

## **Case study / good practice paper for the 3<sup>rd</sup> European Quality Assurance Forum in Budapest November 2008.**

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**Abstract** This paper presents a new and reinforced policy in the making for the quality work (quality assurance and quality enhancement) in the educational area at the University of Aarhus, and touches briefly on the national, international and legislative context in which QA takes place. The main objective of the paper is to share and illustrate how a large and diversified university can actually implement and work with a quality assurance model in practise. A model that tries to take into account the many external demands and recommendations and at the same time pay attention to the internal voices of employees, students and other stakeholders.

## **How to implement a Quality Assurance model? – a concrete example of a policy for the quality work in the educational area at the University of Aarhus**

In its strategy 2008-2012, the University of Aarhus has brought quality assurance and quality development more into focus. The University of Aarhus has at all levels strived towards fulfilment of the Bologna process and has already established a number of standards for methods of evaluation, extent of modules and study elements as well as content and framework descriptions for all teaching activities in accordance with the ECTS label criteria.

The university has in continuation of the strategy and under impact of the external and internal requirements and expectations of the quality work decided to formulate a policy on quality work, and in this policy reformulate the procedures for the quality work, in the educational field mid-2008, to assure correlation between the university's ambitious strategy for general quality assurance, the already existing and well-developed quality culture and the other national and international quality work.

### **Background**

Quality assurance and quality development is an increasingly important factor in the total activities of the university, internally as well as externally.

On the international stage, the notion of quality assurance represents an essential element in the declared objective of the Bologna process to have established a European Higher Education Area (EHEA) by 2010. Among the superior objectives are comparable examinations/degrees, transparent study structure with to (three) levels (Bachelor+Master(+PhD)), common credit system (ECTS), to encourage mobility among students, teachers and researchers as well as to cooperate about quality assurance. At the meeting in Bergen in May 2005, the responsible ministers of higher education joined the ENQA standards (European Association for Quality Assurance in Higher Education)

which established the European standards and guidelines for quality assurance of the university educations.

The ENQA standard among other things involve that:

- The educational institutions must have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards
- The institution must explicitly commit themselves to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.
- The strategy, policy and procedures should have a formal status and be publicly available. The policy should also include a role for students and other stakeholders.

On the national stage, the importance of the quality work has also increased. With the Danish Universities Act in 2003, the universities' obligation of continuous and systematic quality development of education, teaching and study environment became explicated and tightened up just as demands were made for clear guidelines on documentation systems in connection with evaluations and follow-up.

According to the Danish Act on Universities, the following appeared among other things:

- The universities are obliged to launch education, teaching and internship evaluations among other things to render visible that the offer of education is relevant to society and of highest educational quality
- Evaluations and plans for follow-up must appear from the universities' development contracts. The universities must establish the evaluation form and frequency in the development contracts and the contracts must establish clear, binding guidelines for choice of evaluation organisation for internship evaluations
- Relevant employers as well as graduates must be involved in connection with evaluation and follow-up on evaluation to assure common identity, level and relevance
- It is the managements of the universities who are responsible for implementation and follow-up on quality assurance and quality development

In 2007, an accreditation institution was established by law for the purpose of assuring and documenting quality and relevance of higher educations by undertaking an accreditation of new and existing educations.

In 2008, the National Audit Office of Denmark (Rigsrevisionen) submitted a report on assurance and development of the quality of university educations.

The National Audit Office of Denmark among other things concluded:

- The universities can and should be more focused and comprehensive in their efforts to assure the quality of the education programmes

- The quality work of the universities is predominantly focused on evaluation of various segments of the education programmes, and lack a coherent perspective on entire education programmes
- The introduction of education accreditation in 2007 systematized external quality assurance work. But in the opinion of the National Audit Office of Denmark, accreditation cannot replace the internal work done to enhance the quality of the education programmes. The universities should therefore evaluate their education programmes regularly
- The universities evaluate teaching regularly. The National Audit Office of Denmark is of the opinion that the universities should invest less energy in evaluations of teaching, and strengthen the collaboration with the teachers as follow-up on the teaching evaluations
- The universities would benefit from formulating policies and guidelines for their quality work. The policies should support the universities in their efforts to keep focus on entire education programmes and systematically involve external examiners, employers and graduates in the quality work

### **Making a policy for quality work**

The policy for quality work presented in the end of this paper is formulated with a view to meeting the requirements of and recommendations for quality assurance and quality development as they are expressed in (in non-prioritised order):

- Strategy of the University of Aarhus
- The ENQA standard
- The Danish Act on Universities
- The Danish Act on Accreditation
- The Report of the National Audit Office of Denmark on quality assurance of university programmes

Quality assurance within the education sector is a generic notion which contains many definitions and interpretations. Quite central to the form and definition of the policy on quality work of Aarhus University is the ENQA standard for a quality assurance policy. According to ENQA, the purpose of a formal quality assurance policy is that it must provide a framework within which the institution can develop and monitor the effectiveness of its quality assurance systems and processes. The policy thus contributes to providing public confidence in institutional autonomy. The policy must contain aims and objectives of the quality work and the principles which underlie the fulfilment of these.

According to ENQA, the policy must contain/establish:

- The relationship between research and teaching
- The university's strategy for quality and standards
- The organisation of the quality assurance system
- The division of responsibilities between departments, faculties, the management and other organisational units and individuals involved in the quality work
- The involvement of students in quality assurance
- The ways in which the policy is implemented, monitored and revised

Furthermore, the policy attempts to fulfil the following:

- It must be a policy which is functional at all levels, but without putting detailed restrictions on the future quality assurance system in advance
- The accreditation criteria must work as a template/framework for the quality objectives without restricting the University of Aarhus to focus only on the accreditation criteria.
- It is important that the policy not only places more demands on the teachers, but that it is a tool for improvement of the conditions of the teachers. Thus, the policy is not only for the students, but to a great extent for the employees as a value marker of which objectives the University of Aarhus is working for and under
- The quality policy must to the extent possible contain functional objectives and means for the quality work and action oriented guidelines for the actors who in practice must manage the quality assurance and development in the educational field.

The overriding policy is being presented to the Board in December 2008. The draft has recently been presented to the rectorate and group of deans who accepted the draft with some minor changes.

**A quality assurance system based on the policy**

Based on the frameworks for policy on quality work, a quality assurance system must be organised and developed which clarifies the guidelines and procedures for implementation of the policy in more detail. The system is, in other words, the practical execution of the objectives.

The quality assurance system must be concretized in a quality assurance handbook which in detail accounts for procedures, actors, division of responsibilities according to the quality wheel (i.e. specify who takes initiatives, implements and follows up on the necessary processes), frequency, system support etc.

An example is the figure below, which describes some of the responsibilities and tasks of the primary actors.

<b>Unit</b>	<b>Responsibilities</b>	<b>Tasks</b>
The Board	<ul style="list-style-type: none"> <li>• Handles the university’s interests as educational and research institution and determines guidelines for its organisation, long-term activities and development</li> </ul>	<ul style="list-style-type: none"> <li>• Signs development contract with the Ministry</li> <li>• Determines the university’s overall strategy</li> </ul>
Rector	<ul style="list-style-type: none"> <li>• Handles the day-to-day management of the university,</li> <li>• Defines the overriding objectives of the quality work</li> <li>• Follows up on the implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates university objectives and focus areas</li> <li>• Evaluates and assesses the quality work of the deans of faculty</li> </ul>

	and realisation of educational strategies and objectives	
Dean of faculty	<ul style="list-style-type: none"> <li>Assures the quality of education and teaching as well as cross-disciplinary quality development of the faculty's educations</li> <li>Approves academic regulations and educational combinations</li> </ul>	<ul style="list-style-type: none"> <li>Determines the strategy of the faculty</li> <li>Formulates faculty objectives and focus areas</li> <li>Evaluates and assesses the quality work of the faculty</li> <li>Assures that the established knowledge of the university educational centres is integrated in the quality work</li> </ul>
Head of Department	<ul style="list-style-type: none"> <li>Assures quality and correlation in the department's research and teaching</li> <li>Assures follow-up on the quality work with education and teaching involving the board of studies and the director of studies</li> </ul>	<ul style="list-style-type: none"> <li>Formulates action plan for pedagogic and didactic development and progress of the employees</li> </ul>
Director of studies	<ul style="list-style-type: none"> <li>Is in charge of the practical planning of teaching and examinations</li> </ul>	<ul style="list-style-type: none"> <li>[...]</li> </ul>
Board of studies	<ul style="list-style-type: none"> <li>Quality assures and quality develops education and teaching</li> <li>Prepares proposals for academic regulations and changes of these</li> <li>Approves plan for organisation of teaching and examinations</li> </ul>	<ul style="list-style-type: none"> <li>Formulates concrete quality objectives</li> <li>Formulates action plans for fulfilment of and follow-up on the concrete quality objectives</li> <li>Makes continuous assessment of teaching and education</li> </ul>
Student	<ul style="list-style-type: none"> <li>Contributes to the quality work through representation in the board of studies</li> </ul>	<ul style="list-style-type: none"> <li>Backs and participates in the continuous evaluation of teaching and education</li> </ul>
The Central Administration	<ul style="list-style-type: none"> <li>Assures satisfactory documentation and information systems</li> <li>Assures satisfactory system support</li> </ul>	<ul style="list-style-type: none"> <li>Provides cross-disciplinary data and documentation</li> <li>Communicates and documents the total quality work of the university</li> </ul>

The quality assurance system will be based on the explicated objectives of the policy which formally are the objectives and focus areas defined by rector, divided into a number of subsidiary fields. For each subsidiary field, a number of objectives are described which

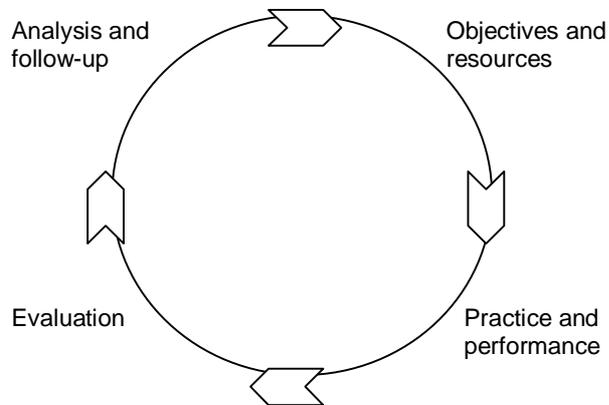
apply to all educations at the University of Aarhus. The objectives are the focal point of the total quality system of the university and each objective must be operationalised/described according to the quality wheel, with appurtenant procedure/guidelines, indicators as well as division of responsibilities. The objectives may both be quantitative and qualitative measurable.

## **1 Quality assurance policy at the University of Aarhus**

- 1.1 The object of the University of Aarhus is to conduct research and offer research-based education, teaching and counselling up to the highest international level. The basis of the university's activities is the quality of the university's research and research-based education, teaching and counselling.
- 1.2 In an international context, the University of Aarhus is a large and distinctive educational institution. The university constantly assesses and refines its educational offer and sees to it that new educations are continually developed which both meet the requirements of the outside world and the quality demands of the university and at the same time take into account that the next generation are educated to meet the challenges of the future.
- 1.3 The day-to-day work of the University of Aarhus builds on the work community among the sciences which within the European university tradition characterises a university with a fully developed range of fields. The work is likewise anchored in the principles expressed in the Magna Charta of the European universities, including independency, freedom in research, teaching and educations, reciprocity in knowledge sharing and cultural cooperation as well as the fact that the teaching is research-based.
- 1.4 To support, refine and document the high quality of the research-based educations, the university has prepared a policy on quality work (quality assurance and quality development) in the educational field.
- 1.5 The object of the policy is to establish a common framework for the quality work in the educational field for the whole university across the different levels.
- 1.6 The quality work is defined as the total activities and methods which systematically and determinedly serve to document and improve the quality of the university's efforts in the educational field within the existing framework.
- 1.7 The policy on quality work determines:
  - the university's principles of quality work in the educational field
  - general objectives of the quality work
  - specific objectives of the quality work
- 1.8 The policy on the quality work is determined and revised by the management, after recommendation from the Study Committee.

## **2 Principles of quality work at the University of Aarhus**

- 2.1 The quality work takes place in an interaction among employees, students and management.
- 2.2 The quality work takes as its starting point the meeting between the students and the members of the academic staff who are the primary actors in quality assurance and quality development of the educations.
- 2.3 The university is characterised by having highly qualified members of the academic staff to whom the quality work is an integrated and completely inseparable part of the university's activities.
- 2.4 External stakeholders are continually involved in the follow-up on and development of the quality work, including the body of external examiners, employers etc.
- 2.5 The quality work is characterised by contributory influence, openness and visibility.
- 2.6 The quality work must support a forward-pointing, systematic and ongoing quality development in the whole educational field.
- 2.7 The quality work contains an adequately retrospective focus to meet the legislative requirements for documentation (including accreditation). The primary focus is the wish of the University of Aarhus for a forward-pointing quality work and to build up this work with competence development and a quality culture founded on professional competency, dialogue and knowledge sharing as starting point.
- 2.8 The quality work lives up to existing laws and ministerial orders, including the Danish Universities Act, the Danish Act on Accreditation and Ministerial Order on Criteria for the Relevance and Quality of University Educations.
- 2.9 The quality work lives up to international standards with the ENQA-standards as starting point.
- 2.10 All levels in the quality work is based on the quality wheel which describes how an activity continuously passes through a process comprising 1) formulation of objectives for the activity, including planning and resource allocation, 2) performance of the activity in practice, 3) evaluation of the activity as well as 4) analysis and follow-up in the form of review of objectives or change of practice etc.



2.11 The prerequisite for a successful systematic quality work is that the specific objectives (chap. 4) are interpreted and concretized as well as performed by the actors (cf. 2.1 and 2.2) at all levels in the organisation.

2.12 The relevant management level must take care of the fact that the necessary resources as well as an appropriate incentive structure are present as regards performance of and follow-up on the quality work.

### 3 General objectives of the quality work

- 3.1 In order to operationalise the policy on the quality work, the educational field is divided into 6 subsidiary fields: 1) Recruitment and admission, 2) Structure and course, 3) Development of teaching, 4) Study environment, 5) Development of education and 6) The educations' relation to the labour market.
- 3.2 For each subsidiary field, a number of objectives have been formulated. The objectives specify common criteria for the quality work around the educations at the University of Aarhus to make them explicit and known by the stakeholders of the educations.
- 3.3 Across the subsidiary fields is the dimension internationalisation which influences the quality work and thus defines special objectives within each subsidiary field. The dimension represents a special focus area in the strategy and quality work of the university.
- 3.4 Subsidiary fields and objectives are the focal point of the university's total quality system where each objective must be described in accordance with the quality wheel with appurtenant procedures/guidelines, indicators as well as division of responsibilities. The objectives can both be quantitative and qualitative measurable.
- 3.5 Figure over the structure of the university's objectives for the quality work in the educational field and correlation with the appurtenant quality system.

#### Objectives for quality work contained in the policy of the University of Aarhus

Recruitment, admission and transition to the life of study	Structure and course	Development of teaching	Study environment	Development of educations	Need for education in the labour market
Objective 4.1.1	Objective 4.2.1	4.3.1	4.4.1	4.5.1	4.6.1
Objective 4.1.2	...	...	...	...	...
...	...	...	...	...	...
Internationalisation*					

\* objective for each subsidiary field



**Quality system in the educational field of the University of Aarhus:**  
Indicators, procedures and division of responsibilities for each concrete objective divided into subsidiary fields

## 4 Specific objectives of the quality work

### 4.1 Recruitment, admission and transition to the life of study

The objective of the University of Aarhus is to attract well-qualified and clever students and be attractive to new groups of Danish and international students whether we are dealing with full-degree or exchange students. This involves that the university wants to encourage an intentional and qualified choice of education and give the new students a good transition to the life of study at the university. Furthermore, the University of Aarhus wants to encourage the opportunities for students with special needs. The systematic efforts to constantly work with recruitment and admission involves to:

- 4.1.1 Encourage an intentional and qualified choice of education for pupils in the municipal primary and lower secondary school and upper secondary educations by giving them knowledge of the content and requirements of the educations as well as of the life of study through systematic and qualified information, guidance and visits to the university. The information must be directed towards Danish as well as international students. In the years to come, the university will formalise its cooperation with the upper secondary sector with a view to better matching of expectations between competence development in the upper secondary educations and the competencies which are necessary to complete a university education.
- 4.1.2 Bring the transparency of the prerequisites and demands which the university's educations place on international students into special focus. Thus, there must be given counselling and guidance to exchange students as well as full degree students about the culture, pedagogy and context in which courses and education are carried through at the University of Aarhus.
- 4.1.3 Encourage the access to the university's educations for students with special needs through offers of counselling and guidance in connection with application and admission.
- 4.1.4 Offer flexible "admission roads" between bachelor educations and candidate educations by making bachelor educations become qualifying for a wide spectre of candidate educations.
- 4.1.5 Encourage correlation and relevance in the recruitment effort across the university through continuous assessment of this.
- 4.1.6 Take potential students' wishes for information on educations and use of media as starting point.
- 4.1.7 Market the university's educations nationally and internationally with a view to increased recruitment.

## 4.2 Structure and course

The objective of the University of Aarhus is that both the individual courses of teaching and the total courses of education are well organised with a view to optimising the learning and motivation of the students. Moreover, the objective is to create transparency in the study course and the total offer with a view to encouraging the flexibility and mobility of the students. The systematic efforts to continuously work with the structure and course of the education involves to:

- 4.2.1 Create transparency in the planning, structure, content and correlation of the educations through web-based education and course descriptions as well as a common academic regulation template which at any time live up to the requirements of the Bologna process, including the requirements for the ECTS label and the form of competence descriptions.
- 4.2.2 Offer the students overview of the relevant educations and courses as well as guidance that contribute to clarifying selections and deselections that need to be made in the course of the study, including opportunities for and consequences of structural selections.
- 4.2.3 Organise the educations in such a way that there is progression in the total course of study – with a view to the order of the material, the level of complexity of the learning objectives, the amount of material, research affiliation and research-like activities, the degree of independence as well as the development of general academic skills.
- 4.2.4 Strengthen the students' opportunity for influence on own education through flexible study structures, freedom of choice, combination opportunities with other educations and internationally recognised universities as well as flexible credit practice.
- 4.2.5 Have an internal educational market which is transparent to the students.
- 4.2.6 Constantly have clarity of where the responsibility for the whole in an education is placed.
- 4.2.7 Strengthen internationalisation of the students through opportunity for international courses of relevance that give full credit and a high professional level to an extent of at least 30 ECTS in their study programme.
- 4.2.8 Offer the students supervision in connection with study periods abroad – based on the academic staff's knowledge of a given university and former students' experiences with staying abroad.
- 4.2.9 Through intensive lesson plans in the summer season encourage the opportunities for offer of concentrated courses with a view to giving the students opportunity to either catch up with a delay or be ahead in the study curriculum.

### 4.3 Development of teaching

The objective of the University of Aarhus is to support the students' learning through development of the teaching. The objective is that through the study the students become competent participants in the professional conversation, i.e. change themselves with regard to knowledge, skills and competencies.

The systematic efforts to continuously develop and refine the teaching at the University of Aarhus involve to:

#### 4.3.1 Assure research-based educations. Research-based teaching is assured through the fact that:

- i) teaching is offered with an active researcher as the person in charge.
- ii) the teaching is as far as possible undertaken by active researchers within the field
- iii) the students through the study get the opportunity to acquire and practice research methods, i.e.:
  - a) students work with the subject's primary objects, sources and data
  - b) the central academic activities, theories and methods are practiced in the teaching,
  - c) the students feel invited to be active participants in the teaching
  - d) the students are offered guidance in how to work and write in a scientific way;

#### 4.3.2 Develop the students' knowledge through the students' learning activities by:

- i) Creating an efficient motivational structure for the students by letting all components in the course work towards the same objective
- ii) Creating agreement between:
  - a) clearly communicated learning objectives,
  - b) early announced assessment criteria at the examination
  - c) appropriately chosen forms of teaching and teaching activities which give the opportunity to develop the knowledge and the skills and competencies which are contained in the learning objectives and which will be honoured at the examination.

#### 4.3.3 Encourage the development of modern examination methods which are valid, transparent, relevant, motivating and with a high learning yield for the students.

#### 4.3.4 Facilitate that the students are assessed based on publicly available criteria, rules and procedures which are used consistently in cooperation with the body of external examiners.

#### 4.3.5 Involve the students' evaluation of the teaching in development and regulation of this through systematic course evaluations of the teaching based on learning theory and evaluation theory.

- 4.3.6 Build, maintain and further develop the lecturers' didactic professional competency. The didactic professional competency involves that the lecturers can make their subject 'learnable' to their students by creating well-arranged lesson plans. The didactic professional competency is strengthened by strengthening the pedagogical and didactic education, awareness and dialogue among lecturers (through seminars, workshops and courses for lecturers at all career steps: student teachers, PhD students, part-time employees, assistant professors, associate professors, professors and managers).
- 4.3.7 Bring the teaching competencies into focus at appointments and at support of research in the didactics and learning dimension of the courses.
- 4.3.8 Strengthen the part-time lecturers' association (external associate professors, assistant lecturers, instructors etc.) to the permanently employed members of the academic staff and environments as well as the access to the quality-encouraging activities and resources which the university carries through and has in relation to teaching and education.
- 4.3.9 Increase the degree of internationalisation through development and strengthening of the lecturers' language competencies. Thus, the university aims at having lecturers that are able to communicate teaching in at least one foreign language besides Danish.
- 4.3.10 Prime the teachers to make them capable of handling language differences and cultural differences in the teaching.
- 4.3.11 Continue the cooperation with other universities with a view to development of the teaching and assure the students' opportunities for study stays that give credit at foreign universities with a high quality within the specific field in which the student wants to earn credit.

#### 4.4 Study environment

The objective of the University of Aarhus is to create and strengthen an attractive study environment for the university's students in order to attract, support and maintain them and make the time of study something special. The professional commitment is an essential part of an attractive study environment. A good study environment involves well-being during and satisfaction with the education and the time of study as well as modern physical and aesthetic frames. The systematic efforts to constantly encourage and develop the study environment at the University of Aarhus involves to:

- 4.4.1 Encourage and strengthen an attractive study environment. It must take place based on an informed foundation and through establishment of a model for thorough investigation of the students' satisfaction as well as assessment of and wishes for the study environment.

- 4.4.2 Support the students through continuous student guidance in connection with the choices that must be made as a consequence of study structure etc. as well as other guidance in connection with the needs of the individual.
- 4.4.3 Encourage maintenance of students with special needs through investigative offers of special counselling, guidance and aids.
- 4.4.4 Encourage the satisfaction of the students through professional guidance and feedback on their professional performances.
- 4.4.5 Encourage the satisfaction of the students through integration in the professional community.
- 4.4.6 Facilitate social contexts in the study through support of the students' initiatives and by including the University's professional environments in the organisation of professional arrangements directed towards students at all levels.
- 4.4.7 Offer a study environment which is supported by the best possible physical frames and technological aids.
- 4.4.8 Strengthen the effort for a professional and social integration of international students, including offer of courses in Danish language and culture.

#### 4.5 Development of the educations

The objective of The University of Aarhus is constantly to develop the educations so the students can be educated up to the highest level and so the educations can live up to current and future requirements of society and the labour market. The systematic efforts to constantly develop the educations involve to:

- 4.5.1 Develop the professional profile of the educations in cooperation with students, graduates and employers i.e. through systematic assessment of the whole or parts of a given education as required apart from accreditation.
- 4.5.2 Develop new educations which meet the current and future requirements of society through dialogue with employers.
- 4.5.3 Educational elements passed during the education must to as great an extent as possible be able to be integrated in other educations if the student changes study.
- 4.5.4 Develop and offer international educations in cooperation with internationally recognised partner universities.

#### 4.6 The educations' relation to the labour market

The objective of the University of Aarhus is that educations completed at the university must give opportunities for attractive jobs and careers. The University of Aarhus will contribute to a continued professional development on the labour market in continuation of the education and contribute to the development of the labour market. The students must be able to experience and see that there is a connection between the content of the educations and the demand on the labour market nationally as well as internationally. The systematic efforts to constantly work with the educations' relation to the labour market involve to:

- 4.6.1 Encourage the students' insight into and contact to a future labour market and the business community through opportunities for integrating a project-oriented course or work experience as a part of their Master's degree programme as well as opportunity for making project reports in cooperation with private and/or public companies as a part of their education, both at Bachelor level and Master level.
- 4.6.2 Facilitate the way from study to job for all students and graduates from Master's degree programmes at the university through continuous offers of information and careers guidance concerning completion of degree programme, job and career, including information about the international labour market.
- 4.6.3 Develop the educations' relevance and connection with the labour market on an informed basis through continuous surveys of graduates' employment situation and dialogue with alumna as well as employer panels.
- 4.6.4 Develop the relations to employers, graduates as well as alumna, including way of communication and way they can interact with and into the development of the educations.

**Questions for discussion:**

1. Is the policy in accordance with the ENQA standards?
2. Is it a valid way forward in order to develop quality enhancement at university level?
3. Does the policy fulfil its own requirements?:
  - It must be a policy which is functional at all levels, but without putting detailed restrictions on the future quality assurance system in advance
  - It is important that the policy not only places more demands on the teachers, but that it is a tool for improvement of the conditions of the teachers. Thus, the policy is not only for the students, but to a great extent for the employees as a value marker of which objectives the University of Aarhus is working for and under
  - The quality policy must to the extent possible contain functional objectives and means for the quality work and action oriented guidelines for the actors who in practice must manage the quality assurance and development in the educational field
4. Does the increased focus on quality assurance from external stake holders contribute to the quality work or does it restrain the universities?