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

	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-grammes.	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.	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
			Relevant recruitment activities are carried out.	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.	No	PBA and BA	Every 2nd year in: • Shared Services report
			The evaluation of the 'Open Days' event.	No	PBA and BA	Every 2nd year in: • Shared Services report
		1.2.2 The university offers central guidance to potential applicants.	Relevant offers for central guidance are available on www.aau.dk/uddannelser/studievejledning/.	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.	Relevant information on the study programme is provided on www.aau.dk.	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.	The students' evaluation of the information received before and througout the start of studies (Monitored via the students' evaluation of the start of studies).	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.	The students' evaluation of the academic integration throughout the start of studies. (Monitored via the students' evaluation of the start og studies).	No	PBA, BA and KA	Every 2nd year in: • Quality report or Programme evaluation report
			The students' evaluation of the social integration throughout the start of studies. (Monitored via the students' evaluation of the start og studies)	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.	The students' evaluation of the matching of expectations in connection with the study start . (Monitored via the students' evaluation of the start og studies).	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.	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

	Objectives	Standards	Indikators	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).	The quality profile and content of the education as described in the curriculum are relevant in relation to the current and future needs of society and the labour market.	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 programme's objectives for learning putcomes are described in the quality profile in the curriculum and correspond to the relevant type description in the qualification framework.	No	PBA, BA, KA, MA and DI	The specific follow-up is done by the faculty's appoval 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 programme's admission requirements, structure, learning objectives and competence profile.	The link between the programme's admission requirements, structure, learning objectives and the quality profile.	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.	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 professional progression of the programme. (Monitored via the students' evaluation of the programmes (final evaluation)).	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 for a typical semester is presented to the students in connection with the semester introduction of the 1st semester to ensure a reconciliation of expectations about the students' time spent in connection to their studies.	No	PBA, BA and KA	Every 2nd year in: • Quality report or Programme evaluation report
			The number of planned teaching hours.	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
			The number of planned guidance hours.	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' typical time spent in connection to their studies. (Monitored via The Danish Student Survey)	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.	Yes	PBA, BA and KA	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' evaluation of the study activities (Monitored via the students' evaluation of the study activities)	No	PBA, BA, KA, MA and DI	Every year in: • Quality status or Quality report or Programme evaluation report
			The students test results.	No	PBA, BA, KA, MA and DI	Every year in: • Quality status or Quality report or Programme evaluation report
			The external examiner assessment of the programme as well as its test and excamination forms (Monitored via the Corps of External Examiners annual reports)	No	PBA, BA, KA, MA and DI	Every 6th year in: • Programme evaluation report

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

	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.	The PBL principles meet 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 implementation of the PBL principles in the curriculum.	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.	The students evaluation of problem-based learning in the study activities (Monitored via the students' evaluation of 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.	The students' evaluation of the physical, psychological, aesthetic and digital study environment (Monitored via the evaluation of the 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' evaluation of the social environment (Monitored via The Danish Student Survey)	No	PBA, BA and KA	Every 2nd year in: • Quality status or Quality report or Programme evaluation report
			The students' evaluation of the academic environment (Monitored via The Danish Student Survey)	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.	The students are involved in dialogue about and development of the study environment via participation in relevant forums and activities.	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.	Relevant offers for study and well-being guidance are communicated to the students.	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

	Objectives	Standards	Indikators	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 of the fundamental subject elements of the programme (modules), the module researchers who organise the programme and their associated research environments.	No	BA, KA and MA	Every 2nd year in: • Quality report or Programme evaluation report
			An inventory of publication data to document the level of activity in the research environment.	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 of all the modules of the programme, lecturers and supervisors as well as their association with research environments (Monitored via the staffing planning at the departments)	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).	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).	Yes	BA, KA and MA	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' contact with project supervisors, who are active researchers in relevant research environments.	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 de-velopment 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	The plan for ensuring the knowledge base for the programme (The professionalism of the academic environments and continuous updating 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	An overview of all the modules of the programme, lecturers and supervisors as well as their association with academic environments (Monitored via the staffing planning at the departments).	No	PBA and DI	Every 2nd year in: • Quality report or Programme evaluation report
			The academic staff/part-time academic staff ratio (full-time equivalent).	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).	No	PBA and DI	Every year in: • Quality status or Quality report or Programme evaluation report
			The students' contact with project supervisors who are associated with relevant academic environments.	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.	Plan for ensuring pedagogical competence development for the teaching staff.	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

	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' (Monitored via the graduate survey).	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.	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.	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 the members of the Advisory Boards and the associated programmes.	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.	Relevant offers for career-promoting activities are communicated to and used by the students.	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..	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.	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 (Monitored via the graduate survey).	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 extend' made them more qualified to do their job (Monitored via the graduate survey).	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.

Log:
22-06-2021 Standards 6.1.1 and 6.3.1: The indicators have been altered so that follow-up can also be conducted in connection with quality status
19-08-2021 Standard 5.2.3 The indicator of student contact was by a mistake set to apply to the research-based programmes. This has been changed to PBA and DI
30-08-2021 Reporting frequency has changed for 9 indicators, so that Quality reporting has been removed and follow-up is only done through programme evaluation. Requests c
28-09-2021 Inserted note concerning the graduate survey
15-08-2022 Indikators is rephrased based on the decision at the RKU-meeting 28th of June