

Meeting: 13th October 2021 at 13.00-15.00

Place: 1485 - 316

UN-meeting, LICS

Agenda

AGENDA

UN LICS

Dato: 09.06 2021

1. Approval of agenda and follow up on the minutes from last meeting

2. Briefings (orientation)

- 2.1 News from the Board of Studies
- 2.2 News from the Institute Forum
- 2.3 News from the student guidance
- 2.4 News from fagrådet
- 2.5 News from staff
- 2.6 News from the study administration

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3. Status of the action plans from *Årlig status* (decision)

4. Assessment of teaching environment (item for decision)

5. New academic regulations for the Master's Degree Programme in Cognitive Science

6. Suggested changes for current academic regulations

7. Ny kvalitetspolitik for uddannelse på AU (drøftelsespunkt)

8. Election

9. News from Head of Department (Orientation)

10. Issues for upcoming meetings

11. "Rondvraag" (short questions/comments before the closure of meeting.)

AGENDA

1. Approval of agenda and follow up on the minutes from last meeting

The UN are asked to approve the agenda, and give any follow ups on the minutes from the last meeting, which has been approved in writing before the meeting. The agenda and previous minutes of UN meetings are publicly available at the UN web page: <https://studerende.au.dk/studier/fagportaler/arts/kon-takt/udvalgognaevn/uddannelsesnaevn/kommunikation-og-kultur/>

2. Briefings (orientation)

- 2.1 News from the Board of Studies
- 2.2 News from the Institute Forum
- 2.3 News from the student guidance
- 2.4 News from fagrådet
- 2.5 News from staff
- 2.6 News from the study administration

- The Arts Studier Newsletter is publicly available at the teacher's portal at Arts:
<https://medarbejdere.au.dk/fakulteter/ar/til-undervisere-paa-arts/nyhedsbrev-fra-arts-studier/>

3. Status of the action plans from *Årlig status* (decision)

The Head of Department gives a status of the action plans after the approval by the Board of Studies and the Director of Studies. Furthermore, the UN decides which actions should be put on the UN's agendas for follow-up in the coming year.

Suggested decision:

UN decides which actions should be put on the UN's agendas for follow-up in the coming year.

Appendices:

Appendix 3.1 handleplan for BA Kognitionsvidenskab 2021

Appendix 3.2 handleplan for KA Kognitionsvidenskab 2021

Appendix 3.3 handleplan for BA Lingvistik 2021

Appendix 3.4 handleplan for KA Lingvistik 2021

Appendix 3.5 handleplan for KA Kognitiv semiotik 2021

4. Assessment of teaching environment (item for decision)

Background

The assessment of the teaching environment covers the university's physical, psychological and aesthetic environment. It is a legal requirement that this assessment is conducted once every three years. The objective is to identify any areas in which special efforts are needed to develop and ensure a good teaching environment for the students. Students at the Faculty of Arts have received information about the teaching environment assessment, and have been invited to contact their representative on the degree programme board if they want to contribute to the discussions.

Drawing up an action plan

The degree programme board is responsible for providing input and approving the head of department's proposed initiatives (action plan) for the teaching environment of each degree programme. The action plan may contain initiatives related to the psychological, physical and aesthetic environment, if the degree programme board finds it relevant. The degree programmes' reports on the assessment of the teaching environment serve as background material, and are based on a selection of the results from the most recent national survey conducted by

the Ministry of Higher Education and Science. Furthermore, the study environment survey may be included as additional background material for the discussions, if the board finds this relevant.

The head of department will then follow up on the initiatives in the action plan as agreed in collaboration with the degree programme board. A follow-up could take place at the annual status review meeting in April/May.

The next step

- The action plans are discussed by the board of studies with a focus on sharing examples of good practice and ideas for initiatives across degree programmes.
- The action plans are approved by the director of studies and the vice-dean and published on the study portal.
- In parallel with the assessment of the teaching environment, the faculty management team and the schools will discuss the process for handling specific cases of bullying, harassment and discrimination among staff and students.

Proposal for decision

Based on the assessment of the teaching environment for 2021, the degree programme board approves action plans for the department's degree programmes. The head of department submits action plans to the board of studies for discussion and subsequently to the director of studies and the vice-dean for approval. A follow-up on the action plans is agreed on.

Appendices

- The head of department's proposed action plans for the department's degree programmes with regard to the assessment of the teaching environment
- Teaching environment data

The degree programme board should note that the data is sensitive and confidential and may only be shared with board members and the head of department.

Additional material/background information which may be applied

- [The Danish consolidation act on the teaching environment for students \(bekendtgørelse af lov om elever og studerendes undervisningsmiljø\)](#)
- [Site on the study portal on the teaching environment assessment](#)
- [The study environment survey](#)

Appendices:

Appendix 4.1 Cog Sci Draft Action Plan teaching environment 2021 – 2023

Appendix 4.2 Linguistics Draft Action Plan teaching environment 2021 – 2023

Appendix 4.3 Semiotics Draft Action Plan teaching environment 2021 - 2023

5. New academic regulations for the Master's Degree Programme in Cognitive Science

The UN are asked to discuss the new academic regulations for the Master's Degree Programme in Cognitive Science and recommend it for approval in the Board of Studies. The Board of Studies will discuss it in November and recommend it for approval by the Deans office in January.

Appendices:

Appendix 5: Master´s Degree Programme in Cognitive Science 2022

6. Suggested changes for current academic regulations

The UN are asked to discuss any suggested changes for current academic regulations and recommend it for approval in the Board of Studies. The Board of Studies will discuss it in November and recommend it for approval by the Deans of-fice in January.

Suggested changes:

Social Minds - Social Media and Communication: suggested changes to the form and description of the exam

Appendices:

Appendix 6: Social Minds_Social Media and communication - change to regulations

7. Ny kvalitetspolitik for uddannelse på AU (drøftelsespunkt)

Resumé

Arbejdet med uddannelsesudvikling og -kvalitet på AU har over de senere år antaget stadigt stigende modenhed, hvad angår systematik og opnåelse af fælles standarder på tværs af organisationen. På baggrund af denne udvikling er det nærliggende at reformulere AU's kvalitetspolitik på uddannelsesområdet mhp. at skabe et dokument, der både kan være retningsættende for den fremadrettede kvalitetsudvikling, og som samtidig er bragt i overensstemmelse med de nye krav i akkrediteringsvejledningen. Uddannelsesudvalget ønsker på denne baggrund en kvalificering af vedlagte udkast til en ny kvalitetspolitik, der er kendetegnet ved et øget fokus på politikens værdisættende og retningsangivende funktion, ligesom politikens struktur og udformning er blevet forenklet.

Som led i processen ønsker Uddannelsesudvalget at indhente eventuelle kommentarer, opmærksomhedspunkter m.v. fra de for kvalitetsprocesserne relevante aktører forud for den endelige godkendelse af politikken i Universitetsledelsen i december måned.

Historik

AU vedtog i 2008 sin første samlede kvalitetspolitik på uddannelsesområdet. Politikken gennemgik en større revision i 2012/2013 forud for institutionsakkreditering 1.0, hvor nye krav og opmærksomhedspunkter blev adresseret. Den reviderede version trådte i kraft 1. august 2013 og er fortsat gældende. Begge udgaver af politikken er karakteriseret ved at være "produkter af deres tid", der udover at være værdis- og retningskabende for kvalitetsarbejdet også forsøgte at imødekomme organisatoriske såvel som strategiske dagsordener. Ligeledes afspejler begge politikker, at der på tilblivelsestidspunktet endnu ikke var etableret

et sammenhængende kvalitetssystem. Som konsekvens heraf rummer begge politikker en meget omfattende række af målsætninger, der veksler mellem strategiske, instrumentelle og mere værdibaserede formål.

Kvalitetsområdet på AU befinder sig i dag et andet sted, end det var tilfældet under tilblivelsen af de tidligere udgaver. Med et fuldt implementeret og akkrediteret kvalitetssystem på plads og en øget intern bevidst- og modenhed i kvalitetsarbejdet, er der grund til at gentænke politikken indhold og funktion.

Tankerne bag den ny kvalitetspolitik

Uddannelsesudvalget besluttede i efteråret 2020 at den nye politik (bilag 1) skulle adskille sig fra de foregående politikker på to væsentlige punkter.

Strukturelt reduceres antallet af delpolitikker fra fem til fire, mens indholdssiden i højere grad end tidligere både i indhold og sprogbrug er værdibaseret og retningskabende fremfor detailregulerende.

Politikkens udgangspunkt er fortsat et fuldt gennemløb fra rekrutteringsfase til overgang til arbejdsmarkedet, men udkastet tager mere eksplicit udgangspunkt i den studerende, så fokus bliver på, hvad AU ønsker, at man som studerende skal mødes af i et studieforløb på Aarhus Universitet.

Da værdierne er gældende for alle uddannelsesstyper og studentergrupper, er de tidligere politikkers fremhævelse af specifikke målgrupper desuden udeladt.

4 delpolitikker med 3 indsatsområder i hver delpolitik

De fire delpolitikker er ligeledes reduceret i omfang og omsat i en ensartet struktur med en indledende, retningsgivende tekst, der omsættes i tre indsatsområder pr. delpolitik, jfr. nedenstående oversigt.

<i>Delpolitik</i>	<i>Indsatsområder</i>
"Den gode studiestart"	Det bedst mulige match
	Inkluderende studieintroduktion
	Bemestring af studieliv i løbet af første år
"Fagligt stærke og sammenhængende uddannelser"	Faglig forankring i den nyeste viden
	Sammenhængende struktur og progression
	Alignment mellem læringsmål og -aktiviteter
"Motiverende studie- og læringsmiljøer"	Engagerende undervisning
	Løbende dialog og vejledning
	Gode rammer (fysiske, digitale, psykiske og æstetiske)
"Stærke kandidater med relevante kompetencer"	Relevante kompetencer
	Mulighed for karriereskabende aktiviteter
	Løbende kontakt til afgangere

Hvert indsatsområde udfoldes i en letforståelig og retningsgivende bullet ledsaget af en kort uddybning, der konkretiserer indholdet yderligere. Fælles for indsatsområderne er, at de tydeligt angiver de uddannelsespolitiske målsætninger men ikke definerer metoder, standarder m.v., der i stedet adresseres i kvalitetsystemet.

Indstilling:

UN bedes drøfte og evt. kommentere udkast til kvalitetspolitik for uddannelse på AU

Næste skridt:

UN-forpersonen sender senest den 28. oktober 2021 evt. kommentarer fra nævnet til Julie Zederkof på mail: j.zederkof@au.dk

Bilag:

Bilag 1: Udkast til ny kvalitetspolitik – dansk

Bilag 2: Udkast til ny kvalitetspolitik - engelsk

Bilag 3: Nuværende kvalitetspolitik for uddannelse på AU – link [Kvalitetsarbejde på Aarhus Universitet \(e-pages.dk\)](#)

Bilag 4: Procesplan for godkendelse af kvalitetspolitikken

8. Election

The UN wish to remind students of the upcoming election. The dates for the elections period (opstillingsperiode) are now official, and will be from the 14th October to the 26th October. This information has been send around to UN members and student representatives before the meeting. More information can be found at www.au.dk/valg

9. News from Head of Department (Orientation/discussion)**9.1 Update on economic situation following the regionalization of Danish study places:**

Over summer the Danish government decided to move 10% of study places away from the city universities and to regional centers, or to cut study places to shift financing over to other forms of education that are required in/suited to regional centers. This will come at an economic cost to the universities. There is still much uncertainty associated with this decision and the processes that follow, but I will be able to provide some information and context as it concerns AU, Arts, and LICS.

10. Issues for upcoming meetings

11.1 Issues for upcoming UN meetings

11.2 Issues for upcoming meetings suggested for the Board of Studies

11. "Rondvraag" (short questions/comments before the closure of meeting.)

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