



SCL in Denmark

- Implementation of ESG 1.3
- SCL policy areas of Danish HEI's
- Internal quality assurance of SCL
- External quality assurance of SCL
- Possible next steps in relation to SCL

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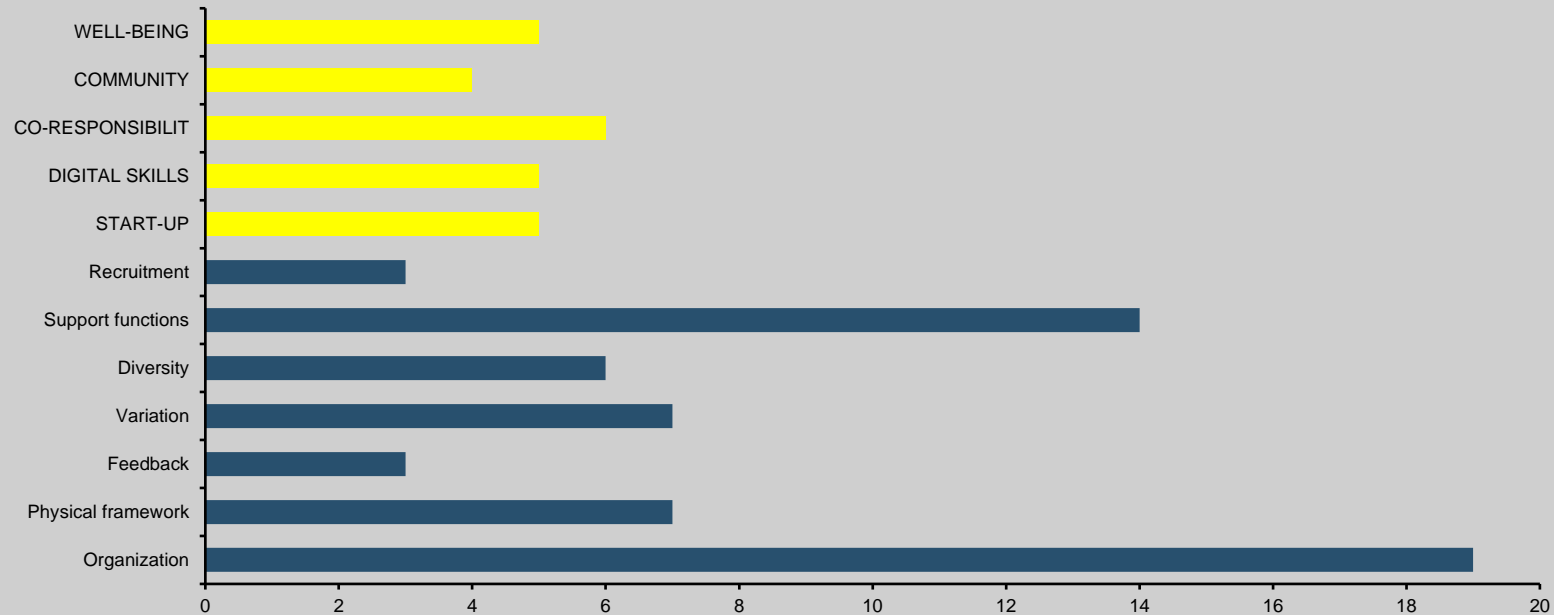


Implementation of ESG 1.3

- 2017 System wide analysis on SCL-approaches
- 2019 Conference with Danish HEI's – with European input
- 2019 Sector wide dialogue with HEI's, organizations, STAR
- 2019 New guidelines with
 - broad/open SCL concept
 - broad expectations in relation to systematic internal QA
- A co-creating process can make the perspectives and experiences of the HEI's, the students and others a part of the implementation of the new concept.



SCL policy areas of Danish HEI's



Blue: SCL policies identified in 2017 publication (also ESG and EUA elements are found here)

Yellow: SCL policy areas additionally identified in institutional accreditation in 2020-2024

An open definition promotes quality assurance of SCL-policies that are relevant for the HEI's

Typical examples of SCL policies

- 1) Old wine in New Bottles
- 2) Holistic approach to SCL
- 3) Prioritized policies and practices: Copenhagen Business School (CBS)

- *All courses must contain elements of continuous feedback*

- *80% of all courses must be organized as blended learning*

- *Nordic Nine (competences) must be incorporated into the learning*

of all programmes

objectives

Internal quality assurance of SCL (CBS case)

- All courses must contain elements of continuous feedback (P)
- Students in practice felt increased focus on feedback (D)
- Monitoring and evaluation through (C)
 - yearly programme QA reports (traffic light model)
 - course evaluations
 - input from student-representatives in study boards
- Head of study contacts the person responsible if the course is not sufficiently described (A)
- A study board has also decided to create more practice teams to create better opportunities for feedback (A).

External quality assurance of SCL (CBS)

- a strong anchoring of the three strategic initiatives
- teachers and heads of studies: the efforts strengthen their work with SCL
- varying understanding of feedback
- positive that there is a local freedom to work differentiated with SCL

Context: Pedagogical tradition in Denmark and

- “Principal in own learning”
- Student evaluation
- Study boards (tradition for student participation in decision making)

Possible next steps in relation to SCL

- Mainstreaming
- Selecting focused steps (well-being, diversity, career-guidance, student perspective on research based learning etc)