and academic environment.	The students' average assessment of the following questions from the IT tool Educational Zoom is considered satisfactory: - The social environment is good - The educational environment is good	No	PBA, BA and KA	Every 2nd year in: • Quality status or Quality report or Programme evaluation report
	4.2 The students at the university have influence and share responsibility for the development of the study environment.	4.2.1 The students are involved in the development of the study environment at relevant organisational levels - including participation in the Study Environment Council, Academic Council, Department Council, Study Board etc.	It is clear from minutes from the involved forums that students are involved in the dialogue and development of the study environment, and the involvement is considered satisfactory	No	PBA, BA and KA	Every 2nd year in: • Shared Services report Every 6th year in: • Programme evaluation report
	4.3 The university offers study and well-being guidance throughout the study period.	4.3.1 All students have the opportunity to receive relevant student and well-being guidance from both student counsellors in the programme and the central student guidance.	Guidance is available and communicated to students, which is considered to be satisfactory	No	PBA, BA and KA	Every 2nd year in: • Shared Services report • Quality report or Programme evaluation report

Overview of the objectives, standards and indicators in the quality areas



AALBORG UNIVERSITET

	Objectives	Standards	Indikatorer	Limit value	Applies for	Follow-up
5. Research-based and pedagogical competencies	5.1 The university's bachelor's, master's and professional master's programmes are research-based and linked to active, high-quality research environments.	5.1.1 The programme is based on the latest knowledge and is linked to an active high-quality research environment, in which the lecturers who organise the programmes cover the fundamental subject elements of the programme.	An overview is available of the fundamental subject elements of the programme (modules/courses), the module researchers who organise the programme and their associated research environments. The organisation of the programme is considered satisfactory in relation to research-based teaching.	No	BA, KA and MA	Every 2nd year in: • Quality report or Programme evaluation report
			An inventory of publication data is available to document the level of activity in the research environment and the level of activity is considered satisfactory.	No	BA, KA and MA	Every 6th year in: • Programme evaluation report
		5.1.2 Teaching and guidance is provided by lecturers who participate in or have contact with relevant research environments.	An overview is available for each semester of all the modules/courses of the programme, lecturers and supervisors as well as their association with research environments. This is considered satisfactory	No	BA, KA and MA	Every 2nd year in: • Quality report or Programme evaluation report
			Academic staff/part-time academic staff ratio (full-time equivalent) is satisfactory	Yes	BA, KA and MA	Every year in: • Quality status or Quality report or Programme evaluation report
		5.1.3 The university provides students with a good opportunity to connect with relevant research environments.	The Students/academic staff ratio (number) is satisfactory	Yes	BA, KA and MA	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' contact, through the programme's project cycle, with supervisors who are active researchers in relevant research environments is considered satisfactory	No	BA, KA and MA	Every 6th year in: • Programme evaluation report
	5.2 AAU's professional bachelor's and diploma programmes have a knowledge base that is development and research-oriented; and the programmes are linked to active, high-quality academic environments.	5.2.1 The programme is based on the latest knowledge and it is linked to high-quality academic environments covering the core areas/subject elements of the programme	There is a plan for the programme that describes the professionalism of the associated academic environments as well as the continuous update of new knowledge within core areas/subject elements	No	PBA and DI	Every 2nd year in: • Quality report or Programme evaluation report
			5.2.2 Teaching and guidance are provided by lecturers who participate in or have contact with relevant academic environments	There is an overview for each semester/module of all the modules/courses of the programme, lecturers and supervisors as well as their association with academic environments, which is considered satisfactory	No	PBA and DI
		The academic staff/part-time academic staff ratio (full-time equivalent) is considered satisfactory		No	PBA and DI	Every year in: • Quality status or Quality report or Programme evaluation report
		5.2.3 The university provides students with a good opportunity to connect with relevant academic environments.	The Students/academic staff ratio (number) is satisfactory	No	PBA and DI	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' contact, through the programme's project cycle, with counsellors associated with relevant academic environments is considered satisfactory	No	PBA and DI	Every 6th year in: • Programme evaluation report
	5.3 The lecturers have pedagogical and didactical knowledge and competencies that are continuously developed.	5.3.1 Lecturers regularly participate in pedagogical competence development.	There is a plan for pedagogical competence development	No	PBA, BA, KA, MA and DI	Every 2nd year in: • Quality report or Programme evaluation report

## Overview of the objectives, standards and indicators in the quality areas



AALBORG UNIVERSITET

	Objectives	Standards	Indikators	Limit value	Applies for	Follow-up
6. Job and career	6.1 The university supports the students' employability throughout the study programmes.	6.1.1 The study programmes are organised to prepare students for the labour market.	The proportion of graduates who have indicated that their programme has prepared them for their working lives 'to some extent' or 'to a great extent' is considered satisfactory	No	PBA, BA and KA	*Hvert 3. år i: • Quality status or Quality report or Programme evaluation report
		6.1.2 The students have the opportunity to participate in project-oriented courses.	The proportion of graduates who have completed project-oriented courses at a private company or public institution of at least 15 ECTS credits in their programme is considered satisfactory	No	KA	Every year in: • Quality status or Quality report or Programme evaluation report
		6.1.3 The students' master's theses are to a great extent produced in cooperation with the labour market.	The proportion of students' master's theses made in cooperation with the labour market is considered satisfactory	No	KA	Every year in: • Quality status or Quality report or Programme evaluation report
	6.2 The university supports the students' transition from education to work.	6.2.1 All programmes are affiliated to a panel of prospective employers.	An overview is available of the departments' Advisory Boards and associated programmes, where all programmes are covered and the composition of the boards is considered appropriate in relation to the work on the relevance of the programme to society.	No	PBA, BA, KA, DI and MA	Every 6th year in: • Programme evaluation report
		6.2.2 The university offers career-enhancing activities, including entrepreneurship activities, to students in all ordinary programmes.	There is an overview of quotations and number of students who have used the different offers, which is considered satisfactory.	No	PBA, BA and KA	Every 2nd year in: • Shared Services report
		6.2.3 The graduates find employment after graduation.	The average unemployment rate of recent graduates in the 4th to 7th quarter after graduation is satisfactory	Yes	PBA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
	The development of recent graduates' unemployment rates in the 1st, 2nd and 3rd quarter after graduation is considered satisfactory		No	PBA and KA	Every year in: • Quality status or Quality report or Programme evaluation report	
	6.3 The university gives graduates the opportunity to continue their academic development throughout their careers (lifelong learning).	6.3.1 The continuing and further educations of the university are relevant to society and allows graduates to continue their academic development.	The proportion of graduates who have indicated that they are 'generally satisfied' or 'satisfied' with the importance of the programme to their academic development is considered satisfactory	No	MA and DI	*Every 3rd year in: • Quality status or Quality report or Programme evaluation report
			The proportion of graduates who have indicated that the programme has 'to some extent' or 'to a large extent' made them more qualified to do their job is considered satisfactory	No	MA and DI	*Every 3rd year in: • Quality status or Quality report or Programme evaluation report

\*When the graduate survey is prepared every 3rd year, the follow-up is normally done in year 1 and 4 in the follow-up cycle for the specific programme, which is in the Programme evaluation report and in a quality status. Follow-up can be done in the Quality report caused by changes to the plan for programme evaluation.