
QUALITY POLICY 2022

IT University of Copenhagen

Version 4

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IT UNIVERSITY OF COPENHAGEN
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Preamble of the Quality Policy	
Summary	<p>The Quality Policy defines Quality Standards of the IT University of Copenhagen (ITU). Further, the document names ITU’s (<i>Quality</i>) <i>Work Processes</i> (e.g., the work processes through which the Quality Standards are monitored); and describes the <i>Alarm Handling Processes</i>, i.e., processes following discovery of breach of quality standards.</p>
Context for the Quality Policy	<p>The Quality Policy is sub-ordinate to ITU’s overall strategy and strategic framework contract, which contain development goals agreed with the Ministry. The university reports on all development goals in its Annual Report and the reporting is audited by the university’s Auditor and the Auditor General.</p> <p>The Quality Policy is approved by Executive Management.</p> <p>At ITU, a study programme is said to be <i>ideal</i>, if</p> <ol style="list-style-type: none"> 1) it attracts a large number of well-qualified students; and 2) the academic contents and the teaching meet the highest international standards; and 3) the students acquire competences that are in high demand in the labour market. <p>ITU systematically works towards all its study programmes becoming ideal.</p> <p>Failure to reach development goals is a challenge that the university must address, but it is not necessarily a sign of poor quality in existing study programmes.</p> <p>By contrast, the university has defined a set of <i>quality standards</i>, the breach of which is a sign of quality issues that need to be dealt with in a manner, which has been thought out in advance. That is the quality assurance part of the quality work.</p> <p>The Quality Policy has been designed in accordance with the European Standards and Guidelines (ESG) for internal quality assurance within higher education institutions and the guidelines for institutional accreditation by the Danish Accreditation Institution.</p>
Purpose	<p>Ideal study programmes arise not just (or even primarily) through reporting and monitoring but, more importantly, through the day-to-day work that faculty perform with other faculty, external stakeholders, and students.</p> <p>To assure and continuously enhance quality, it is necessary to know the current situation, to record the arguments for changes and to ensure that good ideas are tested and, if successful in test, adopted in practice. This requires appropriate organizational structures and coordination of efforts. The purpose of the Quality Policy is to describe the organisation and coordination of efforts</p>

1.2.2 Quality Standard	
Well-qualified Students (Bachelor programmes)	
Terminology	Under the Danish coordinated application system (KOT), there are two types of applicants. Quota 1 applicants are offered admission based on grades; quota 2 applicants are offered admission based on other criteria as well.
Predicate	No Quota 1 applicant with a grade point average below 7.0 was offered admission.
Responsible	Head of Study Programme
Place of record	Admission Memo (and Study Programme Report)
Alarm Handling Process	(same as in 1.2.1)

2 Teaching and Learning

Context for the Quality Policy Area (based on ITU Strategy [1] and ITU's strategic framework contract [2])

ITU wants the academic contents and the teaching to meet the highest international standards and be research based. To ensure that the teaching is research based, it is important that faculty (VIP) ensure the academic standards of the teaching, and that students work with and get feedback from research faculty (see 2.4, 2.5). Students are in contact with ITU's research environments when they are taught and supervised by active researchers from ITU.

The ITU understanding of good research is that it is motivated both by a quest for deep insight and by consideration of use. Some faculty are more motivated by a quest for deep insight than consideration of use and some part-time lecturers (DVIP) are more motivated by consideration of use, so it is important for students to work with both faculty and part-time lecturers (see 2.4, 2.5).

The extent of teaching by part-time lecturers on part-time programmes should not differ from the extent of teaching by part-time lecturers on full-time programmes (see 2.4).

Legal requirements to Quality

1. Qualification Framework

The academic level of each programme is at least in correspondence with its Danish Qualification Framework level (see 2.3).

2. Research-based Teaching

The teaching is research-based (see 2.4, 2.5).

3. Teacher Development Programme

All assistant professors must follow a University Pedagogical Programme (Danish: "Universitetspædagogikum")⁴

ITU's Additional Policy Statements

Research-Based Teaching

By an *active researcher* (VIP) we understand a member of ITU faculty, a person who currently conducts research at ITU. Post docs and Ph.D. students are included.

At all times, at least two faculty members must be qualified to teach a mandatory course for it to be considered robust (in rare cases, exceptions can be made for strategic reasons, see item 2 below) (see 2.6).

ITU uses a numeric indicator, the VIP/DVIP ratio, to measure the ratio of student learning activities that had researchers as responsible over the number of student learning activities that had part-time lecturers as responsible. ITU has a quality standard for the VIP/DVIP ratio, which applies to all study programmes (see 2.4).

Concerning teaching on courses, it is the policy of ITU that

1. Curriculum development responsibility lays with active researchers employed at ITU. Part-time lecturers who are course managers collaborate with active researchers employed at ITU (Course Academic Responsible) on course design; including planning of intended learning outcomes; learning activities and exam form.
2. The employment of DVIP for teaching on courses must have one of the following three purposes:

⁴ Cirkulære om stillingsstruktur for videnskabeligt personale ved universiteter

- a. To bring an industry perspective and/or practical expertise to courses where it is relevant.
- b. To ensure stability of study programmes. In cases where researchers become unavailable for planned teaching with short notice before a semester starts, DVIP can be stand-ins.
- c. To serve as a strategic measure:
 - i. DVIP is an active researcher at another university and provides research-based teaching within an area where ITU is less/has chosen not to be as strong
 - ii. DVIP teach a course aimed at basic skills on the study programme (e.g. math)
 - iii. DVIP supplements teaching on courses that are robust (two faculty can teach it) when faculty cannot cover all teaching.

Concerning supervision of MSc theses BSc projects and Master final projects, it is the policy of ITU that

3. Every final project and thesis are supervised by an active researcher from ITU.
4. The supervisor must supervise and help the student reach the appropriate academic level and provide necessary support for the thesis/project to meet academic standards.
5. On professional master and BSc programmes, the supervisor should allocate at least 15 hours for supervision per project. On MSc programmes, the supervisor should allocate at least 30 hours for supervision per project. The number of hours is an average, including administration and examination.
6. It is possible to split the supervisor task among several active researchers, for example in case of interdisciplinary projects, but there must always be exactly one main supervisor.
7. In rare cases, the supervisor may not be an active researcher from ITU. The Head of Study Programme must recommend the exemption in writing to the Dean of Education, who approve or reject the exemption in writing and store the approval in the records of Student Affairs and Programmes.

Finally, ITU has a model for how much faculty should teach, the so-called 2019 PP Model. For example, an associate professor with no teaching deductions must deliver 867 ECTS points each year.

Part-time Lecturers (DVIP)

Part-time Lecturers should be highly regarded professionals whose professional experience can benefit the students greatly. Part-time Lecturers should not be recruited as a means of covering prolonged shortage in staffing by active researchers unless for strategic reasons agreed to by Executive Management (see 2.5).

Student-centered Learning (SCL) and Constructive Alignment

SCL is integrated in ITU's pedagogical principles. The pedagogical principles constitute the framework for – and highly influence – all competence development of teachers. The principles systematically reflect all aspects of student-centered learning.

The implementation and continuous systematic work with constructive alignment, constitute our approach and well-established implementation of SCL. All planning and implementation of teaching and exams at ITU is based on John Biggs' principles of Constructive Alignment. The overall and most important principle is that descriptions and implementation of intended learning outcome (ILO), teaching and learning activities and exam forms must be aligned. Students are to be made aware of this correlation so that they may achieve the best possible progression and results.

Monitoring and quality assuring SCL is linked to several of the Quality Standards in Section 2. E.g., student evaluations of teaching and supervision.

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