

Akademisk Råd (Møde i Akademisk Råd)

09-12-2021 14:00 - 17:00

The Kitchen - Universitetsbyen 14

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Punkt 1: Mødeinformation (14.00)

Mødedeltagere: Tine Brink Henriksen, Anne-Mette Hvas, Golnoush Bahrami Møller, Christian Kanstrup Holm, Niels Trolle Andersen, Rikke Nielsen, Steffen Sinning, Bente Nyvad, Ebbe Bødtkjer, Nanna Susanne Brix Finnerup, Inger Merete S. Paulsen, Tina Bach Aaen, Susie Mogensen, Simone Buchardt Brandt, Mads Skovgaard Larsen, Olivia Kaas Laursen, Abdullah Shaker Moter, Omeed Neghabat samt Caroline Søndergaard Bendixen

Afbud: Søren Dinesen Østergaard, Malene Kjær

Gæster på mødet: Ph.d.-skoleleder Helene Nørrelund deltager under punktet International evaluering af ph.d.-skolen. Under punkt om The Kitchen deltager innovationschef Jeppe Dørup Olesen. Prodekan for forskning Hans Erik Bøtker, HR-partnerchef Birgit Honoré og rådgiver Tanja Hansen deltager under punktet om Tenure Track, prodakan for uddannelse Lise Wogensen Bach og rådgiver Hanne Johansen deltager under punktet Status på kvalitetsarbejdet på uddannelserne. Administrationschef Nikolaj Harbjerg deltager under punktet Økonomi på Health.

Punkt 2: Til drøftelse: Retningslinjer for tenure track på Health (14.00-14.15)

Det indstilles:

- At Akademisk Råd drøfter nye retningslinjer for tenure track på Health

Baggrund

Efter at have afventet nationale drøftelser besluttede tidligere dekan Lars Bo Nielsen, at retningslinjerne for tenure track skulle opdateres. Beslutningen baserede sig på:

- Behovet i forlængelse af ny stillingsstruktur og rekrutteringsnormerne
- Valget af rekruttering og karriereudvikling som strategisk indsatsområde
- Aktiviteten 'Aktiv anvendelse af tenure track-adjunktur' i Handleplan for Ligestilling 2021
- Behov for et opdateret tillæg til tenure track-adjunkternes ansættelsesbrev

Materialet har været forelagt fakultetsledelsen og forelægges hermed Akademisk Råd til drøftelse:

- Retningslinjer for tenure track på Health
- Obligatorisk tillæg til ansættelsesbrev inkl. skabelon til udviklingsplan

Meget indhold er givet, fordi det følger af love, regler mv. Af hensyn til ansættelsesretslige regler, systemunderstøttelse og institutleders beslutningsrum læner forslaget sig desuden op af de eksisterende rekrutteringsprocesser og kriterier for ansættelse på Health. Dermed indebærer forslaget ikke nye processer eller nye særligt tilrettelagte arbejdsgange. Dog henledes institutledernes opmærksomhed på midtvejsevalueringen, der er en mulighed, og som anvendes i varierende grad på AU.

Der er hentet inspiration fra tenure track-programmer i ind- og udland. Dog primært fra Danmark pga. de særlige danske arbejdsmarkedsvilkår. Materialet er udarbejdet i

samarbejde med HR og erstatter det nuværende tillæg til tenure track-adjunkternes ansættelsesbrev.

Formål

Tenure track-ansættelser har været en mulighed siden 2014 og har til formål at understøtte rekruttering og fastholdelse af højt kvalificerede yngre forskere fra hele verden og af begge køn.

På Health er ambitionen en tenure track-ordning, der:

- Er et attraktivt karrieretilbud til lovende forskere fra hele verden og af begge køn
- Understøtter faglig udvikling gennem større sikkerhed i ansættelsen
- Er i overensstemmelse med gældende ansættelsesregler
- Er praktisk anvendelig for potentielle tenure track-adjunkter og ansættende ledere

Konkret skal retningslinjerne:

- Indeholde klare anvisninger vedr. ansættelseskriterier
- Indeholde veldefinerede krav til den obligatoriske udviklingsplan
- Indeholde tydelige og gennemsigtige kriterier for overgangen til lektor
- Indeholde tydelige krav til ledelsesopfølgning og evaluering
- Egne sig til publicering på fakultetets hjemmeside (dansk/engelsk)

Videre proces

- Oversættelse til engelsk og formidling til institutterne
- Konsekvensretning af tenure track-stillingsskabelonen
- Implementering per 1. januar 2022

Ansvarlig/sagsbehandler

Hans Erik Bøtker/Tanja Hansen

Retningslinjer for tenure track på Health

Tenure track på Health er en attraktiv karrieremulighed for lovende forskere fra hele verden. Højt kvalificerede kandidater kan ansættes som tenure track-adjunkt for en periode på op til 6 år og med udsigt til forfremmelse til lektor ved ansættelsesperiodens afslutning. Forudsat en positiv lektorbedømmelse forfremmes tenure track-adjunkten til lektor uden forudgående stillingsopslag. Forfremmelsen baseres på tenure track-adjunktens egne opnåede resultater og ikke i konkurrence med andre.

Formål

Tenure track-stillinger anvendes på AU med henblik på at øge gennemsigtigheden og sammenhængen i det videnskabelige karriereforløb, men forventes samtidig primært at finde anvendelse, hvor konkurrencen om de mest lovende forskere er særlig hård. Ansættelse i tidsbegrænsede adjunktstillinger vil fortsat være den mest almindelige ansættelsesform.

På Health er ambitionen en tenure track-ordning, der er:

- Et attraktivt karrieretilbud til lovende forskere fra hele verden uanset køn
- Bidrager til karriereafklaring blandt yngre forskere
- Understøtter faglig udvikling gennem øget sikkerhed i ansættelsen

Vejleder

Nærmeste faglige leder udpeges af institutleder og fungerer som vejleder for tenure track-adjunkten i løbet af tenure track-perioden.

Aftale om opslag

På institutleders kvartalsdrøftelser med dekanen træffes aftale om evt. tenure track-opslag i de/det kommende år. Beslutningen træffes på baggrund af økonomisk råderum og strategisk prioritering ift. fremme af udvalgte fagområder samt fastholdelse og rekruttering af særligt talentfulde kandidater. I beslutningen indgår overvejelser vedr. instituttets stillingstype-ratio, faglige profil, samt evt. behov for at styrke undervisning og/eller forskning inden for bestemte fagområder og/eller niveauer.

Stillingsopslag

Tenure track-stillinger opslås som maks. 6-årige stillinger på adjunktniveau, idet der anvendes [Skabelon til stillingsopslag – tenure track adjunkt](#). Af stillingsopslaget fremgår, at den ansatte – uden stillingsopslag og forudsat en positiv lektorbedømmelse – overgår til tidsbegrænset ansættelse som lektor. Det fremgår desuden, hvilke kriterier der lægges vægt på i den faglige bedømmelse ved overgang til lektoransættelse.

Stillingsopslaget formuleres bredt og opslås nationalt og internationalt, og der anvendes søgekomité med henblik på at sikre et ansøgerfelt med høj faglig kvalitet og med repræsentation af alle køn.

Ansættelse

Ansættelsesprocessen – opslag af stilling, krav til ansøgningen, bedømmelse af ansøgere, kriterier for ansættelse, forhandling af løn mv. – sker efter de almindelige regler for adjunktstillinger, herunder ansættelsesbekendtgørelsens regler og Healths supplerende regler vedr. rekrutteringsproces og ansættelseskriterier. Dette skal sikre, at kun ansøgere på særligt højt akademisk niveau kommer i betragtning.

Tenure track-stillinger henvender sig normalt til kandidater, der ikke tidligere har haft et adjunkt-forløb. Ved vurdering af ansøgninger til tenure track-stillinger, lægges på Health særligt vægt på:

- Dokumenteret selvstændig forskning af høj international standard
- Publicerede forskningsresultater af høj kvalitet
- Erfaring med undervisning på universitetsniveau
- Ansøgers internationale erfaring, herunder ophold/ansættelse i udlandet
- Ansøgers potentiale til at nå højeste internationale niveau
- Ansøgers potentiale til, inden for perioden, at kvalificere sig til lektor-ansættelse

Ved ansættelse udarbejder HR et ansættelsesbrev, hvori retningslinjerne for ansættelse på tenure track-vilkår, herunder betingelserne for overgang til lektoransættelse, fremgår af et tillæg til ansættelsesbrevet. Heraf fremgår også krav om udarbejdelse af en udviklingsplan (tenure track-plan).

Udviklingsplan (tenure track-plan)

Inden for 2 måneder efter ansættelse skal tenure track-adjunkten udarbejde en personlig plan, der peger frem mod en positiv lektorbedømmelse og specificerer konkrete mål og opgaver for tenure track-perioden efter afstemning med institutledelsen.

Tenure track-adjunkten udarbejder planen i dialog med nærmeste faglige leder og institutleder (eller vice-institutleder for forskning). Til brug for udarbejdelse af planen benyttes 'Skabelon til udviklingsplan'. Planen skal godkendes af prodekanen for forskning, hvorefter planen lægges på ansættelsessagen og eftersendes til tenure track-adjunkten.

Health har en forventning om, at tenure track-adjunkten i løbet af tenure track-adjunkturet:

- Etablerer og står i spidsen for egen forskningsgruppe
- Evner at tiltrække eksterne forskningsmidler
- Skaber en klar forskningsprofil via publikationer af høj kvalitet
- Opnår undervisningserfaring og udarbejder en undervisningsportfolio
- Gennemfører universitetspædagogikum
- Etablerer internationale samarbejder, gerne suppleret med et udlandsophold
- Bidrager aktivt til instituttets og fakultetets liv i øvrigt
- Opnår dansk kundskaber på et vist niveau

Halvårlige statusmøder

Institutleder (eller vice-institutleder for forskning) skal sikre, at tenure track-adjunkten har halvårlige statusmøder med sin nærmeste faglige leder. Møderne supplerer den løbende dialog om fremdrift, og det er derfor nærmeste faglige leder, der tager initiativ til møderne. På møderne vurderes tenure track-adjunktens fremdrift i relation til udviklingsplanen og kommende, evt. afhjælpende, aktiviteter drøftes. Møderne kan afholdes i forbindelse med MUS eller som en selvstændig samtale.

Midtvejsevaluering

Efter rådføring med vejleder kan institutleder (eller vice-institutleder for forskning) beslutte, at instituttet afholder en midtvejsevaluering efter ca. 3 års ansættelse. Evalueringen har til formål at sikre, at der er fremdrift i tenure track-adjunktens udvikling frem mod forfremmelse til lektor.

Evalueringspanelet udgøres af institutleder (eller vice-institutleder for forskning) samt mindst to anerkendte forskere på min. lektor-niveau, der udpeges af institutleder (eller vice-institutleder for forskning). Disse kan være interne eller eksterne afhængig af faglige kvalifikationer, habilitet, diversitet og tilgængelighed.

Evalueringen baseres på tenure track-adjunktens resultater, aktiviteter og udvikling op til tidspunktet for evaluering og afsluttes med skriftlig feedback til tenure track-adjunkten inklusiv anbefalinger til fremtidige aktiviteter og evt. afhjælpende initiativer.

Hvis evalueringen giver anledning til bekymring over manglende fremdrift, kan institutleder (eller vice-institutleder for forskning) beslutte, at statusmøderne fremover holdes hvert kvartal, evt. suppleret med opfølgingsmøder med institutleder (eller vice-institutleder for forskning).

Med henblik på evalueringspanelets forberedelse forelægger tenure track-adjunkten følgende materialer inden midtvejsevalueringen:

- CV inkl. publikationsliste
- Undervisningsportfolio
- Statusredegørelse vedr. tenure track-planen
- En kort beskrivelse af forskningsaktiviteter
- En kort beskrivelse af planlagte forskningsaktiviteter
- En beskrivelse af deltagelse i komitéer, fora, udvalg mv.

Lektorbedømmelse

Den faglige bedømmelse ved overgang til lektoransættelse, inkl. sammensætning af bedømmelsesudvalget, sker efter ansættelsesbekendtgørelsens regler samt Healths supplerende regler for rekrutteringsproces og ansættelseskriterier vedr. lektorstillinger som beskrevet i [Kriterier for ansættelse – lektor](#).

Ved overgang til lektoransættelse lægger Health særlig vægt på¹:

- Selvstændig forskning af høj international kvalitet og erfaring med at lede forskningsprojekter
- Peer-reviewede publikationer af høj international kvalitet, der reflekterer en klar forskningsprofil
- Evne til at lede, vejlede og inspirere andre forskere
- Interdisciplinære samarbejdsrelationer
- Internationale samarbejdsrelationer, herunder et evt. udlandsophold
- Undervisningserfaring, gerne international, og gennemført universitetspædagogikum
- Formidlingsmæssige kvalifikationer
- Involvering i faglige hverv og bidrag til instituttets og fakultetets liv i øvrigt

I bedømmelsen indgår en vurdering af tenure track-adjunktens potentiale på baggrund af forsknings- og undervisningsresultater, visioner for stillingen, bevillinger, priser og anerkendelser mv.

Bedømmelsen foretages på baggrund af materiale som angivet i [Vejledning for ansøgere til videnskabelige stillinger](#), for eksempel:

- Motiveret ansøgning
- CV inkl. publikationsliste

¹ Ved bedømmelsen tages der til enhver tid udgangspunkt i dokumentet 'Kriterier for ansættelse – lektor'

- Forsknings- og undervisningsplan
- Undervisningsportfolio

Lektorbedømmelse sker på anmodning fra tenure track-adjunkten. senest 6 mdr. inden forventet overgang til lektoransættelse:

- Hvis bedømmelsen er positiv, indstiller institutleder til prodekan for forskning om lektoransættelse.
- Hvis bedømmelsen ikke er positiv, iværksættes afskedigelse efter overenskomstreglerne.
- Hvis tenure track-adjunkten undlader at anmode om bedømmelse, iværksættes afskedigelse efter overenskomstreglerne.

Tenure track-adjunkten kan efter dialog med institutleder anmode om at få sine faglige kvalifikationer bedømt inden for de første 4 år af tenure track-perioden. Hvis bedømmelsen er positiv, overgår tenure track-adjunkten til en lektoransættelse. Hvis bedømmelsen ikke er positiv, forbliver tenure track-adjunkten ansat og kan anmode om en ny bedømmelse inden for sidste halve år af ansættelsen. Der kan således maks. ske bedømmelse to gange.

Forlængelse

Ved fravær på grund af barsels- eller adoptionsorlov samt længerevarende sygdom forlænges tenure track-perioden svarende til fraværperiodens længde.

Mentor

Det anbefales, at tenure track-adjunkten får en mentor, evt. men ikke nødvendigvis via universitetets mentorprogrammer, med henblik på uformel og fortrolig drøftelse af karriererelaterede valg. En mentor kan være intern eller ekstern afhængig af fagområde, tilgængelighed, karriereplaner, mv.

Særligt ved international rekruttering

I international terminologi betegner 'tenure' en permanent ansættelse som universitetsprofessor, hvor opsigelse kun kan ske med henvisning til en ganske særlig årsag, fx upassende opførsel, og 'tenure track' betegner processen fra adjunkt over lektor til professor ('tenured professor'). Udenlandske ansøgere forbinder således tenure med en varig (professor-)stilling på tjenestemandslignende vilkår og dermed med større ansættelsestryghed end er tilfældet i en dansk arbejdsmarkedskontekst.

Ved international rekruttering bør ansættende leder således være opmærksom på, at en tenure track-stilling ikke er det samme som tenure, ej heller det samme som en stilling med henblik på opnåelse af tenure. Den danske tenure track-ordning muliggør forfremmelse fra en tidsbegrænset adjunktstilling til en tidsbegrænset lektorstilling, hvis man vurderes fagligt kvalificeret, men ansættelsen som lektor udelukker ikke, at man kan blive sagt op af andre grunde end fx upassende opførsel, og inkluderer ej heller forfremmelse til professor.

Regelgrundlag

Retningslinjer inkl. følgedokumenter er udarbejdet i overensstemmelse med:

- Universitetsloven (2013)
- Bekendtgørelse om stillingsstruktur ('ansættelsesbekendtgørelsen') (2019)
- AU's retningslinjer for tenure track (2014, rev. 2021)
- AU's normer for rekruttering (2020)
- Healths ansættelseskriterier for adjunkt og lektor (2018, rev. 2021)
- Healths rekrutteringsprocedurer (2018, rev. 2021)

Fig. 1



Tillæg til ansættelsesbrev

Et tenure track-adjunktur er en ansættelse på adjunkt-niveau på maks. 6 år med udsigt til forfremmelse til lektor ved stillingsperiodens ophør uden stillingsopslag og forudsat en positiv lektorbedømmelse.

Vejleder

Nærmeste faglige leder udpeges af institutleder og fungerer som vejleder i tenure track-perioden.

VEJLEDETS NAVN:

INSTITUT:

Udviklingsplan (tenure track-plan)

Inden for 2 måneder efter ansættelse udarbejdes en personlig plan, der peger frem mod lektorbedømmelsen og specificerer mål og opgaver. Planen udarbejdes af tenure track-adjunkten i dialog med nærmeste faglige leder og institutleder (eller vice-institutleder for forskning). Til brug for udarbejdelse af planen benyttes 'Skabelon til udviklingsplan'. Planen skal godkendes af prodekanen for forskning.

Health har en forventning om, at tenure track-adjunkten i løbet af tenure track-adjunkturet:

- Etablerer og står i spidsen for egen forskningsgruppe
- Evner at tiltrække eksterne forskningsmidler
- Skaber en klar forskningsprofil via publikationer af høj kvalitet
- Opnår undervisningserfaring og udarbejder en undervisningsportfolio
- Gennemfører universitetspædagogikum
- Etablerer internationale samarbejder, gerne suppleret med et udlandsophold
- Bidrager aktivt til instituttets og fakultetets liv i øvrigt
- Opnår dansk kundskaber på et vist niveau

Halvårlige statusmøder

Som supplement til den løbende dialog om fremdrift afholdes halvårlige statusmøder mellem tenure track-adjunkten og nærmeste faglige leder. På møderne vurderes fremdrift i relation til udviklingsplanen og kommende, evt. afhjælpende, aktiviteter drøftes. Møderne afholdes i forbindelse med MUS eller som en selvstændig samtale.

Midtvejsevaluering

Efter ca. 3 års ansættelse kan instituttet vælge, at der afholdes en midtvejsevaluering med det formål at sikre fremdrift frem mod forfremmelse til lektor. Evalueringspanelet udgøres af institutleder (eller vice-institutleder for forskning) samt mindst to (interne eller eksterne) anerkendte forskere på min. lektor-niveau, der udpeges af institutleder (eller vice-institutleder for forskning). Evalueringen afsluttes med skriftlig feedback til tenure track-adjunkten inklusiv anbefalinger til fremtidige aktiviteter og evt. afhjælpende initiativer. Hvis evalueringen giver anledning til bekymring over manglende fremdrift, kan institutleder (eller vice-institutleder for forskning) beslutte, at statusmøderne fremover holdes hvert kvartal, evt. med opfølgning.

Med henblik på evalueringspanelets forberedelse forelægger tenure track-adjunkten følgende materialer:

- CV inkl. publikationsliste
- Undervisningsportfolio
- Statusredegørelse vedr. tenure track-planen



- En kort beskrivelse af forskningsaktiviteter
- En kort beskrivelse af planlagte forskningsaktiviteter
- En beskrivelse af deltagelse i komitéer, fora, udvalg mv.

Lektorbedømmelse

Den faglige bedømmelse ved overgang til lektoransættelse, inkl. sammensætning af bedømmelsesudvalg, sker efter ansættelsesbekendtgørelsens regler samt Healths supplerende regler for rekrutteringsproces og ansættelseskriterier vedr. lektorstillinger som beskrevet i [Kriterier for ansættelse – lektor](#). Ved overgang til lektoransættelse lægger Health særlig vægt på:

- Selvstændig forskning af høj international kvalitet og erfaring med at lede forskningsprojekter
- Peer-reviewede publikationer af høj international kvalitet, der viser en klar forskningsprofil
- Evne til at lede, vejlede og inspirere andre forskere
- Interdisciplinære samarbejdsrelationer
- Internationale samarbejdsrelationer, herunder et evt. udlandsophold
- Undervisningserfaring, gerne international, og gennemført universitetspædagogikum
- Formidlingsmæssige kvalifikationer
- Involvering i faglige hverv og bidrag til instituttets og fakultetets liv i øvrigt

I bedømmelsen indgår en vurdering af tenure track-adjunktens fremtidige potentiale på baggrund af forsknings- og undervisningsresultater, visioner for stillingen, bevillinger, priser og anerkendelser mv.

Bedømmelsen foretages på baggrund af materiale som angivet i [Vejledning for ansøgere til videnskabelige stillinger](#), for eksempel:

- Motiveret ansøgning
- CV inkl. publikationsliste
- Forsknings- og undervisningsplan
- Undervisningsportfolio

Bedømmelse sker på anmodning fra tenure track-adjunkten senest 6 mdr. inden forventet overgang til lektoransættelse:

- Hvis bedømmelsen er positiv, indstiller institutleder om overgang til lektoransættelse.
- Hvis bedømmelsen ikke er positiv, iværksættes afskedigelse.
- Hvis tenure track-adjunkten undlader at anmode om bedømmelse, iværksættes afskedigelse.

Tenure track-adjunkten kan efter dialog med institutleder anmode om at få sine faglige kvalifikationer bedømt inden for de første 4 år af tenure track-perioden. Hvis bedømmelsen ikke er positiv, kan anmodes om en ny bedømmelse senest 6 mdr. inden ophør af den maks. 6-årige tenure track-periode.

Forlængelse

Ved fravær på grund af barsels- eller adoptionsorlov samt længerevarende sygdom forlænges tenure track-perioden svarende til fraværperiodens længde.

Mentor

Det anbefales, at tenure track-adjunkten får en mentor, evt. men ikke nødvendigvis via universitetets mentorprogrammer, med henblik på uformel og fortrolig drøftelse af karriererelaterede valg. En mentor kan være intern eller ekstern afhængig af fagområde, tilgængelighed, karriereplaner, mv.

Skabelon til udviklingsplan

Formålet med denne plan er at udstikke retning for tenure track-adjunktens faglige udvikling, herunder definere opgaver og mål, for tenure track-perioden frem mod overgangen til en lektoransættelse. Planen udarbejdes inden for tre måneder efter ansættelse og i dialog med nærmeste faglige leder samt institutleder (eller vice-institutleder for forskning). Planen godkendes af prodekan for forskning.

Personlige oplysninger

Navn	
Dato for ansættelse	
Ansættelsessted	
Dato for midtvejsevaluering (tentativ)	

Forskning

Beskriv dine planer i relation til en eller flere af det følgende: forskningsaktiviteter, publikationer (peer-reviewed såvel som bøger og antologier), etablering og ledelse af forskningsgruppe, interdisciplinært samarbejde, internationalt samarbejde, udlandsophold, faglig videreuddannelse, ansøgninger om eksterne forskningsmidler (nationalt/internationalt), priser og anerkendelser, mv.

Undervisning

Beskriv dine planer i relation til en eller flere af det følgende: Undervisning på bachelor-, kandidat- og ph.d.-niveau, anden undervisning, international undervisererfaring, varetagelse af test/eksamen, kursus- og studieledelse, bidrag til lærebøger/undervisningsmateriale, pædagogisk-didaktiske kompetencer, udarbejdelse af undervisningsportfolio, universitetspædagogikum, mv.

Faglige hverv

Beskriv dine planer i relation til en eller flere af det følgende: Medlemsskaber af komitéer, redaktionelt arbejde, bedømmelsesarbejde (akademiske ansættelse, afhandlinger mv), organisering af akademiske konferencer og symposier, offentlig synlighed, bidrag til fakultetets og instituttets øvrige liv, mv.

Samarbejde

Beskriv dine planer i relation til en eller flere af det følgende: Samarbejde med aktører fra det offentlige, det private og NGO'er, videns- og teknologioverførsel generelt, myndighedsbetjening, patenter, mv.

Vejledning

Beskriv dine planer i relation til en eller flere af det følgende: Vejledning og mentoring af bachelor-, kandidat- og ph.d.-studerende, bidrag til karriere- og talentudviklingsaktiviteter, mv.

Lederskab

Beskriv dine planer i relation til en eller flere af det følgende: Forskningsledelsestræning, personlig udvikling, peer coaching, rådgivning ved mentor, ledelse gennem andre, diversitet og ligestilling, mv.

Andet

Fx planer for opnåelse af dansk kundskaber

Inspiration

- Se dokumentet 'Retningslinjer for tenure track på Health' for generelle forventninger og kriterier, der vægtes højt i den faglige bedømmelse ved overgang til lektoransættelse
- Se stillingsopslaget for yderligere kriterier i relation til den specifikke stilling
- Se dokumentet [Kriterier for ansættelse - lektor](#)
- Browse [Vitaes online ressourcer om karriereudvikling for forskere](#)

Underskrifter

Dato:	Navn:	Underskrift:
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Tenure track-adjunkt

Dato:	Navn:	Underskrift:
-------	-------	--------------

Vejleder (nærmeste faglige leder)

Dato:	Navn:	Underskrift:
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Instituttleder (eller vice-instituttleder for forskning)

Dato:	Navn:	Underskrift:
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Prodekan for forskning

Addendum to Certificate of Employment dated XX

Development plan for tenure track employment

1. Goals

The purpose of this development plan for XX is to provide a framework for **his/her** academic development and to specify the tasks to be performed during the tenure track period with a view to qualifying for a positive associate professor assessment no later than by the end of the sixth year of employment.

2. Supervision and evaluation

The supervisor appointed by Head of Department of XX is XX. Evaluation meetings will take place at least every half year.

3. Tenure criteria:

- 3.1. At least two (2) years of the employment in a tenure track position has to be outside Denmark at a Department within research. *NB: After individual assessment, e.g. if the candidate is recruited from abroad.*
- 3.2. A gradual progression in research activities must take place in the form of publications in internationally recognized journals.
- 3.3. The Employee must establish a field of research and have experience of establishing and head a research team.
- 3.4. There must be retrieved external funding as the main applicant and/or international grant as a partner.
- 3.5. The Employee must have supervised younger researchers.
- 3.6. International collaboration must be documented in joint publications.
- 3.7. The Employee must deliver teaching of high quality with satisfactory teaching evaluations and/or deliver high quality in consultancy tasks.
- 3.8. The Employee must have completed 'forskningslederkursus', 'adjunkt pædagogikum', course in good scientific practice and supervisor course, as well as an extended animal testing course if necessary.

For the tenure review, the candidate must present evidence to support the above mentioned signs.

4. Assessment prior to transfer to tenure as associate professor

The assessment committee is appointed in accordance with the university's general assessment rules, including the rules governing the composition of the assessment committee.

The assessment is based on collected evidence about the employee's research production and teaching experience (including evaluations) and possibly in relation to other tasks mentioned in the job advertisement. Emphasis is also placed on the employee's future potential. In the assessment, emphasis is placed on the fulfilment of the same quality requirements as regards the acquisition of pedagogical competencies and documented research results as in other assessments.

The academic assessment must be carried out well in advance and no later than 6 months before the **expected transition to associate professor**.

Following a positive assessment, the head of department submits a recommendation for transfer to permanent tenure as an associate professor to the dean for approval.

The assessment process in connection with the transfer to tenure as an associate professor may be brought forward if such a step is deemed to be required to retain particularly talented staff members.

Punkt 3: The Kitchen (14.15-14.55)

Det indstilles:

- At rådet tager præsentationen til efterretning

Baggrund:

Innovationschef og ledere af The Kitchen, Jeppe Dørup Olesen vil give en introduktion til The Kitchen.

Punkt 4: Pause (14.55-15.00)

Pause

Punkt 5: Til drøftelse: Status på kvalitetsarbejdet på uddannelserne og fokusområder i handleplan 2021-22 (15.00-15.40)

Det indstilles at

- Akademisk Råd tager status på kvalitetsarbejdet på uddannelserne til efterretning
- Akademisk Råd drøfter fokusområderne i Handleplan 2021-2022 (side 27-29 i Uddannelsesrapporten)

Baggrund

Health Uddannelsesrapport 2021, bilag 1, er udarbejdet på baggrund af dette års statusmøder, som afholdes for hver enkelt uddannelse på fakultetet. Rapporten er suppleret med opfølgning på de studeredendes undervisningsmiljøvurdering 2020 og fakultetets EDU IT-satsning og strategiske internationaliseringsindsatser.

Lise Wogensen Bach fremlægger hovedkonklusionerne på dette års kvalitetsarbejde. Arbejdet tager udgangspunkt i fakultetets indikatorkort, side 30 i rapporten. Det er ligeledes på baggrund af disse indikatorer og undervisningsmiljøvurderingen, at der udfærdiges handleplaner på både uddannelsesniveau og fakultetsniveau.

Akademisk Råd bedes drøfte og bidrage med supplerende overvejelser og opmærksomhedspunkter til fakultetets handleplan 2021-2022, som findes side 27-29 i Uddannelsesrapporten.

Det videre forløb

På næstekomende møde i Akademisk Råd vender Lise Wogensen Bach tilbage med tilbagemelding fra Health Uddannelsesforum. Det forventes at rådet desuden vil blive præsenteret for de nye krav til kompetenceudvikling af AU's undervisere, som er indført ifm. AU's nye stillingsstruktur.

Punktejer

Lise Wogensen Bach/Hanne Johansen



Udkast til ny Kvalitetspolitik på Uddannelsesområdet på AU.

Forord

Med denne kvalitetspolitik for uddannelsesområdet på Aarhus Universitet sætter vi en værdibaseret retning for arbejdet med at udvikle AU's uddannelser. Kvalitetspolitikken er ambitiøs og skal forstås som det sæt af værdier, som AU stræber for skal kendetegne AU's uddannelser. Politiken tager udgangspunkt i den studerende og fokuserer således på, hvordan vi som universitet ønsker, at de studerende møder og engagerer sig i deres studie fra gymnasielevens perspektiv, over studiestart, under studiet og til dimission og fodfæste på arbejdsmarkedet.

Det er afgørende, at AU's uddannelser kendetegnes ved dyb faglighed såvel som et engagerende studiemiljø. Vores dimittender er væsentlige bidragsydere til samfundet. Ved at udbyde uddannelser på det højeste internationale niveau ønsker vi, at vores kandidater udvikler sig fagligt og personligt samt tilegner sig stærk akademisk dannelse. Vi ønsker, at kandidaterne bliver ansvarlige samfundsborgere, der med viden, selvstændighed, nysgerrighed, virkelyst og omtanke er parate til at udfylde og skabe attraktive jobs og yde et bidrag til det oplyste demokrati.

Berit Eika, prorektor for uddannelse

Delpolitik 1: Den gode studiestart

AU ønsker at understøtte det rigtige studievalg, at give alle studerende en god start på studielivet og at lette overgangen til livet som studerende.

1. *Kommende studerende på AU skal kunne træffe et afklaret uddannelsesvalg.*

AU skal medvirke til at skabe et godt match mellem studerende og uddannelse. Kommende studerende skal have adgang til relevant, retvisende og lettilgængelig information og kvalificeret vejledning om studievalg, herunder uddannelsernes optagelseskrav, indhold, niveau og karrieremuligheder. I den forbindelse skal den nære kontakt til bl.a. gymnasieskolen spille en væsentlig rolle.

2. *Studerende skal opleve at blive integreret i studiets faglige og sociale fællesskaber.*

Studerende skal opleve at begynde på deres studier i inspirerende, trygge og inkluderende rammer, der fremmer både faglig og social integration. Studieintroduktionen skal give dem forståelse for deres uddannelse, motivation til at indgå i studiefællesskaber, kendskab til understøttende funktioner og afklaring af krav til studieindsats.

3. *Studerende skal i første studieår gradvist gennemføre overgangen fra elev til selvstændig universitetsstuderende.*

I løbet af det første års studier skal studerende møde læringsaktiviteter, der bidrager til, at de kan påtage sig rollen som aktivt handlende studerende, der selvstændigt tilegner sig stoffet og bidrager til den akademiske dialog. Første studieår skal indføre den studerende i fagets centrale domæner og gennem engagerende, og aktiverende undervisning, skabe klare rammer om studiearbejdet og introducere til akademisk tænkning.

Delpolitik 2: Fagligt stærke og sammenhængende uddannelser

AU ønsker at udbyde uddannelser, der baserer sig på den dybeste faglige viden, har en klar sammenhængende struktur og udviser en tæt forbindelse mellem læringsmål, læringsaktiviteter og eksamensformer.

1. *Studerende skal opleve, at AU's uddannelser er funderet på dyb faglighed og bibringer dem indsigt i det nyeste vidensgrundlag.*

På AU skal uddannelser være solidt forankrede i universitetets aktive forsknings- og vidensmiljøer. Uddannelserne skal være udviklet, tilrettelagt og afviklet i tæt samspil med aktive forskere og undervisere med indsigt i den nyeste forskning. Undervisere skal som rollemodeller bidrage til, at studerende tilegner sig den nyeste viden inden for fagområdet og praktiserer fagets metoder.

2. *Uddannelser på AU skal struktureres klart, så sammenhænge, progression og valgmuligheder fremstår indlysende og understøtter den studerende i at gennemføre uddannelsen.*

Den enkelte uddannelses struktur skal skabe motivation, klare sammenhænge og faglig progression mellem uddannelsens forskellige discipliner og elementer. Der skal være en synlig og forståelig forbindelse mellem studiets og kursernes ECTS-ramme og den samlede arbejdsbelastning, der tilgodeser en jævn arbejdsbelastning.

3. *De enkelte undervisningsforløb skal tilrettelægges, så der er en tydelig sammenhæng mellem læringsmål, læringsaktiviteter og eksamensformer.*

Undervisningen skal understøtte læring gennem varierede og aktiverende læreprocesser, som gør det muligt for studerende at tilegne sig fagets viden, færdigheder og kompetencer. De valgte eksamensformer skal sikre, at det lærte afprøves, og at den studerendes præstationer bliver retfærdigt vurderet.

Delpolitik 3: Motiverende studie- og læringsmiljøer

AU ønsker at tilbyde studerende et inspirerende lærings- og studiemiljø baseret på engagerende og læringsfremmende undervisning med inddragende dialog, faglig vejledning og understøttende aktiviteter.

1. *Undervisning skal engagere de studerende i relevante læringsaktiviteter, der sætter dem i stand til at tilegne sig stoffet og udvikle både kernefaglige og generelle kvalifikationer og kompetencer.*

AU's undervisning skal baseres på didaktiske valg, der tager udgangspunkt i kursets læringsmål og de studerendes læringsbehov. Underviserne skal foretage velovervejede undervisningsmæssige valg på et fagligt og pædagogisk oplyst grundlag. AU lægger derfor vægt på pædagogiske kompetencer ved ansættelse af videnskabeligt personale, understøtter alle underviseres pædagogisk-didaktiske udvikling og anerkender undervisningsmeritter.

2. *Studerende skal gennem undervisning og faglig vejledning støttes i deres læringsprocesser løbende gennem studiet.*

Studerende skal tilbydes faglig vejledning, der understøtter refleksion og fremmer læring, mens de tilegner sig og arbejder med det faglige stof. De studerende skal desuden have adgang til studievejledning i forbindelse med gennemførelse af studiet, ligesom studerende med særlige behov skal tilbydes målrettet rådgivning.

3. *De fysiske, psykiske, æstetiske og digitale rammer omkring de faglige læringsprocesser skal understøtte såvel faglig og social integration som læring, engagement og trivsel.*

AU er et campusuniversitet, hvis fysiske rammer skal bidrage til et stimulerende studie- og læringsmiljø. Alle studerende skal have et bredt udvalg af muligheder for at deltage i faglige og sociale fællesskaber, hvor der er fokus på engagement, rummelighed og seriøsitet. Sammen med de faglige miljøer og uddannelsesledelsen skal studerende bidrage til at skabe et inkluderende studiemiljø, hvor respekt og ordentlighed støtter alle i at sige fra over for chikane, mobning, voldelig adfærd og diskrimination.

Delpolitik 4: Stærke kandidater med relevante kompetencer

AU ønsker, at studerende gennem deres studier erhverver sig såvel faglige som generelle kompetencer og hurtigt kan træde ud på arbejdsmarkedet i attraktive jobs. Universitetet vil tilbyde karriereskabende aktiviteter og løbende have kontakt til aftagere.

- 1. Studerende skal gennem deres studier tilegne sig viden såvel som akademiske og praksisrettede kompetencer, der modsvarer samfundets behov.*

AU's uddannelser skal med udgangspunkt i dyb faglighed give studerende samtidsrelevant viden, kvalifikationer og kompetencer, således at kandidaterne kan begå sig på et dynamisk og digitaliseret arbejdsmarked. Studerende skal kunne deltage i karriereskabende aktiviteter, der støtter dem i at foretage karriere- og kompetenceafklaring, og som letter overgangen fra at være studerende til at være medarbejder eller iværksætter.

- 2. Studerende skal have mulighed for at samarbejde med aktører på arbejdsmarkedet, så deres faglighed kan bringes i spil i relevante kontekster, og netværk med aftagere kan opbygges.*

Alle studerende skal eksponeres for og stimuleres til interaktion med arbejdsmarkedets aktører. De studerende gives mulighed for at løse praksis- og arbejdsmarkedsnære problemstillinger, møde potentielle arbejdsgivere og stifte bekendtskab med faglige rollemodeller i relevante ansættelser.

- 3. AU ønsker at sikre uddannelsernes fornødne relevans gennem en løbende kontakt med aftagere af AU's kandidater.*

På AU skal de studerende opleve, at uddannelserne er udviklet og tilrettelagt med inddragelse af relevante aftagerperspektiver. Aftagere skal derfor inddrages i det løbende arbejde med at udvikle kvalitet i AU's uddannelser.



Uddannelsesrapport – HEALTH

**Redegørelse for uddannelsernes kvalitet baseret på årlig status
og uddannelsesevalueringer**

November 2021

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Introduktion

Health Uddannelsesrapport 2021 er udarbejdet på baggrund af dette års statusmøder, datarapporter, studielederes statuspapir, bemandingsplaner og de uddannelsesspecifikke handleplaner. Rapporten er suppleret med Undervisningsmiljøvurdering 2020 (UMV 2020), EDU IT-satsningen og fakultetets strategiske internationaliseringsindsatser.

Dette års statusmøder blev alle afholdt i juni måned og talte kvalitetssikring af fakultetets bachelor- og kandidatuddannelser, tilvalg, erhvervskandidatuddannelser, erhvervs- og akademiuddannelser samt udbud på EVU og Summer University, jf. Bilag 2. Der er i 2021 ikke afholdt evalueringsmøder på Health, idet fakultetets uddannelser i forbindelse med revisionsprocessen gennemgår omfattende strukturelle og indholdsmæssige ændringer. Efter aftale med prorektor har Health derfor en revideret turnusplan.

Den fysiske nedlukning af campus for studerende og ansatte fordrede igen i år en ekstraordinær indsats af alle for at sikre kvaliteten i afvikling af undervisning og eksamen. Ledelsen har derfor med særlig interesse fulgt de studerendes kursus-evalueringer, progression og frafald. Ud over datarapporterne blev der derfor udfærdiget supplerende eksamensstatistik, og dette blev yderligere suppleret af resultaterne fra Undervisningsmiljøundersøgelsen 2020. Undersøgelsen er behandlet i de respektive studienævn, og handleplanerne herfra er vedlagt denne rapport som Bilag 4. Opfølgning er forankret i Health Uddannelsesforum og indgår i fakultetets kvalitetsårshjul.

Ved genåbningen af campus har fakultetet haft stor glæde af de ekstraordinære puljemidler til genstart af det faglige og sociale studeliv. Studerende har via studienævn og studenterforeningerne haft indflydelse på prioriteringen af disse midler.

Folkesundhedsvidenskab og Idrætsvidenskab blev i foråret 2021 ledighedsdimensioneret. Der er i den anledning nedsat arbejdsgrupper og karriereudvalg, som har til formål at udvikle samarbejdet med aftagere, bl.a. i forhold til projektføreløb og de nye 60 ects specialer, som vil være oplagt at anvende som erhvervsspecialer.

Overblik over Healths indikatorer 2021 findes sidst i rapporten som Bilag 1. Som det fremgår, er der ingen uddannelser med 3 røde indikatorer, og der er således ikke foretaget særlige indsatser i den anledning.

Health Uddannelsesrapport 2021 er godkendt i fakultetsledelsen 07.12.2020. Forud herfor er den drøftet i Health Uddannelsesforum 15.10 og 22.11.2021. Rapporten drøftes desuden i fakultetets studienævn og i Akademisk Råd 09.12.21

1.0 Executive summary

Healths uddannelser er baseret på stærke forsknings-, videns- og undervisningsmiljøer. Af de i alt 145 indikatorer i Healths indikatorkort 2021 er 81 % grønne, 15 % gule og blot 5 % røde.

Dimittenderne udgør et af fakultetets vigtigste bidrag til samfundet. Lige fra første færd, nogle allerede som studerende, bidrager de på forskellig vis til det danske velfærdssamfund og sundhedsvæsen. Fakultetet tilbyder attraktive uddannelser og samtlige studiepladser tilbydes førsteprioritetsansøgere. Ved optag 2020 oplevede vi dog større uforudsigelighed, end vi har været vant til. Der var således flere ansøgere, men et lavere reelt optag pr. 1. oktober. Dette mønster ses fortsat på enkelte uddannelser ved optag 2021.

Trods den lange periode med fysisk nedlukning af universitetet er førsteårs-fracaldet, studieprogressionen og studieintensiteten stort set uændret. Det betyder, at langt hovedparten af disse indikatorer fortsat er grønne. Langt størstedelen af praksis-, klinik- og laboratorieundervisning på Health blev afviklet med fysisk fremmøde. Indikator 5a viser da også, at det faglige studiemiljø stort set gik uberørt gennem den fysiske nedlukning af campus. Til gengæld ses lidt større udsving ift. det sociale studiemiljø, indikator 5b. Det har naturligvis været udfordret af nedlukningen, og der er derfor sat en proces i gang ift. opfølgning på Studiemiljøundersøgelsen 2020, som er forankret i studienævnene, der alle har udfærdiget handleplaner til opfølgning ved næste års statusmøder.

Som en del af revisionsarbejdet på Health forsætter indsatsen i forhold til at forbedre de studerendes kursusevalueringer, indikator 4. Dette arbejde understøttes bl.a. af EDU IT-satsningerne, hvor der inden for en række fælles pejlemærker arbejdes med nye pædagogiske og didaktiske formater. I år har der bl.a. været fokus på aktiverende og involverende undervisningsformer; feedback formater; monitorering af faglig progression; studerendes læring i autentiske arenaer.

Uddannelserne på Health lever fuldt ud op til AU's kvalitetskrav for VIP/DVIP-ratio og minimumstimer, indikator 6a og 6c. Denne vurdering understøttes af bemandingsplanerne, som udfærdiges for alle uddannelser.

Health Uddannelsesforum tog i foråret 2021 hul på drøftelserne af de nye krav til underviseres kompetenceudvikling, som indføres med den nye stillingsstruktur.

I forlængelse heraf deltog lektor fra Lund Universitet Katarina Mårtensson på Uddannelsesdagen i april med oplæg om "akademiske mikrokulturer" og betydningen af gode akademiske fællesskaber i undervisningsmiljøerne. Inspiration fra disse diskussioner og oplæg bruges i det fremadrettede arbejde for at styrke undervisningsmiljøet.

Der er i høj grad fokus på internationalisering af vores uddannelsesaktiviteter herunder studenter- og undervisermobilitet. Dette med henblik på at uddanne studenter med global indsigt og tilbyde undervisning på højeste internationale niveau.

2.0 Siden sidst

Nedenstående handleplan for tværgående tiltag på Healths uddannelser indgik i sidste års uddannelsesrapport. Her gives en kort status på aktiviteterne, grupperet efter de fem delpolitikker. I kapitel 3 adresseres delpolitikkerne.

DELPOLITIK 1. REKRUTTERING OG STUDIESTART			
AU DELMÅL: Match mellem ansøger og uddannelse			
INDSATS	AKTIVITET PÅ HEALTH	STATUS	ANSVARLIG
REKRUTTERING OG OPTAG AF DYGTIGE OG MOTIVEREDE STUDERENDE	<p><u>Øget diversitet i rekrutteringen til Healths uddannelser</u></p> <p>Afdække mulighed for rekrutteringsprojekt ift. at øge andelen af mandlige studerende</p>	<p>Afsluttet</p> <p>Det foreslåede projekt er skrinlagt, og der er opmærksomhed på diversitet i det løbende rekrutteringsarbejde på Health, bl.a i form af streaming af undervisning til gymnasieskolen.</p>	Prodekan og adm-chef
AU DELMÅL: Fastholdelse			
INDSATS	AKTIVITET PÅ HEALTH	STATUS	ANSVARLIG
SOCIAL OG FAGLIG INTEGRATION	<p><u>1. Implementering af AU's nye studiestartskoncept</u></p> <p>Implementere AU's fælles ramme for studiestarten bestående af:</p> <ul style="list-style-type: none"> • Preboarding • Relevant studieintro med fokus på social og faglig integration. • Særlige tiltag i hele første studieår <p><u>2. Trivselsindsats</u></p> <p>Deltage i og følge op på trivselsundersøgelsen BA i Odontologi og Tandpleje. Særligt fokus på:</p> <ul style="list-style-type: none"> • overgangen fra ungdomsuddannelse til universitet • overgangen fra teori til mødet med virkeligheden i klinik <p><u>Digital trivsel</u></p> <p>-nedsættelse af arbejdsgruppe under Health Uddannelsesforum; Planlægning af temadag og evt. uddannelsesdag 2021.</p>	<p>I drift</p> <p>Er implementeret og videreudvikles løbende.</p> <p>I proces</p> <p>Undersøgelserne er gennemført og trivselsfokus fortsætter i 2022.</p> <p>.</p> <p>Afsluttet</p> <p>Uddannelsesdag og temadag afholdt. Input indarbejdes i det videre arbejde</p>	<p>Prodekan i samarb. med Udd-forum</p> <p>Prodekan i samarb. med studieledere</p> <p>Prodekan i samarb. med Udd-forum</p>

DELPOLITIK 2 , 3 og 4. STRUKTUR OG FORLØB / UDVIKLING AF UDDANNELSE, UNDERVISNING, LÆRINGSMILJØ / STUDIEMILJØ

AU DELMÅL: Engagerende undervisning og læring

INDSATS	AKTIVITET PÅ HEALTH	STATUS	ANSVARLIG
REVISIONS-PROCESSEN	<p><u>1. Implementering og konsolidering af de nye studieordninger med opstart sept. 2019-2020</u> Idrætsvidenskab BA og KA; Folkesundhedsvidenskab KA; Medicin BA og KA; Sundhedsfaglige KA inkl. erhvervskandidatuddannelsen KA i sygepleje, herunder erhvervs-kandidat og APN-linje</p> <p><u>2. Revision af studieordninger</u> Odontologi BA og KA, BA i tandpleje, Ny Prof-BA i Klinisk tandteknik. KA i optometri og synsvidenskab</p>	<p>Ad. 1. Afsluttet: Kursusudvikling og konsolidering pågår løbende.</p> <p>Ad. 2 I proces</p> <p>Uddannelserne på IOOS er udskudt ift. tidligere planer og som konsekvens heraf er der udfærdiget ny turnus for uddannelsesevalueringer.</p>	Prodekan i samarb. med studieledere
INTERNATIONALISERING	<p><u>Implementering af Healths strategiske indsatser på uddannelsesområdet</u></p> <ol style="list-style-type: none"> 10 nye udbud på Summer University 2021 og 2022 30 ECTS udbudt på engelsk pr. uddannelse Inddragelse af internationale VIP på kurser >10 ECTS Erasmus+ og fakultetsstipendier til udvikling og inspiration af underviserne på Health 	<p>I proces:</p> <ol style="list-style-type: none"> 1) 8 nye udbud på SU i 2021 2) Flere valgfag og SU-kurser udbudt på engelsk 3) Konkretisering af mulighederne enkelte uddannelser 4) Enkelte grupper planlægger rejse 	Prodekan i samarb. med viceinstitutedere
BEDRE LÆRINGSRUM	<p><u>Bedre læringsrum på Health</u> Udvikling af et attraktivt studie- og læringsmiljø på Health, der øger destuderendes faglige og sociale integration, herunder anvende anbefalingerne til et attraktivt studie- og læringsmiljø. ifm Campus 2.0</p>	<p>I proces Indretning af 2-3 fleksible undervisningslokaler. Erfaringer herfra indgår i det videre arbejde.</p>	Prodekan i samarb. Udd-chef
EDU IT	<p><u>Fortsætte universitetets og Healths digitaliseringsindsatsning</u> -opfølgning på evalueringen af forårets undervisning, fortaget af Rambøll sommeren 2020. - fælles opfølgning og evaluering af redesignede kursusforløb mhhb.erfaringsudveksling og gensidig inspiration.</p>	<p>I proces -Evaluering af årets EDU IT tiltag gennemført. Nye pejlemærker for 2021 er meldt ud.</p>	CED i samarb. med prodekan

PÆDAGOGISK RÅDGIVNING OG KOMPETENCEUDVIKLING	<p><u>a. Opretholdelse af samarbejde med institutter og uddannelser ifm. overgang til det nye fælles universitets-pædagogisk center</u> Der etableres løbende dialog med leder af det universitets-pædagogiske center på AU</p> <p><u>b. Optimere formative evalueringer, konstruktiv underviser feedback og pædagogisk/didaktisk kompetence udvikling</u> Faculty development questionnaire gennemføres</p> <p><u>c. Retningslinjer for kontinuerlig kompetenceudvikling</u> af undervisere med udgangspunkt i mål og ny stillingsstruktur</p> <p><u>d. Udvikling af principper for fælles formative evalueringer</u></p>	<p>a) Afsluttet Nye samarbejder etableret</p> <p>b) Afsluttet Undersøgelsen gennemført. Resultater er platform for implementering af politik for komp.udvikling.</p> <p>c) I proces Følger AU-proces.</p> <p>d) Afventer fuld implementering af Blue og de indbyggede muligheder</p>	Uddannelsesforum i samarb. med CED
<i>AU DELMÅL: Tværfaglige elementer</i>			
TVÆRFAGLIGE KURSUS-SAMARBEJDER	<u>Udvikle og udbyde to tværfaglige SDG-valgfaa</u>	Afsluttet Ingen tværfaglige kurser udbudt	Prodekan
Delpolitik 5. RELATION TIL ARBEJDSMARKEDET			
<i>AU DELMÅL: Erhvervsrettede elementer i uddannelserne</i>			
ERHVERVSRETNING AF UDDANNELSERNE	<p><u>Øge antal specialesamarbejder, projektorienterede forløb og praktikforløb</u> gennem udbredelse af kendskab. Understøtte entreprenørskabsaktiviteter blandt de studerende med inddragelse af "The Kitchen".</p> <p>Iværksætte tiltag for at nedsætte ledigheden blandt dimittender fra folkesundhedsvidenskab, idrætsvidenskab og tandpleje. Fokus på samarbejdet med aftagere.</p>	<p>I proces Arbejdsgruppe nedsat: -Bedre information om muligheden for 60 erts erhvervspecialer: Ny hjemmeside udviklet</p> <p>-Karriereudvalg nedsat på Folkesundhedsvidenskab og kontaktpersoner udpeget på Idrætsvidenskab</p>	Health Erhvervsudvalg i samarb. med studieledere og prodekan
<i>AU DELMÅL: Interaktion mellem forskere og studerende (uddannelse af forskertalenter)</i>			
FLERE STUDERENDE MED I FORSKNINGSPROJEKTER	<u>Kortlægning af muligheder på Health 2021</u>	Overført til 2020 Følger AU-processen.	Prodekan i samarb. med viceinstitutter

<i>AU DELMÅL: Interaktion mellem forskere og studerende (uddannelse af forskertalenter)</i>			
FLERE UDBUD MED FOKUS PÅ STUDERENDES GENERELLE KOMPETENCER	<u>Kortlægning af muligheder for udbud med fokus på bæredygtighed, digitalisering, teknologiforståelse, entreprenørskab og dannelse.</u>	I drift -kurser med SDG sigte kortlagt -kurser med sigte mod Global Health kortlagt I proces: Projekt vedr. tilegnelse af akademiske studiekompetencer på BA medicin. Projekt for tydeliggørelse af nye spor til faglig toning	Prodekan i samarb. med viceinstituttere

3.0 Uddannelserne som helhed

3.1/ Helhedsperspektiv

Studerende ved Health præsenteres i løbet af studierne for ny forskningsbaseret viden og erhverver sig i løbet af studieårene aktuelle og relevante praktiske kompetencer og færdigheder i anvendelse af viden, kompetencer og færdigheder i deres professionelle karriere. Studerende fra Health beskæftiges hovedsageligt i det offentlige, organisationer og foreninger, men der arbejdes på at finde flere veje til det private arbejdsmarked.

Det offentlige efterspørger i højere og højere grad højtuddannede medarbejdere på internationalt niveau. Derfor har Health søsat følgende internationaliseringsindsatser, som skal understøtte og udvikle de internationale forsknings- og undervisningsmiljøer, som vore studerende møder i løbet af deres uddannelse:

- 30 ects udbydes på engelsk pr. uddannelse med mulighed for at internationale studerende kan deltage og internationale VIP kan undervise
- Internationale gæsteforelæsere bidrager i undervisningsforløb på >10 ECTS
- Der udvikles 10 nye kurser på Summer University, som udbydes på engelsk
- Udbredelse af fakultetets rejsestipendier og Erasmus+ til kurser, praktik- og projektføløb i udlandet.

Herudover arrangerer studentorganisationerne fagrelevante ophold i udlandet på frivillig basis, bl.a. vis Tandlæger uden grænser, Læger uden grænser, Røde Kors, Folkekirkens Nødhjælp m.fl.

Faglig og social integration

Fakultetets studenter- og frivillighedsorganisationer spiller en vigtig rolle, også ift. de studerendes faglige og sociale integration. Fakultetet har derfor i forbindelse med dette års ekstraordinære puljemidler prioriteret genopstarten af disse foreninger, som derfor kunne søge om midler til sociale og faglige aktiviteter med særligt fokus på de nye BA- og KA- studerende.

Handleplanerne som omdrejningspunkt i kvalitetsarbejdet

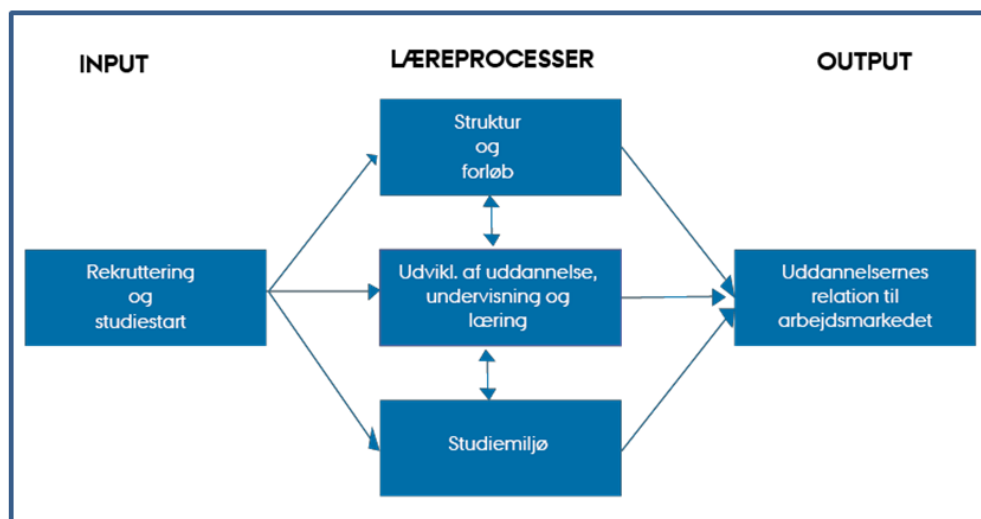
Hen over de seneste år har handleplanerne fået en mere og mere central placering i fakultetets kvalitetsarbejde. For at skabe bedre sammenhæng i arbejdet på uddannelserne refereres der til den nye kvalitetspolitik for AU's uddannelser og konkrete målsætninger i AU's strategi 2020-2025.

Health Uddannelsesforum har i år tilføjet processen for UVM 2020. Indikator 5a og 5b trækkes herfra og indgår som altid, men i år har vi valgt at sikre en vedvarende og systematisk opfølgning på undersøgelsen som helhed. Dette vil således ske ved de årlige statusmøder.

4.0 Status for uddannelsernes kvalitet med afsæt i *Aarhus Universitets politik for kvalitetsarbejde på uddannelsesområdet*

AU's kvalitetspolitik har til formål at etablere et fælles værdigrundlag og principper for kvalitetsarbejdet på uddannelsesområdet for hele universitetet. Kvalitetspolitikken er inddelt i fem delpolitikker, og indsatsområderne i forlængelse af statusmøderne er fordelt på de fem delpolitikker:

AU's politik for kvalitetsarbejde på uddannelsesområdet



4.1/ Rekruttering og studiestart

Health har de seneste år haft særlig opmærksomhed på rekrutteringen til vore uddannelser. Dels i forhold til øge optaget til de studiepladser, som vi kan udbyde, dels i forhold til øget diversitet.

Rekruttering - bacheloruddannelserne

Ved optag 2020 var der flere ansøgere end de tidligere år, jf. Tabel 1 nedenfor, men et lavere faktisk optag pr. 1. oktober 2020. Dette mønster kan vi fortsat se på enkelte af Healths uddannelser ved optaget 2021.

Jf. Tabel 1 nedenfor har antallet af ansøgere til Healths bacheloruddannelser gennem de seneste 5 år været støt stigende. Med i alt 4.995 ansøgere i 2021 havde vi således det højeste antal ansøgere til vore uddannelser siden 2017.

Tabel 1 - Antal BA-ansøgninger 2017-2021

År	Antal an- søgere i alt	Antal 1. prio- ansøgere	Procent 1. prio- ansøgere
2017	4065	1526	38
2018	4202	1717	41
2019	4365	1672	38
2020	4706	1692	36
2021	4995	1774	36

Kilde: KOT 07.07.2021

Fordelingen af ansøgere til den enkelte uddannelse viser, at alle Healths bacheloruddannelser igen i 2021 kan tilbyde deres studiepladser til første-prioritetsansøgere, jf. Tabel 2 nedenfor: Kolonne 1 sammenholdt med kolonne 2.

Tabel 2 - Optag Bachelor 2021

	1		2	3	4	5	6
	Ansøgninger		Kapacitet/ Dimensione- ringsloft	Udbudte studie- pladser	Antal ind- skrevne ultimo august	Optag pr. 1.okt. 2021	Difference mel. kolonne 2 og 5
	1.prio	I alt					
Folkesundhedsvid	54	198	50	55	51	50	0
Idrætsvidenskab	134	278	72	77	71	69	-3
Klinisk tandteknik	21	37	18	18	10	10	-8
Medicin, sommer	546	1.593	275	293	279	265	-10
Odontologi	309	904	85	85	81	81	-4
Tandpleje	164	392	79	79	78	79	0
I ALT	1.228	3.402	579	607	570	554	-25

Kilde: KOT 20.08.2021 og AU PowerBI

Af Tabel 2 fremgår det dog også, at ikke alle studiepladser blev opfyldt ved optag 2021. Helt konkret var der 25 ubenyttede studiepladser på Healths bacheloruddannelser, heraf 10 på medicin. Her blev udbudt i alt 293 studiepladser inkl. overbooking, 279 ansøgere takkede ja til studiepladsen, men kun 265 studerende er fortsat indskrevet på uddannelsen pr. 1. oktober 2021.

Det er en svær manøvre at ramme det præcise antal studiepladser, og de sidste halvandet års store omvæltninger grundet pandemien har uden tvivl haft stor indflydelse på de studerendes til- og fravalg.

Rekruttering - kandidatuddannelserne

Antallet af ansøgere til Healths kandidatuddannelser har i årene ligget mellem 760 og 934 til i alt ca. 870 pladser.

Tabel 3 - Antal KA-ansøgninger

År	1.prio	I alt
2017	786	929
2018	760	920
2019	934	1080
2020	826	952
2021	932	1062

Kilde: AU Optag 15.03.2021

Fordelingen af ansøgere til de respektive uddannelser varierer naturligvis:

Tabel 4 - Optag 2021 - KA

	1	2	3	4	5
	Dimensionering eller egen adgangs-begrænsning	Antal ud-budte pladser (inkl. over-booking)	Antal ind-skrevne ultimo august	Antal ind-skrevne 1. okt.	Difference ml. kolonne 1 og 4
Medicin, sommeroptag	224	279	242	240	16
Odontologi	67	75	74	70	3
Optometri og synsvidenskab	25	24	24	22	-3
Sundhedsfaglig KA	60	91	52	48	-12
KA i sygepleje	150	161	144	136	-14
Idrætsvidenskab	62	83	72	68	6
Folkesundhedsvidenskab	45	55	47	43	-2
I ALT		768	655	627	-6

Kilde: 1.oktober-tal 2021

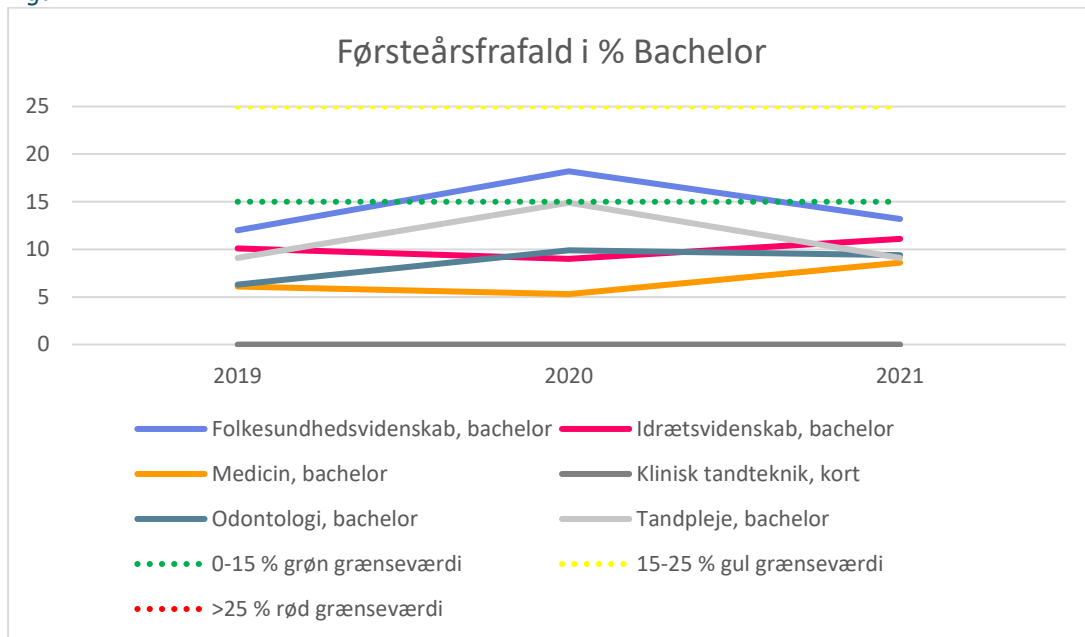
Da der ikke er koordineret tilmelding til kandidatuddannelserne i Danmark, kan det være svært at være på forkant med evt. bevægelser i optagelsesprocessen. Optaget på Den sundhedsfaglige kandidatuddannelse har de seneste år ligget stabilt omkring 50. Optaget til Kandidatuddannelsen i sygepleje er derimod dalet i 2021, særligt til erhvervs kandidatuddannelsen, som har oplevet et fald på 20 optagne.

Overordnet betragtet er fakultetet dog godt tilfreds med sommeroptaget 2021.

Førsteårsfrafaldet på bachelor- og kandidatuddannelserne

Som det fremgår af indikatorkortet er førsteårsfrafaldet på Healths bacheloruddannelser nu alle inden for rammen af grøn indikator, dvs. < 15 % frafald. Bag de grønne indikatorer ses naturligvis ændringer af større eller mindre omfang. Bl.a. betyder stigningen fra 5,3 % til 8,6 % på medicinuddannelsen, at frafaldet nu tæller i alt 42 studerende.

Figur 1



Kilde: AU PowerBI

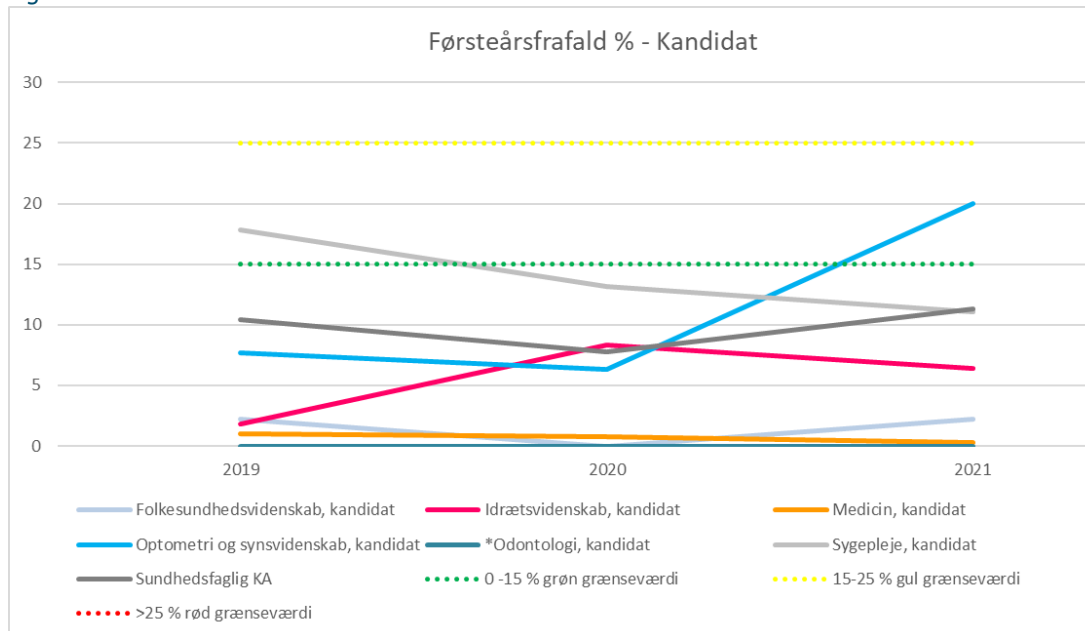
Overordnet betragtet ligger førsteårsfrafaldet på Healths bacheloruddannelser dog fortsat på et tilfredsstillende niveau.

Indikatorkortet for førsteårsfrafaldet på Healths kandidatuddannelser tæller 11 grønne og en enkelt rød indikator på Kandidatuddannelsen i optometri og synsvidenskab. Modsat bachelorniveau ser vi på kandidatuddannelserne mere stabilitet, jf. Figur 2 nedenfor.

Største udsving ses på Kandidatuddannelse i optometri, men er begrundet i meget små årgange på 13-15 studerende. Frafall på ganske få studerende giver dermed store procentvise udsving.

Til gengæld ses et fald på Kandidatuddannelsen i sygepleje, som har formået at bevare et frafall på 16-17 studerende trods et meroptag til de nye kandidatlinjer. I 2019 talte en årgang således 90 studerende, mod 139 studerende i 2021, jf. AU nøgletal.

Figur 2



Kilde: AU PowerBI

Frafaldet fra hele uddannelser på både bachelor- og kandidatniveau ligger naturligvis højere, og vi arbejder derfor løbende med den sociale og faglige integration. Ikke mindst efter den lange nedlukning af universitetet har der således været fokus på en god studiestart – ikke blot for helt nye studerende, men også for de mange studerende som har været helt eller delvis hjemsendt i løbet af det seneste 1 ½ år.

Health deltager desuden aktivt i AU's nye studiestartskoncept, hvor tidsrammen for tiltag er udvidet til også at omfatte preboarding (studievalg, ansøgning og optag) og hele første studieår på universitetet.

4.2/ Struktur og forløb

Studieprogressionen, indikator 2, på både bachelor- og kandidatuddannelserne ligger stabilt og tilfredsstillende med grønne indikatorer på næsten alle Healths uddannelser. Det betyder, at langt hovedparten af vore studerende optjener >25 ECTS pr. semester, jf. konkrete tal for hver enkelt uddannelse nedenfor (Tabel 7).

(Erhvervskandidaterne læses på deltid over 4 år, sideløbende et relevant arbejde på min. 25 timer/uge. Normeret studieprogression er således 15 ECTS pr. semester)

Tabel 5 – Indikator 2 - Optjente ECTS pr. semester

	2019	2020	2021
Folkesundhedsvidenskab, bachelor	29,5	29,7	30,0
Folkesundhedsvidenskab, kandidat	26,5	28,4	26,7
Idrætsvidenskab, bachelor	29,5	29,5	30,4
Idrætsvidenskab, kandidat	27,7	27,6	26,5
Klinisk tandteknik, kort videregående	27,3	29,1	28,3
Medicin, bachelor	28,4	27,9	28,2
Medicin, kandidat	27,1	27,2	27,0
Odontologi, bachelor	29,1	28,1	28,6
Odontologi, kandidat	28,7	29,2	29,1
Optometri og synsvidenskab, kandidat	25,7	24,7	26,6
Sundhedsfaglig KA, ordinær	26,8	27,0	27,2
Sundhedsfaglig KA, erhvervskandidat,			18,6
KA i sygepleje, ordinær, Aarhus	26,6	26,3	25,3
KA i sygepleje, erhvervskandidat, Aarhus		18,6	20,0
KA i sygepleje, ordinær, Emdrup	25,9	25,5	24,9
KA i sygepleje, erhvervskandidat, Emdrup		19,0	17,5
Tandpleje, bachelor	28,3	28,9	29,4

Kilde: AU Power BI

Studieintensiteten, indikator 7, hvor studerendes selv estimerer deres gennemsnitlige studietidsforbrug giver fortsat lidt udfordringer på et par af vore uddannelser, jf. Tabel 6 nedenfor.

På Idrætsvidenskab har hjemsendelsen resulteret i et markant fald i de studerendes estimerede arbejdstid, idet de ikke kunne gennemføre al form for praktisk undervisning. Derfor har bachelorstuderende vurderet deres studietid til 31,9 timer/uge mod tidligere 34 timer/uge, og kandidatstuderende vurderer selv at være helt nede på 27,5 timer/uge mod tidligere 32,1 time/uge. Hermed er indikatorerne nu røde, og der er med genåbningen af campus gjort en ekstraordinær indsats for at få de studerende godt engageret i både de faglige og sociale aktiviteter.

Folkesundhedsvidenskab har stadig gule indikatorer, men opgørelsen "bag indikatoren" viser, at det estimerede studietidsforbrug på bacheloruddannelsen er øget fra 33 til 35 timer/uge. Der arbejdes fortsat blive arbejdet med at løfte det selvestimerede studietidsforbrug.

Endelig skal nævnes Kandidatuddannelsen i Sygepleje, Aarhus og Optometri, som begge er gået fra gul til grøn indikator, idet de studerende estimerer en øget arbejdsindsats.

Tabel 6 - Indikator 7 - Studieintensitet

Studieintensitet	2020	2021
Folkesundhedsvidenskab, bachelor	33,0	35,0
Folkesundhedsvidenskab, kandidat	34,4	32,0
Idrætsvidenskab, bachelor	34,0	31,9
Idrætsvidenskab, kandidat	32,1	27,5
Klinisk tandteknik	N	N
Medicin, kandidat	45,6	39,3
Medicin, bachelor	44,7	42,7
Odontologi, bachelor	43,9	42,8
Odontologi, kandidat	47,2	44,7
Optometri og synsvidenskab, kandidat	34,7	37,9
Sundhedsfaglig KA, ordinær	39,5	39,8
Sundhedsfaglig KA, erhvervskandidat,		24,9
KA i sygepleje, ordinær, Aarhus	36,6	39,7
KA i sygepleje, erhvervskandidat, Aarhus		24,9
KA i sygepleje, ordinær, Emdrup	38,7	37,9
KA i sygepleje, erhvervskandidat, Emdrup		23,8
Tandpleje, bachelor	41,4	38,4

Kilde: AU Power BI

Med en grænseværdi på >37 arbejdstimer/uge for grøn indikator har resten af Healths uddannelser grønne indikatorer. Man kan dog af de bagvedliggende tal i Tabel 6 se, at flere uddannelser har oplevet et fald i de studerendes vurdering af egen studietidsforbrug. Det gælder i særdeleshed på medicin, kandidatuddannelsen i Odontologi og Professionsbacheloruddannelsen i Tandpleje.

4.3/ Udvikling af uddannelse, undervisning og læringsmiljø

Undervisningsevalueringer, indikator 4 Tabel 7, er fortsat det område, hvor Health har flest gule indikatorer. Vi håber med revisionen af uddannelserne og de mange nye EDU IT-tiltag studerende vil vurdere deres samlede udbytte af undervisningen højere.

Healths nye procedure for opfølgning på kursusevalueringerne, som indbefatter orientering af institutledelsen, er nu implementeret. Evalueringerne tages op ved de årlige statusmøder.

På Institut for Folkesundhed og Institut for Odontologi og Oral Sundhed etableres der kursusansvarlige på forløb med flere undervisere. Ansvaret for opfølgning på kursusevalueringerne vil placeres også hos disse personer.

Klinisk tandteknik er under udvikling til en ny professionsbacheloruddannelse.

Tabel 7 - Indikator 4 - Undervisningsevaluering

	2019	2020	2021
Odontologi, bachelor	3,8	4,1	3,8
Odontologisk praksis	4,6	4,1	4,6
Klinisk sygepleje, master EVU	3,8	4,0	3,8
Folkesundhedsvidenskab, kandidat	3,9	3,9	3,9
Medicin, bachelor	3,7	3,8	3,7
Medicin, kandidat	3,7	3,8	3,7
Odontologi, kandidat	3,8	3,8	3,8
Optometri og synsvidenskab, kandidat	3,7	3,7	3,8
Sundhedsfag, kandidat	3,7	3,7	3,7
Folkesundhedsvidenskab, bachelor	3,6	3,6	3,6
Idrætsvidenskab, bachelor	3,7	3,8	3,7
Tandpleje, bachelor	3,4	3,6	3,4
Sygepleje, kandidat	3,7	3,6	3,7
Klinisk tandteknik, kort	2,5	3,5	2,5
Idrætsvidenskab, kandidat	3,8	3,5	3,8

Kilde: AU Power BI

EDU IT satsningen

EDU IT er også et vigtigt led i at få udviklet undervisningsformaterne på Health. Satsningen har følgende målsætninger:

- Aktiverende og involverende undervisningsformer
- Diskussion og samarbejde mel. studerende og mel. studerende og undervisere
- Feedback fra underviser til studerende og mellem studerende
- Monitorering den faglige progression i studiet
- De studerendes læring i og fra autentiske arenaer, f.eks. øvelser, praksisophold
- De studerendes læring af selvstændige opgaver og projekter undervejs i studiet
- De studerendes og undervisernes digitale kompetencer

I 2021 har dette konkret udmøntet sig i projekter, som har understøttet de studerende forberedelse forud for undervisning og færdighedstræning. Der anvendes videoer, digitale øvelser og digital understøttelse af sammenhæng mellem teori og praktik/klinik.

For det kommende år har Health Uddannelsesforum besluttet, at de ovenstående målsætninger fastholdes, men at der særligt lægges vægt på afsøgning af muligheder i Brightspace. Det vægtes desuden at bygge videre på undervisernes erfaringer fra tidligere EDU IT-tiltag og fra den fysiske nedlukning af universitetet under Corona. De konkrete temaer for 2022 er formidling; handling; interaktion og samarbejde.

Forskningsdækningen indebærer ifølge indikatorerne dels VIP/DVIP-ratioen (indikator 6.a) og VIP-dækningsgraden (indikator 6.c) Eneste gule indikator ses på Kandidatuddannelsen i odontologi, men da de studerende, ud over de mange timer med D-VIP i klinikken også modtager de krævede >112 timer/semester med VIP, er det ikke noget, vi vil ændre på.

Til gengæld vil vi i løbet af fra 2021 kortlægge de studerendes møde med forskningsmiljøerne mere bredt. Som en del af et centralt tiltag vil vi med andre ord undersøge hvornår og hvordan studerende ved Health møder vore forskere og forskningsmiljøer. Herefter er det planen, at der udvikles en række tiltag for, hvordan vi på udvalgte uddannelser kan optimere dette møde for at sikre en større forskningsforankring og bidrage til uddannelsen af fremtidens forskere og videnbærere inden for sundhedsvidenskab.

Internationaliseringsindsatserne er en del af fakultetets strategiske indsatser 2020-2022 og er placeret i Health Uddannelsesforum. Uddannelsesforum har nedsat et koordinerende udvalg, hvor prodekan og viceinstitutedere sammen med Healths internationale koordinator leder den overordnede proces for initiativerne:

- 1) 10 nye udbud på Summer University 2021 og 2022
- 2) 30 ECTS udbudt på engelsk pr. uddannelse
- 3) Inddragelse af internationale VIP på kurser >10 ECTS
- 4) Erasmus+ og fakultetsstipendier til udvikling og inspiration af underviserne
- 5) Circle U

Alle institutter arbejder pt. med at konkretisere initiativer inden for alle fire indsatser med inddragelse af Circle U partnere hvor relevant. Det varierer, hvor deres primære fokus ligger. Fælles for dem alle er, at de har aftalt at opdatere deres procesplaner med henblik på en yderligere konkretisering af de enkelte aktiviteter til fakultetsledelsesmødet i januar 2022.

Institut for Biomedicin udbyder 6 engelske kurser, heraf 2 nye i 2022, på Summer University. Der arbejdes på at udforme en 30 ECTS fagpakke sammen med Institut for Folkesundhed, og på at flere kurser involverer internationale gæsteforelæsere. Herudover er der søgt midler til studieture mhb. erfaringsudveksling, bl.a. til University of Beograd (Circle U.)

Institut for Odontologi og Oral Sundhed arbejder på et nyt udbud på engelsk inden for digitalisering. Der er desuden planlagt et besøg på Universitetet i Oslo (Circle U.) i december 2021 med henblik på etablering af et samarbejde på Odontologi og Tandplejer.

Institut for Klinisk Medicin har allerede et fuldt semester på engelsk og udbyder nu 10 kurser, heraf 3 nye, på Summer University. Derudover planlægges et pilotprojekt ifm. internationale studerende, der kommer til AUH på klinikophold, samt et ønske om studiebesøg i udlandet mhp. læring og netværk.

Institut for Folkesundhed udbyder 2 nye engelske kurser på Summer University i 2022, og arbejder med at omlægge dansksprogede kurser til engelsk for at samle 30 ECTS i en fagpakke (evt. på tværs af uddannelser inkl. Biomedicin).

På *De sundhedsvidenskabelige kandidatuddannelser* er der etableret god brug af udenlandske gæsteforelæsere via Zoom.

Revisionsprocessen Vision og strategisk grundlag for uddannelserne på Health er nu nået til implementeringsfasen på langt de fleste uddannelser. Dette medfører et omfattende udviklingsarbejde på mange af de kurser, som nu og i løbet af de kommende semestre skal afvikles for første gang.

Kandidatuddannelsen i sygepleje havde første optag i september 2019. Udviklingsarbejdet på denne uddannelse er overordnet betragtet karakteriseret ved en øget erhvervsretning. Uddannelsen udbydes nu også som en erhvervskandidatuddannelse, som læses over 4 år sideløbende med 25 timers ugentlig relevant erhvervsarbejde.

Herudover er kandidatlinjen i Advanced Practise Nursing (APN) blevet udviklet som led med direkte baggrund i aftagernes behov for højtuddannet personale i et stadigt mere kompleks sundhedssystem, som kræver højtuddannede sygeplejersker, der kan navigere på tværs i organisationsstrukturer i behandlingen af multisyge patienter.

Folkesundhedsvidenskab KA er udbudt fra sept. 2020 med en tydeligere fagprofil, ændringer i vægtningen af de forskellige fag, indførelse af fagpakker, indførelse af "Projektledelse og sundhed" som obligatorisk 10 ECTS forløb samt mulighed for 60 ECTS speciale. Det nyetablerede karriereudvalg har netop sat fokus på dette speciale og muligheden for at skrive et erhvervsspeciale/samarbejdspeciale. Karriereudvalget vil således planlægge arrangementer, som kan give inspiration og netværk.

Ildrætsvidenskab BA og KA med første optag i 2020 har arbejdet på hhv. en tydeligere akademisk profil igennem hele uddannelsesforløbet og med mulighed for tidligere specialisering. Der er ifm med dette arbejde etableret monofaglige og tværfaglige teams omkr. uddannelsesudbuddet, reduceret i antallet af 5 ECTS kurser og prioriteret en større teoretisk tyngde på bacheloruddannelsens 1.-3. semester.

Herudover er udbydes nu 5 kurser a 10 ECST på engelsk; 2 kurser på bachelor- og 3 på kandidatuddannelsen. Endelig er der indført mulighed for at skrive et 60 ECTS- speciale på begge af uddannelsens étfaglige linjer.

Medicin BA og KA udbydes begge fra og med september 2020 med en stærkere integration mellem BA-fagene, bl.a. ved oprettelse af nye fag som Cellebiologi med integration af celle- og organprincipper. Der er herudover indført flere mundtlige eksamener samt løbende selvtest som redskab undervejs. På 5. semester er indført et helt nyt valgfagsudbud samt nyt obligatorisk kursus i Neuroscience, som udbydes på engelsk. Dette følges op af muligheden for et empirisk bachelorprojekt á 15 ECTS.

På kandidatuddannelsen er der indført større valgfrihed inden for hhv. Innovationsledelse og tværfagligt samarbejde i sundhedssektoren og erhvervslivet, Lægelig ledelse og udvikling i et komplekst sundhedsvæsen, klinikforløb og forskningsforløb. Der er indført en ny måde at tænke klinikforløbene på med løbende kompetencevurdering, ligesom der er foretaget en reduktion i antallet af MCQ-prøver til fordel for mundtlige, kliniske prøve og skriftlige stedprøver.

Den sundhedsfaglige kandidatuddannelse har været udbudt fra september 2020. Særligt de linje-specifikke kurser er revideret, da sammenhængen ikke fungerede for de studerende som tiltænkt fra uddannelsens side. På begge linjer ligger kurserne nu meget tydeligt i forlængelse af hinanden. Der udbydes nu også et tværfagligt valgfag i projektledelse, som studerende fra instituttets øvrige kandidatuddannelser også kan læse. Samtidig med revisionen af den ordinære kandidatuddannelse er der udviklet en erhvervskandidatuddannelse, som også blev udbudt fra september 2020. Ifølge kursusevalueringer og uddannelsens indikatorer går implementeringen godt.

Revisionen af Kandidatuddannelsen i Optometri og Synsvidenskab er netop afsluttet . Udviklingen indebærer en ny fordeling af fag og ECTS-vægtning, og et af de første tiltag har været beslutning om en ny rekrutteringsstrategi ift. behovet for nye kernefaglige og tværfaglige kompetencer.

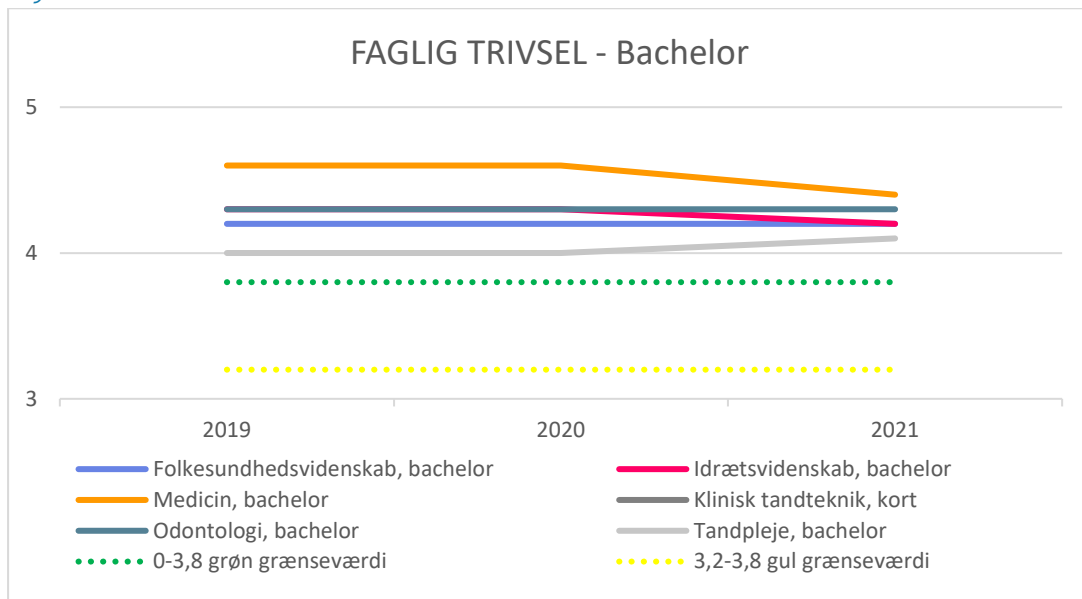
Revisionen af uddannelserne på Institut på Odontologi og Oral Sundhed er omfattende og kræver indledende organisatoriske ændringer, udredning ift. ressourcer og en rekrutteringsstrategi tilpasset nye kernefaglige og tværfaglige kompetencer. BA i Odontologi er godkendt og udbydes fra sept. 2022, og indebærer ny kompetenceprofil og struktur, gentænkning af fagsammensætningerne, øget akademisering og klinik tidligere i uddannelsen. BA i Odontologi udbydes fra 2022 og de øvrige uddannelser revideres med forventet udbud i 2023.

4.4/ Studiemiljø

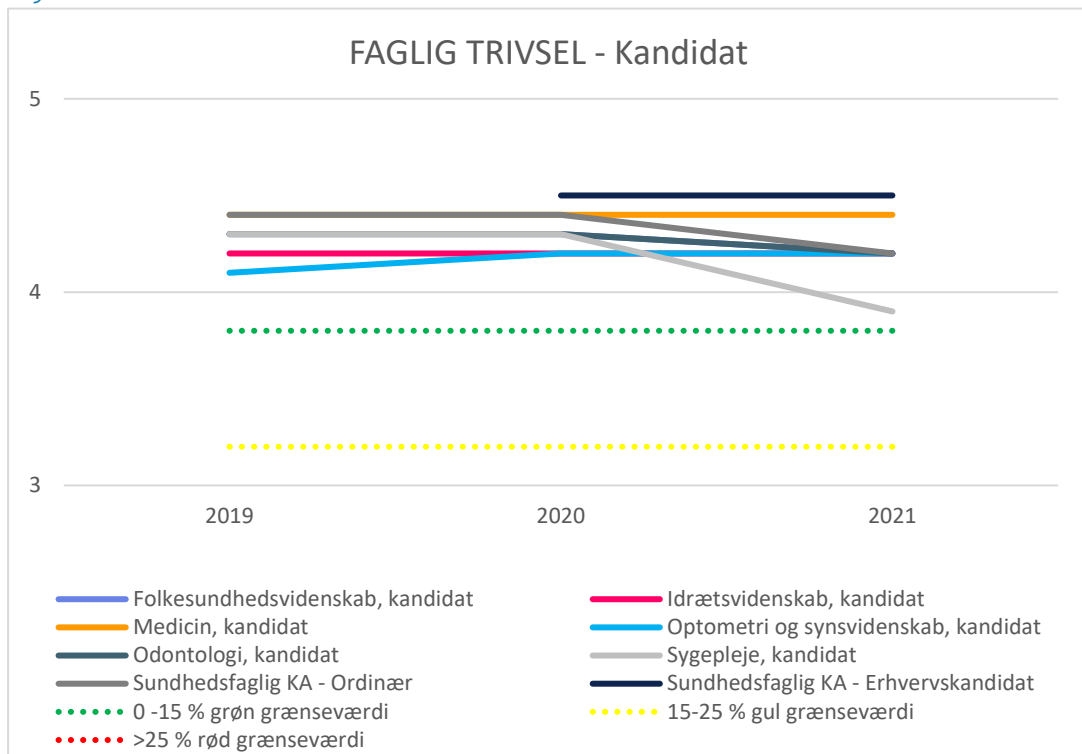
Det var tredje gang, at Uddannelseszoom og anden gang at Læringsbarometer i efteråret 2020 blev indsamlet. Studiemiljøundersøgelsen var suppleret et mindre antal spørgsmål om praksis- og forskningsbasering og trivsel. Selve undersøgelsen fandt sted mellem første og anden nedlukning af campus, og svarene må naturligvis læses ind denne kontekst.

Indikator 5a og 5b trækkes direkte fra Uddannelseszoom og resultatet af besvarelserne fra Healths studerende i hhv. 2014, 2017 og 2020 ser således ud:

Figur 3 - Indikator 5a



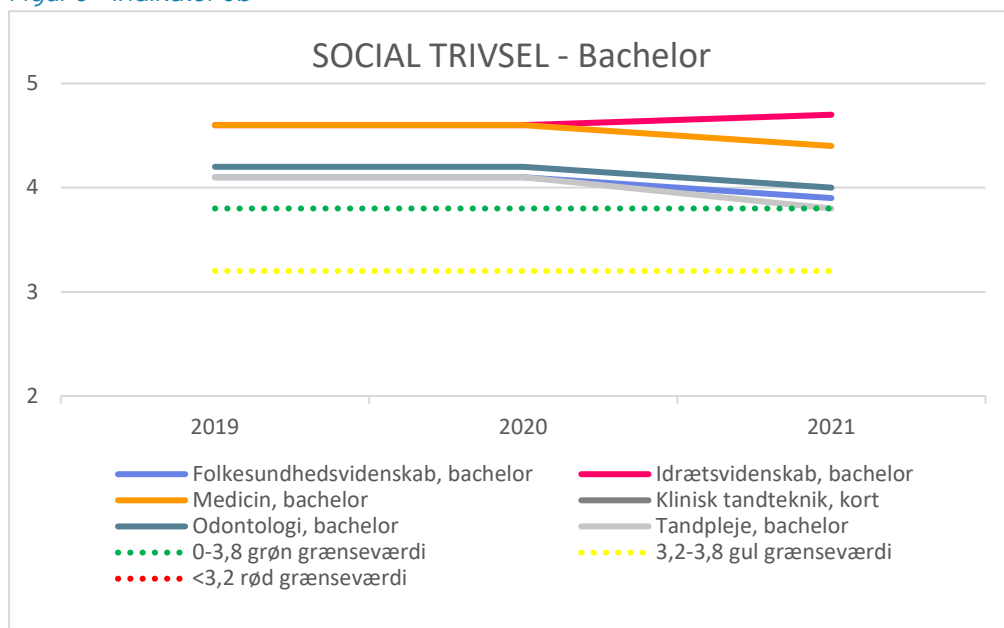
Figur 4 - Indikator 5a



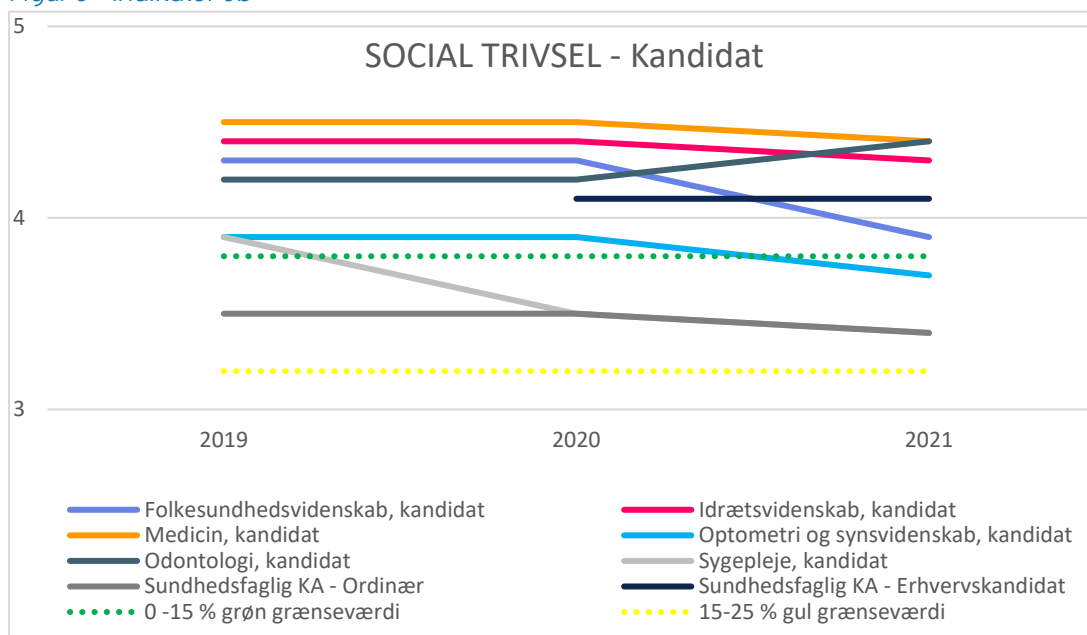
Kilde: AU PowerBI

Studerende vurderer udsagnet ”Der er et godt fagligt miljø” med en score på 5 for ”Meget enig” og 0 for ”Slet ikke enig. Som det fremgår ovenstående grafer ses et fald i de studerendes besvarelser på Medicin BA, KA i sygepleje og Den sundhedsfaglige kandidatuddannelse. Resten af uddannelserne holder et stabilt, flot niveau. Der er til gengæld større variation og fald i vurderingen af det sociale miljø, hvilket var forventet grundet den fysiske nedlukning af campus.

Figur 5 - Indikator 5b



Figur 6 - Indikator 5b



Kilde: AU Power BI

Processen for den fulde studiemiljøundersøgelse kører i regi af studienævnene og er forankret i årshjulet for kvalitetssikring. Handleplanerne er vedhæftet som bilag 4 og indeholder følgende overordnede temaer:

- Forbedring af de fysiske faciliteter, herunder særligt bedre overblik over grupperum og læsepladser
- Bedre information om retningslinjer i tilfælde af krænkende adfærd
- Etablering af mentorordning for 1.semesterstuderende
- Etablering af alumneforening/karriereforening/studenteforening
- Feed back
- Work shop om godt samarbejde og god omgangstone

Der følges op på handleplanerne ved næste års status- og evalueringsmøder.

4.5/ Uddannelsernes relation til arbejdsmarkedet

Life Science Matchmaking Day skulle i 2021 afholdes i samarbejde med Natural Sciences og Technical Sciences, men grundet coronarestriktioner måtte det aflyses. Der er nu udviklet en virtuel platform til den type arrangementer, som bl.a. vil blive anvendt i forbindelse med Life Science Matchmaking Day 2022. Life Science Matchmaking Day har deltagelse fra relevante virksomheder/organisationer inden for life sciences og studerende fra alle uddannelser på de tre fakulteter. Dagens fokus er etablering af virksomhedssamarbejde i form af forskningsår, specialesamarbejde, projektorienterede forløb, sommer internships med mere.

Medical Innovation Day blev afviklet i efteråret 2021, hvor fokus var:

1. Promovering af forskningsidéer med kommercialiseringspotentiale for paneler af investorer og repræsentanter fra industrien
2. Case competition for studerende på tværs af uddannelser, hvor opgaven gives af industrirepræsentanter
3. Etablering af netværk mellem studerende, forskere og industrien

Partnerskabsaftaler

Health har i 2021 etableret partnerskabsaftaler med medicinalfirmaerne Roche og Merck. De indeholder flere aktiviteter, der har til hensigt at etablere relation til arbejdsmarkedet. Herunder:

- Deltagelse i Matchmaking Days og Medical Innovation Day
- Etablering af erhvervsspecialer
- Bidrag ind i undervisningsforløb og talentforløb
- Iværksætterlegater til studerende
- Etablering af Erhvervs-PhD/Erhvervs-postdoc
- Tilbud om forskningsår, studentermedhjælperstilling og/eller sommer internships

5.0 Uddannelsesevaluering

Der er ikke foretaget uddannelsesevalueringer på Health.

6.0 Indsatsområder og opmærksomhedspunkter

6.1/ Uddannelser med tre eller flere røde indikatorer

Der er ingen uddannelser ved Health med tre eller flere røde indikatorer, hvorfor der ikke er foretaget særlige tiltag i den anledning.

Fakultetet har naturligvis opmærksomhed på de gule indikatorer og evt. ændringer ift. de konkrete måltal.

6.2/ Handleplan 2021-2022

Nedenstående handleplan 2021-2022 er drøftet og godkendt i Health Uddannelsesforum, Akademisk Råd og fakultetsledelsen.

DELPOLITIK 1 - DEN GODE STUDIESTART			
MÅL I AU STRATEGI 2025: Attraktivt universitet for talentfulde unge		OPFØLGNING 2021/22	ANSVARLIG
1: Kommende studerende kan træffe afklaret uddannelsesvalg	1.0 UDARBEJDE POSITIONSPAPIR OM KVOTE-FORDELING OG OPTAGELSESKRITERIER	HUF, E21-F22	PDK
	2.0 ØGE ANTALLET AF STREAMEDE LEKTIONER TIL GYMNASIESKOLEN med henblik på øget diversitet	HUF, E21-F22	PDK
	3.0 UDVIKLE BEDRE STUDIESTART 3.1 Implementere AU's nye studiestartskoncept, som inkluderer et udviklingsarbejde med forskellige frivillighedsorganisationer.	3.1 HUF, E21- F22	PDK i Admchef
	3.2 Evaluere initiativerne støtte af puljemidler til genstart af studielivet	3.2 Status- møder 2022	PDK
2: Studerende integreres i studiets faglige og sociale fællesskaber	4.0 FORETAGE OPFØLGNING OG HANDLING PÅ UMV 2020 4.1 Implementere initiativerne i årshjulet for kvalitetsarbejdet 2021-2022	4.1 HUF, E21- F22	PDK
	4.2 Følge op på initiativerne i Bilag 4	4.2 Status- møder 2022	
	4.3 Videndele på tværs af uddannelserne	4.3 HUF F22	
3: Studerende gennemfører i første studieår overgangen fra elev til selvstændig universtetsstuderende	MÅL I AU STRATEGI 2025: DYB FAGLIGHED & FORSKNINGSFORANKRING		
	5.0 FORSKNINGSINTEGRATION & VIDENBASERING 5.1 Definere begreberne ift. Healths fagområder 5.2 Afdække forskningsintegration og videnbasering på Health	26. nov. 2021 Temadag i HUF	PDK
	6.0 STRATEGISKE INTERNATIONALISERINGSINDSATSER 6.1 Udbyde nye kurser på Summer University 6.2 Udbyde 30 ECTS kurser på engelsk 6.3 Inddrage internationale VIP i undervisningen 6.4 Anvende Erasmus+ og fakultetsrejsesestipendier 6.5 Inddrage Circle U-partnere	HUF og fakultetsledelsen, januar 2022	PDK VIL

MÅL I AU STRATEGI 2025: UDVIKLING AF UDDANNELSESPORTEFØLJEN		OPFØLGNING 2021/22	ANSVARLIG
<p>2. Uddannelserne struktureres klart, så sammenhæng, progression og valgmuligheder fremstår indlysende og understøtter den studerende i at gennemføre sin uddannelse</p> <p>3. Tydelig sammenhæng mellem læringsmål, læringsaktiviteter og eksamensformer</p>	<p>7.0 IMPLEMENTERE OG KONSOLIDERE DE NYE STUDIEORDNINGER PÅ:</p> <ul style="list-style-type: none"> - Idrætsvidenskab BA og KA - Folkesundhedsvidenskab KA - Medicin BA og KA - Den Sundhedsfaglige KA-uddannelse, inkl. erhvervsuddannelsen - Erhvervs kandidatuddannelsen i Sygepleje - Odontologi BA - KA i Optometri og synsvidenskab <p>8.0 UDVIKLE NYE STUDIEORDNINGER PÅ:</p> <ul style="list-style-type: none"> - Odontologi KA - BA i Tandpleje - Master i klinisk sygepleje - Professionsbachelor i klinisk tandteknik 	<p>- HUF og fakultetsledelsen, januar 2022</p> <p>- Statusmøderne 2022</p>	PDK VIL
<p>Delpolitik 3 - MOTIVERENDE STUDIE- OG LÆRINGSMILJØER</p> <p>MÅL I AU STRATEGI 2025: ATTRAKTIVT UNIVERSITET FOR TALENTFULDE STUDERENDE</p>		OPFØLGNING 2021/22	ANSVARLIG
<p>1. Undervisningen engagerer de studerende i relevante læringsaktiviteter, så de kan tilegne sig stoffet og udvikle kernefaglige og generelle kvalifikationer og kompetencer</p> <p>2. Studerende kan følge udviklingen af deres faglige niveau gennem løbende dialog og udvikling</p> <p>3. De fysiske, æstetiske og digitale rammer omkring de faglige læringsprocesser understøtter såvel faglig og social integration med læring, engagement og trivsel</p>	<p>9.0 IMPLEMENTERE NYE KRAV TIL PÆDAGOGISKE OG DIDAKTISKE KOMPETENCER PÅ INSTITUTTERNE</p> <p>9.1 Udfærdige implementeringsplan</p> <p>9.2 Implementere og følge op på processen</p> <p>10.0 UDFÆRDIGE PRINCIPPER FOR LÆRING OG GODT STUDIEMILJØ MED UDGANGSPUNKT I STUDENTERCENTRERET LÆRING</p> <p>11.0 UDVIKLE BEDRE LÆRINGSMILJØER</p> <p>11.1 Udvikle de fysiske læringsrum til understøttelse af Healths principper for studentercentreret læring og studiemiljø</p> <p>11.2 Udarbejde prioriteringsliste</p> <p>11.3 Implementere godkendte tiltag</p> <p>12.0 UDVIKLE NYE EDU IT-FORMATER</p> <p>12.1 Implementere ny ansøgningsproces med fælles pejlemærker</p> <p>12.2 Følge op og erfaringsudveksle i HUF</p>	<p>E21 Institutterne</p> <p>F22 HUF og fakultetsledelsen</p> <p>HUF, F22</p> <p>11.0 April 2022 HUF</p> <p>12.0 HUF</p>	<p>PDK CED ADMCHIEF</p> <p>PDK ADMCHIEF</p> <p>PDK CED</p>

Delpolitik 4. STÆRKE KANDIDATER MED RELEVANTE KOMPETENCER		OPFØLGNING 2021/22	ANSVARLIG
<i>MÅL I AU STRATEGI 2025: Samspil mellem studerende og arbejdsmarkedet</i>			
<p>1. Studerende tilegner sig såvel akademiske og praksisrettede kompetencer, der modsvarer samfundet behov</p> <p>2. Studerende samarbejder med aktører på arbejdsmarkedet, så deres faglighed bringes i spil i relevante kontekster og netværk med aftagere kan opbygges</p> <p>3. Uddannelsernes relevans sikres gennem løbende kontakt med aftagere</p>	<p>13.0 ØGE TILEGNELSEN AF DIGITALE KOMPETENCER</p> <p>13.1 Indtænkes i udviklingen af BA og KA i Odontologi</p> <p>14.0 ØGE ANTALLET AF ERHVERVSSPECIALER, MED SÆRLIGT FOKUS PÅ DE LEDIGHEDSDIMENSIONEREDE UDDANNELSER</p> <p>14.1 Information om mulighederne blandt virksomheder og organisationer</p> <p>14.2 Opfølgning på de uddannelsesspecifikke handleplanerne for de ledighedsdimensionerede uddannelser</p> <p>15.0 FORBEDRE SAMSPILLET MED AFTAGERE OG AFTAGERPANELER</p> <p>15.1 Udarbejdelse af skabelon/retningslinjer for dette arbejde på basis af case</p>	<p>13.0 E21 og F22 Arbejdsgruppe under HUF</p> <p>14.0 Statusmøder 2022</p>	<p>PDK, SL Health Erhvervsudvalg</p>

7.0 Bilag 1: Indikatorkort

Indikatornavn	Indikator 1: Førsteårsfrafald		Indikator 2: Studieprogression		Indikator 3: Planlagte timer		Indikator 4: Undervisnings-evaluering		Indikator 5a: Studiemiljø - faglig trivsel		Indikator 5b: Studiemiljø - social trivsel		Indikator 6a: VIP/DVIP-ratio		Indikator 6c: VIP-dækn. min.timer		Indikator 7: Studieintensitet		Indikator 8: Ledighed		
	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	
Folkesundhedsvidenskab, bachelor	●	↔	●		●		▲		●		●		●		●		▲				
Idrætsvidenskab, bachelor	●		●		●		●	↔	●		●		●		●		■	↔			
Medicin, bachelor	●		●		●		▲	↔	●		●		●		●		●				
Odontologi, bachelor	●		●		●		●	↔	●		●		●		●		●				
Tandpleje, bachelor	●		●		●		▲		●		●						●		●	↔	

Indikatornavn	Indikator 1: Førsteårsfrafald		Indikator 2: Studieprogression		Indikator 3: Planlagte timer		Indikator 4: Undervisnings-evaluering		Indikator 5a: Studiemiljø - faglig trivsel		Indikator 5b: Studiemiljø - social trivsel		Indikator 6a: VIP/DVIP-ratio		Indikator 6c: VIP-dækn. min.timer		Indikator 7: Studieintensitet		Indikator 8: Ledighed		
	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	Ikon	Udv.	
Folkesundhedsvidenskab, kandidat	●		●		●		▲	↔	●		●		●		●		▲		■		
Idrætsvidenskab, kandidat	●		●		●		●	↔	●		●		●		●		■	↔	■		
Medicin, kandidat	●		●		●		▲	↔	●		●		●		●		●		●		
Odontologi, kandidat	●		●		●		▲	↔	●		●		▲		●		●		●		
Optometri og synsvidenskab, kandidat	■	↔	●	↔	●		▲		●		▲	↔	●		●		●		●	↔	
Sundhedsfag (erhvervs-kandidat), kandidat			●						●		●						●				
Sundhedsfag (ordinært udbud), kandidat	●		●		●				●		▲		●		●		●				
Sundhedsfag, kandidat	●						●	↔	●		▲										●
Sygepleje (erhvervs-kandidat) (Aarhus), kandidat	!		●						●		▲						●				
Sygepleje (erhvervs-kandidat) (Emdrup), kandidat	●		●						▲		▲						●				
Sygepleje (ordinært udbud) (Aarhus), kandidat	●		●		●				●		▲		●		●		●		●	↔	
Sygepleje (ordinært udbud) (Emdrup), kandidat	●	↔	▲	↔	●				●		▲		●		●		●		●		
Sygepleje, kandidat	●						▲		●		▲										●

Gå til forside



Indikatorkort uddannelsesoverblik

Valgt uddannelse:
Klinisk sygepleje, master

Kvalitetsprocesår	Indikator	Indikatornavn	Ikon	Udv. ikon	Indikatorværdi	Enhed	Indikatorværdi året før	Udv. indikatorværdi	_
2021	Indikator 1	Planlagte timer	●		5	Andel	6,9	↔	
2021	Indikator 2a	Forskningsdækning	●		1	Ratio			
2021	Indikator 3	Undervisningsevaluering	▲	↔	3,3	Gns.	4	↔	
2021	Indikator 4	Beståelsesprocent	●		95,4	%	93,7	↔	
2021	Indikator 5	Fagligt miljø	●		4	Gns.	4		
2021	Indikator 6	Relevans	●		4,7	Gns.	4,5	↔	

8.0 Bilag 2: Oversigt over uddannelser

I juni 2020 blev der på Health afholdt statusmøder for følgende uddannelser, grupperet efter deres studienævnsophæng:

Statusmøde for uddannelserne under studienævn for idrætsvidenskab

- Bacheloruddannelsen i idrætsvidenskab
- BA-tilvalg og KA-tilvalg i idrætsvidenskab
- Kandidatuddannelsen i idrætsvidenskab

Statusmøde for uddannelserne under studienævn for sundhedsvidenskab

- Kandidatuddannelsen i optometri og synsvidenskab
- Kandidatuddannelsen i sygepleje, -herunder erhvervs kandidatuddannelsen
- Den sundhedsfaglige kandidatuddannelse, herunder erhvervs kandidatuddannelsen
- Masteruddannelsen i klinisk sygepleje

Statusmøde for uddannelserne under studienævn for medicin

- Bacheloruddannelsen i medicin
- Kandidatuddannelsen i medicin

Statusmøde for uddannelserne under studienævn for folkesundhedsvidenskab

- Bacheloruddannelsen i folkesundhedsvidenskab
- Kandidatuddannelsen i folkesundhedsvidenskab

Statusmøde for uddannelserne under studienævn for odontologi

- Bacheloruddannelsen i odontologi
- Kandidatuddannelsen i odontologi

Statusmøde for uddannelserne under studienævn for oral sundhed

- Professionsbacheloruddannelsen i tandpleje
 - Erhvervsakademiuddannelsen til klinisk tandtekniker
 - Erhvervsuddannelsen til tandkliniskassistent og til Tante kniker
 - Akademiuddannelsen i odontologisk praksis
 - Diplomuddannelsen i oral helse
-

9.0 Bilag 3 Grænseværdioversigt

Indikator 1a og 1b: Førsteårsfrafald

AU Vedrører: alle BA-uddannelser	<15%
	15-25%
	>25%
AU Vedrører: KA-uddannelser der optager primært akademiske bachelorer	<10%
	10-15%
	>15%
AU Vedrører: KA-uddannelser der optager primært professionsbachelorer	<15%
	15-20%
	>20%

Indikator 2: Studerendes optjente ECTS pr. semester (gns.)

AU Vedrører: alle BA-uddannelser og KA-uddannelser	≥ 25 ECTS eller mere i gns. pr. semester
	15-25 ECTS i gns. pr. Semester
	<15 ECTS i gns. pr. semester

Indikator 3: Planlagte konfrontationstimer pr. semester

AU Vedrører: alle BA-uddannelser	>168 planlagte timer pr. semester
	112-167 planlagte timer pr. semester
	<112 planlagte timer pr. semester
AU Vedrører: alle KA-uddannelser	>112 planlagte timer pr. semester
	106-112 planlagte timer pr. semester
	<106 planlagte timer pr. semester

Indikator 4: Undervisningsevaluering

AU Vedrører: alle BA-uddannelser og KA-uddannelser	≥3,8
	> 3,2 og < 3,8
	≤ 3,2

Indikator 5a: Faglig trivsel

AU Vedrører: alle BA-uddannelser og KA-uddannelser	≥3,8
	> 3,2 og < 3,8
	≤ 3,2

Indikator 5b: Social trivsel

AU Vedrører: alle BA-uddannelser og KA-uddannelser	≥3,8
	> 3,2 og < 3,8
	≤ 3,2

Indikator 6a: Forskningsdækning (VIP/DVIP-ratio)

HE Vedrører: alle BA-uddannelser og KA-uddannelser undtagen odontologi	>1
	0,8-1,0
	< 0,8

HE Vedrører: BA og KA odontologi	0,5
	0,2-0,5
	< 0,2

Indikator 6b: Vidensgrundlag

HE Vedrører: ikke forskningsbaserede uddannelser	>60%
	60%
	< 60%

Indikator 6c: VIP-dækningsgrad af minimumstimer

AU Vedrører: alle BA-uddannelser	>75%
	65-75%
	< 65%

HE Vedrører: alle KA-uddannelser	>80%
	70-80%
	< 70%

Indikator 8: ledighed

AU Vedrører: alle KA-uddannelser	>10%
	10-12%
	< 12%

AU Vedrører: professionsbachelor i tandpleje	>10%
	10-12%
	< 12%

10.0 HE Grænseværdier 2021, EVU

Indikator 1: Planlagte timer pr. ECTS

AU	≥4,5
Vedrører: alle EVU	> 3,5 og < 4,5
	≤ 3,5

Indikator 2a: Forskningsdækning (VIP/DVIP ratio)

AU	>1
Vedrører: forskningsbaserede EVU	0,8-1,0
	< 0,8

Indikator 2b: Videngrundlag

(andel undervisere med et uddannelsesniveau højere end det de underviser på)

HE	>60%
Vedrører: ikke-forskningsbaserede EVU	60%
	< 60%

Indikator 3: Undervisningsevaluering

AU	≥3,8
Vedrører: alle EVU	> 3,2 og < 3,8
	≤ 3,2

Indikator 4: Beståelsesprocent

AU	≥85%
Vedrører: alle EVU	>75 < 85%
	≤ 75%

Indikator 5: Fagligt miljø

AU	≥3,8
Vedrører: alle EVU	> 3,2 og < 3,8
	≤ 3,2

Indikator 5: Relevans

AU	≥3,8
Vedrører: alle EVU	> 3,2 og < 3,8
	≤ 3,2



Vision for uddannelse og læring på Aarhus Universitet

Aarhus Universitet tilbyder forskningsbaserede uddannelser, der er kendetegnet ved deres stærke faglighed. Det gode studiemiljø er konstant i fokus som et vigtigt element for de studerendes læring.

Undervisningen udvikles til stadighed for at tage højde for de studerendes læringsudbytte, involvering og motivation.

Universitetets dimittender er nytænkende og formår at omsætte viden og idéer til handling på fremtidens nationale og internationale arbejdsmarked.

Universitetets dimittender er aktive alumner, der ser deres uddannelse som grundlag for livslang læring.

Aarhus Universitets politik for kvalitetsarbejde på uddannelsesområdet



Undervisningsmiljøvurdering på Aarhus Universitet, 2021

Bachelor- og kandidatuddannelsen i folkesundhedsvidenskab

Handleplan 1

Tema	Fysisk miljø
Overskrift	Bedre rengøring, indeklime og ventilation
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for Folkesundhed (IFS) Uddannelser: Bachelor- og kandidatuddannelsen i folkesundhedsvidenskab
Ansvarshavende	
Formål	<p><u>Formålet er at styrke undervisningen og vedligeholde den sociale integration</u></p> <p>Via UVM- undersøgelsen, kan studienævnet konstatere, at de studerende mangler grupperum og toiletforholdene i bygning 1150 er for ringe. Desuden er ventilation i forelæsnings- og holdundervisningslokaler ikke tilstrækkelig, hvilket skaber et dårligt indeklime. Der bliver afholdt fester i de samme lokaler, hvor der er undervisning, og derfor er det vigtigt, at det bliver gjort ordentligt rent. Det er desværre ikke tilfældet på nuværende tidspunkt.</p> <p>Folkesundhedsvidenskabsuddannelsen holder til i bygning 1150, hvor en stor del af undervisningen foregår. De studerende er glade for at have et tilhørsforhold til en specifik bygning; et tilhørsforhold som også er vigtigt for den faglige identitet og sociale integration på tværs af studiet.</p> <p>Bygningen er for lille til uddannelsen, og det kunne overvejes helt at flytte undervisningen til andre lokaler spredt på campus. Det prioriteres dog højt at have en base for uddannelsen og derfor ønskes et fokus på forbedring af rengøring, toiletforhold, grupperum og indeklime.</p>



Beskrivelse af indsats	<ul style="list-style-type: none"> • Etablering af flere grupperum samt oplysning om tilgængelige grupperum og bookningsmuligheder • Etablering af flere områder, som inviterer til, at studerende opholder sig enten til individuelle eller gruppemæssige læringsaktiviteter • Bedre rengøring i 1150 • Bedre regulering af ventilation og varme i 1150 • Bedre belysning i 1150 • Flere toiletter i 1150
Tidsplan/milepæle	Forår 2022

Opfølgning på handleplaner

November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde

Undervisningsmiljøvurdering på Aarhus Universitet, 2021

Bachelor- og kandidatuddannelsen i Idrætsvidenskab

Studienævnet for Idrætsvidenskab drøftede uddannelsesmiljøvurderingen den 7. oktober 2021 og vurderede på den baggrund at trivslen ligger på et fint niveau og over gennemsnittet for AU.

Studienævnet bemærker særligt at studerende efterspørger mere feedback og at nogen føler sig udelukket fra studiefællesskabet. Studienævnet vurderede dog at det var svært at sætte ind på baggrund af data, da det ikke står klart, om udelukkelsen af studiefællesskabet finder sted i forbindelse med undervisning eller uden for undervisningen.

Generelt har studienævnet en formodning om at resultaterne afspejler en særlig coronatid/årgang, hvor særligt det sociale har lidt et knæk pga. manglende fysisk fremmøde.

Der er i arbejdet med handleplanen i statusrapporten 21/22 adresseret en række tiltag rettet mod det fysiske og psykiske uddannelsesmiljø. I tillæg til de allerede planlagte og igangsatte initiativer, ønsker studienævnet at igangsætte yderligere følgende handlinger:

Handleplan 1

Tema	Psykisk uddannelsesmiljø
Overskrift	Karrieredag
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Health, Institut for Folkesundhed, Idrætsvidenskab
Ansvarshavende	Alumne foreningen, Simon Lønbro Vejledningen He Studier
Formål	Formålet er at øge oplevelsen hos de studerende ved hvad de skal og kan efter endt uddannelse
Beskrivelse af indsats	For at imødekomme studerendes usikkerhed omkring deres plads på arbejdsmarkedet efter endt uddannelse arrangeres der i samarbejde med studievejledningen ved Health Studier og Alumneforeningen en karrieredag med oplæg fra dimittender og repræsentanter fra aftagere, ligesom vejledningen vil tilbyde vejledning i forhold til projektorienterede forløb, studiejobs og erhvervsrettede specialer og opgaver, som ligeledes har til hensigt at understøtte at flere kommer i beskæftigelse efter endt uddannelse.
Tidsplan/milepæle	E22

Opfølgning:

Ansvarlig for opfølgning	Kristian Raun Thomsen
Tidplan for opfølgning:	
November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde

Handleplan 2

Tema	Fysisk uddannelsesmiljø
Overskrift	Bedre udnyttelse af lokaler
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Health, Institut for Folkesundhed, Idrætsvidenskab
Ansvarshavende	He Studier Studienævnet
Formål	Sikre optimal udnyttelse af lokaler på Dalgas Avenue til gavn for studerendes behov for flere læse- og gruppepladser
Beskrivelse af indsats	Det vil blive undersøgt, om det er muligt for studerende at få overblik over ledige lokaler, der normalt bruges til undervisning med det nye timeplaner system, og om det er muligt for dem at booke lokalerne i de perioder.
Tidsplan/milepæle	S22

Opfølgning:

Ansvarlig for opfølgning	Kristian Raun Thomsen + HE Studier
Tidplan for opfølgning:	
November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde

Handleplan 3

Tema	Fysisk uddannelsesmiljø
Overskrift	Te-køkken og gentænkning af kantine-lokalet på Dalgas Avenue
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Health, Institut for Folkesundhed, Idrætsvidenskab
Ansvarshavende	Kristian Raun Thomsen, Studieleder Ask Vest Christensen
Formål	Skabe mulighed for et socialt samlingssted til sociale arrangementer og med mulighed for at have mindre køkkenfaciliteter til rådighed
Beskrivelse af indsats	Fokus på de studerendes adgang til et socialt mødested med mulighed for at have mindre køkkenfaciliteter til rådighed efter at kantinen er lukket på Dalgas Avenue.
Tidsplan/milepæle	S22

Opfølgning:

Ansvarlig for opfølgning	Kristian Raun Thomsen/studienævnet
Tidplan for opfølgning:	
November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde



Undervisningsmiljøvurdering på Aarhus Universitet, 2021

Handleplan 1

Tema	Psykiske miljø
Overskrift	Mentorordning på 1. semester af bacheloruddannelsen i medicin
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for Biomedicin Uddannelse: Bacheloruddannelsen i medicin
Ansvarshavende	HE Studier - studievejledningen
Formål	Øge faglig og social trivsel
Beskrivelse af indsats	<p>Studievejledningen planlægger at starte en mentorordning på 1. semester medicin på baggrund af gode erfaringer fra Idræt og FSV.</p> <p>Formålet med mentorordningen er have fokus på og øge den faglige integration, hvor ældre studerende (mentorer) vejleder og støtter de nye studerende (mentees) for på den måde at øge studiekompetencerne.</p> <p>Mentorerne skal således supplere instruktorenes, tutorernes og studievejledningens indsats med at sikre et godt studiemiljø. Mentorordningen skal med andre ord ses som en del af den samlede vifte af initiativer for at sikre et godt studiemiljø og fastholde og motivere de studerende.</p>
Tidsplan/milepæle	Det forsøges at starte mentorordningen første gang F22. Om det er muligt afhænger af, om det lykkes at skaffe nok mentorer. Der skal bruges 50 mentorer.





Handleplan 2

Tema	Psykiske miljø
Overskrift	Pilotprojekt: Studiefaglige refleksionsrum
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for Biomedicin Uddannelse: Bacheloruddannelsen i medicin
Ansvarshavende	Centre for Educational Development (CED)
Formål	Øge studerendes faglige studiekompetence og dermed trivsel.
Beskrivelse af indsats	<p>CED har startet et projekt på alle fakulteter med Cellebiologi (1. semester medicin) som forsøgskursus. Formålet er at udvikle og afprøve et nyt didaktisk format, der øger de studerendes faglige studiekompetence. Det er håbet, at projektet på længere sigt vil bidrage til øget trivsel, give et højere læringsudbytte, understøtte den enkeltes identitet som studerende og del af et fagligt fællesskab.</p> <p>På Health er 1 af de 9 hold i Cellebiologi udvalgt E2021. To studenterundervisere har indvilget i både at undervise som vanligt og at agere mentorer/instruktører på projektet, mens en underviser er supervisor. Der afholdes 3 møder pr semester mellem mentor/instruktør og holdet af studerende og de emner der tages op er bestemt på forhånd af kursisterne fra 1. semester. Supervisor og mentorer/instruktører har inden mødet diskuteret emnerne, men supervisor er ikke med i selve "refleksionsrummet".</p>
Tidsplan/milepæle	Pilotprojektet gennemføres på Cellebiologi efteråret 2021



Handleplan 3

Tema	Fysisk miljø
Overskrift	Fysiske faciliteter for medicinstuderende i Universitetsparken
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for Biomedicin Uddannelse: Bacheloruddannelsen i medicin
Ansvarshavende	Prodekan for uddannelse på Health
Formål	Bedre fysiske studiefaciliteter for medicinstuderende i Universitetsparken
Beskrivelse af indsats	Der ønskes flere faciliteter, hvor studiegrupper kan mødes og forberede sig. Dvs. rum / borde med plads til 3-4 studerende. Sådanne faciliteter er også brugbare til team-based learning, hvor studerende veksler mellem plenum undervisning i auditorier og gruppearbejde i studiegrupper. På medicin forefindes Medicinerhuset, hvor kapaciteten ikke rækker. Der er VAB, som bruges af alle studerende. Men samlet synes kapaciteten at være begrænset og ikke tilpasset nye undervisningsformer.
Tidsplan/milepæle	Prodekanen tager ønsket med i de fora, som prioriterer økonomiske ressourcer og fysisk planlægning, med henblik på at afklare muligheder for bedre studiefaciliteter i Parken for medicinstuderende.



Handleplan 4

Tema	Fysiske miljø
Overskrift	Fysiske faciliteter for medicinstuderende i Skejby
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for Klinisk Medicin Uddannelse: Bacheloruddannelsen i medicin
Ansvarshavende	Viceinstituteder for uddannelse, Institut for Klinisk Medicin
Formål	Bedre fysiske studiefaciliteter for medicinstuderende i Skejby
Beskrivelse af indsats	Der skal etableres studiefaciliteter på AUH. Der skal arbejdes videre på etablering af et undervisningshus i Skejby for alle studerende på AUH, studiemiljø i J-bygningen og allokering af rum til studerende på hospitalet. Der skal desuden fortsat arbejdes på, at studerende får adgang til adgang til færdighedslaboratorium.
Tidsplan/milepæle	????

Opfølgning:

Tidplan for opfølgning:	
November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde



Undervisningsmiljøvurdering på Aarhus Universitet, 2021

Bachelor- og Kandidatuddannelsen i odontologi

Handleplan 1

Tema	Psykisk studiemiljø
Overskrift	Blandt de studerende udbrede kendskabet til, hvad man kan gøre, hvis man oplever krænkende adfærd
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for odontologi og oral sundhed (IOOS) Uddannelser: Bachelor- og kandidatuddannelsen i odontologi
Ansvarshavende	Studieleder Irene Dige
Formål	Udbrede kendskab til retningslinjen for, hvorledes krænkende adfærd håndteres, blandt de studerende. Det skal være almindelig kendt, hvor man skal henvende sig, hvis man oplever chikane, mobning, vold eller diskrimination.
Beskrivelse af indsats	Studievejledningen informerer de forskellige årgange herom på årgangsmøder. Studieleder vil informere kursusansvarlige om proceduren på møde i Uddannelsesforum for odontologi.
Tidsplan/milepæle	Når årgangsmøder planlagt af studievejledningen afholdes. Møde i Uddannelsesforum for odontologi afholdes ultimo 2021, og emnet vil være på dagsordenen.

Handleplan 2

Tema	Fysisk studiemiljø
Overskrift	Udbrede kendskabet til mulige gruppe- og læsefaciliteter på Institut for Odontologi og Oral Sundhed blandt de studerende.
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for odontologi og oral sundhed (IOOS) Uddannelser: Bachelor- og kandidatuddannelsen i odontologi
Ansvarshavende	Studieleder Irene Dige



Formål	Få oversigt over mulige grupperum og læsefaciliteter, som formidles til studerende. Herudover give de studerende mulighed for at booke lokalerne til studieaktiviteter.
Beskrivelse af indsats	IOOS - i samarbejde med HE studier - udarbejder en oversigt over mulige grupperum og læsefaciliteter på instituttet. Denne oversigt skal formidles, således at de studerende kan udnytte ressourcerne – herunder gerne give mulighed for bookning af lokaler.
Tidsplan/milepæle	HE Studier formidle mulighed for at booke Institut udarbejder oversigt over mulige grupperum og læsefaciliteter. HE Studier hjælper med at formidle disse muligheder til de studerende.

Opfølgning på handleplaner

November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde



Undervisningsmiljøvurdering på Aarhus Universitet, 2021

Professionsbacheloruddannelsen i tandpleje og Erhvervsakademiuddannelsen i klinisk tandteknik

På statusmødet i juni 2021 er der allerede besluttet en handleplan for feedback, idet studerende både i undervisningsevalueringerne generelt og i undervisningsmiljøvurderingen giver udtryk for, at de mangler mere og bedre feedback. Derfor har studienævnet ikke foreslået yderligere handleplaner ift. feedback.

Studienævnet foreslår følgende handleplaner på baggrund af de studerendes vurdering af undervisningsmiljøet.

Handleplan 1

Tema	Psykisk studiemiljø
Overskrift	Samarbejde og socialt studiemiljø
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for odontologi og oral sundhed (IOOS) Uddannelser: Professionsbacheloruddannelsen i tandpleje (TP) og Erhvervsakademiuddannelsen i klinisk tandteknik (KT)
Ansvarshavende	Studieleder Lene Martinussen
Formål	Ca. 30% af tandplejerne og ca. 25% af de kliniske tandteknikere svarer at de er uenige eller meget uenige i, at de ofte samarbejder med andre studerende om at løse opgaver på studiet. Samtidig svarer ca. 17% af tandplejerne og ca. 30% af de kliniske tandteknikere at de månedligt, ugentligt eller dagligt føler sig ignoreret eller udelukket fra studiefællesskabet. En lille del af de studerende angiver desuden at de har oplevet nedladende kommentarer. Svarene bekræfter den oplevelse som både studerende og undervisere i studienævne har ift. at færre studerende engagerer sig socialt/møder op til sociale arrangementer. Indsatsen går derfor ud på at styrke samarbejdet og fællesskabet omkring det uddannelsesmæssige og derigennem styrke det sociale fællesskab blandt studerende og deres tilhørsforhold til uddannelsen. Indsatsen skal bidrage til, at de studerendes professionelle samarbejde bliver bedre.
Beskrivelse af indsats	<u>Format</u> Temamøde/workshop for kursusansvarlige og undervisere <u>Indhold</u> På temamøde/workshop med kursusansvarlige og undervisere skal der sættes fokus på:



	<ul style="list-style-type: none"> • At tilrettelægge undervisning i grupper for at styrke samarbejdet mellem studerende og gerne i skiftende/nye grupper i løbet af uddannelsen • At anvende peer-feedback som en øvelse i professionelt samarbejde • At italesætte værdien af samarbejde mellem studerende og ramme-sætte tid til refleksion over samarbejde og læring i grupper.
Tidsplan/milepæle	<p>Indsatsen sættes i gang af studieleder i regi af uddannelsesforum for kursusansvarlige.</p> <p>Temamøde/workshop afholdes.</p>

Handleplan 2

Tema	Fysisk studiemiljø
Overskrift	Udbrede kendskabet til mulige gruppe- og læsefaciliteter
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	<p>Fakultet: Health (HE)</p> <p>Institut: Institut for odontologi og oral sundhed (IOOS)</p> <p>Uddannelser: Professionsbacheloruddannelsen i tandpleje (TP) og Erhvervsakademiuddannelsen i klinisk tandteknik (KT)</p>
Ansvarshavende	Studieleder Lene Martinussen og HE Studier
Formål	At studerende får kendskab til hvor de kan finde grupperum og læsepladser
Beskrivelse af indsats	<p>I forbindelse med studiestart får de studerende en rundvisning på tandlægeskolen og på campus generelt (Studieleder).</p> <p>Det skal formidles til de studerende, hvor de kan finde grupperum og læsepladser og hvordan de kan booke grupperum (HE Studier).</p>
Tidsplan/milepæle	<p>HE Studier formidler mulighed for at booke lokaler til nuværende studerende.</p> <p>Nye studerende får rundvisning på tandlægeskolen, herunder information om hvor de kan finde grupperum og læsepladser.</p>



Handleplan 3

Tema	Fysisk studiemiljø
Overskrift	Strøm-stik
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	Fakultet: Health (HE) Institut: Institut for odontologi og oral sundhed (IOOS) Uddannelser: Professionsbacheloruddannelsen i tandpleje (TP) og Erhvervsakademiuuddannelsen i klinisk tandteknik (KT)
Ansvarshavende	Bygningsservice Health
Formål	At etablere flere strøm-stik i auditorium 1, Tandlægeskolen.
Beskrivelse af indsats	At etablere flere strøm-stik i auditorium 1, Tandlægeskolen.
Tidsplan/milepæle	Studieleder kontakter Bygningsservice. Strøm-stik sættes op.

Opfølgning på handleplaner

November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde



Undervisningsmiljøvurdering på Aarhus Universitet, 2021

De sundhedsvidenskabelige kandidatuddannelser

Handleplan 1

Tema	Fysisk miljø
Overskrift	Bedre undervisningslokaler og grupperum – med mulighed for bedre socialt miljø
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	HE, Institut for folkesundhed, de sundhedsvidenskabelige kandidatuddannelser
Ansvarshavende	
Formål	<p>Formålet er at styrke trivsel og læring blandt de studerede gennem forbedring af det fysiske miljø.</p> <p>Baggrund: Via UVM undersøgelsen, kan vi igen konstatere, at de studerendes vurdering af det sociale studiemiljø er lavt. De mangler grupperum og har ofte svært ved at finde et sted at studere i mellemtimer. Endvidere har mange studerende undervisning forskellige steder på campus, hvilket betyder, at de ikke har noget sted, de hører til.</p> <p>Undervisningslokalerne kan desuden være med dårligt indeklima og uden mulighed for effektiv udluftning. Samtidig klager mange studerende over, at auditorierne er kolde.</p> <p>Der kan evt. tages udgangspunkt i inspirationskataloget "Bedre læringsrum på Health" og "Professionelle rum til professionelle arbejdsformer" https://medarbejdere.au.dk/fileadmin/user_upload/campus_2.0/Anbefalinger_undervisnings-og_studiemiljoe.pdf</p>
Beskrivelse af indsats	<p>Forbedre kvaliteten af de lokaler, der er til rådighed ved fx</p> <ul style="list-style-type: none"> • Modernisering af undervisningslokaler – fx fleksible rum, hvor der kan skiftes mellem forelæsning og gruppedrøftelser • Etablering af flere områder, som inviterer til, at studerende opholder sig enten til individuelle eller gruppemæssige læringsaktiviteter • Bedre regulering af ventilation og varme • Flere toiletter
Tidsplan/milepæle	Forår 2022



Handleplan 2

Tema	Psykisk miljø
Overskrift	Studerterforening for de sundhedsvidenskabelige kandidatuddannelser
Handleplan nr.	(Udfyldes centralt)
Organisatorisk placering af indsats	HE, Institut for folkesundhed, de sundhedsvidenskabelige kandidatuddannelser
Ansvarshavende	Studienævnet for de sundhedsvidenskabelige kandidatuddannelser
Formål	<u>Skabe bedre socialt miljø/tilhørsforhold</u> Der er ingen tradition for studenterforening på de sundhedsvidenskabelige kandidatuddannelser, men måske en sådan kunne skabes for at give et bedre socialt miljø og et større sammenhold på uddannelserne.
Beskrivelse af indsats	Man kunne invitere anden etableret studenterforening ud til oplæg for at skabe awareness om muligheden. Måske dette møde også vil kunne give en indikation om det sociale behov på uddannelserne.
Tidsplan/milepæle	Efterår/forår – arrangement med studenterforening afholdes

Opfølgning på handleplaner

November	Handleplaner offentliggøres på AU's hjemmeside
November	Health uddannelsesrapport tilføjes et afsnit om undervisningsmiljøvurderingen (resultater og handleplaner)
Juni 2022	Der gøres status på arbejdet med handleplanerne ved det årlige statusmøde

Punkt 6: Til orientering: International evaluering af ph.d.-skolen (15.45-16.00)

Det indstilles, at

– Akademisk råd orienteres om den internationale evaluering af ph.d.-skolen

Sagsfremstilling

Ifølge universitetsloven skal der regelmæssigt gennemføres en international evaluering af ph.d.-skolerne. Første gang ph.d.-skolen på Health blev evalueret var i 2015.

I september 2021 havde Ph.d.-skolen Health igen besøg af et internationalt evalueringspanel, der fik mulighed for at møde og interviewe en række personer, der på forskellig måde er involveret i ph.d.-uddannelsen på Health. Inden besøget havde ph.d.-skolen udarbejdet en selvevalueringsrapport, som panelets medlemmer havde sat sig grundigt ind i inden besøget.

Ph.d.-skoleleder Helene Nørrelund vil på mødet orientere om besøget og panelets efterfølgende evalueringsrapport og konkrete anbefalinger til ph.d.- skolens videre arbejde med at udvikle ph.d.-skolen og kvalitetssikre ph.d.-uddannelsen. Hovedkonklusionen i rapporten er følgende:

“Overall, the educational programme of the GHS is excellent and no major gaps were identified during the evaluation. The GSHS is well organized and generally strike a good balance between the level of quality control and administrative burden from enrolment to the PhD defence. All stakeholders are engaged and highly qualified. Overall, there are good onboarding programs for both PhD students and new supervisors, and communication is well organized via a range of channels. There are also good support systems both in terms of financial support to e.g. external stays and PhD courses and “soft” support for e.g. career planning and wellbeing”

Akademisk råd er velkommen til at komme med bemærkninger til rapporten og panelets anbefalinger.

Ansvarlig/sagsbehandler

Helene Nørrelund/ Lene Bøgh Sørensen

Bilag

1. Det internationale panels rapport og anbefalinger
2. Ph.d.-skolens selvevalueringsrapport



Self-evaluation report, Graduate School of Health

International evaluation 2021

Self-evaluation report from the Graduate School of Health Sciences, Aarhus
University

2021

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Introduction: Evaluation of the Graduate School of Health Sciences (GSHS).

According to the Ministerial Order no 172 of 27 January 2018 (The University Act)¹ §14, 5, Danish universities must evaluate their graduate schools regularly. Rector is responsible for initiating the international evaluation in collaboration with the Head of the Graduate School and to follow up on the evaluation.

Aarhus University is evaluating its five Graduate Schools in 2021. The last evaluation was conducted in 2015. The evaluation has two elements: a self-evaluation report written by the individual schools, and a site visit by an international assessment panel.

To follow up on the evaluation, the head of the graduate school will draft a plan for implementation of recommendations by the international review panel and discuss this with the Rector.

Aarhus University formulates a summary of the evaluation based on the final evaluation reports of the five graduate schools by the international review panels and informs The Ministry of Higher Education and Science about the conclusion.

The final evaluation reports will be made public on the graduate school's websites.

The quality framework for doctoral Education at Aarhus University

In 2013, Aarhus University developed a quality framework for doctoral education, focusing on four elements: Output, Entry-level requirement, input and organization.²

In 2019, Aarhus University agreed on additional 5 basic principles to substantiate the quality framework and to safeguard the PhD student's academic development, specially an appropriate level of independence at different stages of doctoral education: project description, supervision, PhD study, PhD project and Thesis.³ The 5 principles address PhD students, PhD supervisor and PhD management. To follow up on the implementation of the basic principles, the Heads of graduate schools have decided to revisit the basic principles annually and include questions arising from the basic principles in the survey Quality in the PhD Process.⁴

PhD education in Denmark

According to the PhD Order,⁵ a PhD degree in Denmark is a structured research education scheduled to take three years (FTE) or the equivalent of 180 ECTS. Danish PhD scholarships are fully funded. The GSHS charge a study fee of 120.000 DKK kr. for 3 years. PhD students are typically employed full time under a regular employment contract, offering the same rights as employees (e.g. pension contributions, the right to maternity/paternity and sick leaves etc.). PhD students can be employed by other organizations, e.g. hospitals or private companies. All PhD students have an affiliation to one of the departments, who must ensure development dialogue with a representative of the management group. The purpose is to ensure that all PhD students are properly involved in the departments' activities, such as research and teaching, following the general rules for employees at AU.⁶

According to the PhD Order the components of a PhD programme are:

¹ See Appendices. Rules and regulation, web-link 1

² Appendix 1. Quality Framework for Doctoral Education

³ Appendix 2. Basic principles of PhD education at Aarhus University

⁴ Appendix 3. Quality in the PhD Process. A survey among PhD students at Aarhus University

⁵ See Appendices. Rules and regulations, web-link 2

⁶ See Appendices. Rules and regulations, web-link 3

- 1) Conduct independent research under supervision.
- 2) Complete PhD courses or similar subject elements totalling approx. 30 ECTS credits.
- 3) Participation in research environments, including stay at other, preferably foreign, research institutions.
- 4) Gain experience of teaching activities and/or other forms of knowledge dissemination related to the student's PhD project.
- 5) Complete a PhD thesis based on the PhD project.

Access to the graduate school's PhD programme requires a Danish Master's degree ("kandidatgrad") of 120 ECTS credits or a similar relevant five-year degree programme.

If you apply for an Integrated PhD programme, you need a Bachelor's Degree equivalent to a Danish level.

If you do not have a Danish degree, your education will be assessed by the Danish Agency for Science and Higher Education when you apply for a PhD. International one-year Master's degrees are not equivalent to a Danish Master's degree of 120 ECTS (two years full time).

Financing can come from a variety of sources such as grants from the faculty/the-graduate school, public or private research foundations, private companies, EU programmes, etc. These types of funding are often secured through the PhD supervisor. Some international PhD students receive financing from their home country, and some PhD students are employed in private companies, most often as part of the Industrial PhD programme. If a student is admitted, it is the responsibility of the University to ensure that a complete financing plan is in place for the PhD student in connection with admission. The plan covers all expenses for the PhD programme: Scholarship/fellowship, tuition fee, running costs, incl. expenses for mobility plans, etc.

Evaluation Format and Method

Based on the self-evaluation report presented below and a visit to the Graduate School of Health Sciences GSHS, an appointed international panel is asked to comment and offer advice on the organization and PhD programmes of GSHS. During the visit, the head of the graduate school will present the organization of the graduate school and the three academic programmes offered by the school.

The panel should give recommendation to actions, which can contribute to the further development of the organization and PhD programmes. On that basis, the international review panel will file a report containing recommendations.

Data Sources

There are four main data sources for the self-evaluation report:

- The PhD-administrative system, "PhD-planner", provides data on applications, selection, assessment committees, applicants' background, completion time etc. and is further described below.
- The survey on the quality of the PhD education⁷ offers data on supervision and a range of other measures regarding the PhD students' evaluation of their programme
- The Employment survey⁸ provides data on employment rates, employment sectors, and national vs. international labour markets for/of the PhD-students from Aarhus University. The survey has a low response rate, which may give rise to sampling bias concerning outcome.
- AU Publication records (PURE) offer comprehensive data on the PhD students' academic publications during their doctoral studies and partial information on publications after graduation

⁷ Appendix 3. Quality in the PhD Process. A survey among PhD students at Aarhus University

⁸ Appendix 4. The employment survey 2020. (In Danish. Beskæftigelse undersøgelse 2020. Rapport for ph.d.-dimitterender

PhD administrative system, "PhD Planner"

The PhD Planner is an online PhD-administrative system implemented by Aarhus University in 2012. The system supports the quality assurance for the PhD education at Aarhus University. The PhD Planner is a role-based system with electronic support of working procedures, in which different actors such as PhD students, administrative officers, supervisors, programme chairs, and the heads of the graduate schools have individual functions with respect to activities such as documentation of study progress, and the evaluation of PhD plans.

The aim of the PhD Planner is to support the formal tasks related to each PhD student's course of studies in accordance with the PhD Order. The system is workflow based and contains information on each individual PhD student regarding employment, study progress, PhD plan evaluation etc. The system, furthermore, supports shared information between the different actors related to PhD students, such as supervisor and head of programme, who can all see information of study progress and the PhD plan.

The system supports administrative processes, such as enrolment and employment, requests for leave, part time studies, and other study related events and activities. The relevant information is registered in the PhD Planner. The system provides a solid database for management and administration.

In 2021 and 2022, the PhD planner will be modernized, the current application module replaced and all other features upgraded to better comply with current needs and digital legislation.

Quality in the PhD Process

The survey Quality in the PhD Process is conducted every four years among the PhD students at Aarhus University. The survey is sent to all enrolled PhD students at the university and to those who have been awarded a PhD degree from the university within the recent six months. The survey has the aim of providing specific knowledge about the university's PhD students and PhD programmes. It was first conducted in 2013, then followed up in 2017, and now again in January 2021. The response rate was 79%, 75% and 74%, respectively.

Results from the survey in 2021 will be included in the present self-evaluation, and, where relevant, compared to results from the former surveys.

Employment survey

The Employment survey provides data on employment rates, employment sectors, and national vs. international labour markets for the PhD students graduating from Aarhus University.

The survey is carried out each year and covers two-year groups of PhD students graduating from Aarhus University with five years in between the year groups. Survey periods are as appears in the individual reports (only in Danish). The survey has a general response rate between 50% and 56%, and both Danish and international PhD students are included.

AU Publication records (PURE)

Pure is an IT system designed to collect, maintain and display data related to research production. Pure is used by all higher-education institutions in Denmark and by a number of institutions abroad. The Danish universities collaborate with the provider Elsevier to develop the system.

Pure data, including the researchers' publications, research activities, and projects, are displayed on the researchers' personal AU website at www.pure.au.dk.

The Covid-19-situation and the implications for PhD education at Aarhus University

The Covid-19 pandemic has posed significant challenges to Aarhus University and its core activities as it has to the rest of the World. To ensure that all PhD students have access to the necessary information to navigate in the many new ways of working and studying and that they

are supported in legal and practical issues, Aarhus University has focused on communication to the PhD students and supervisors about possible actions related to restore or replace interrupted study elements or study progress.

Internal and national coordination has been an important element in establishing this framework of solutions to the implication on PhD studies of the Covid-19-situation. Via the professional organization *Universities Denmark*, Aarhus University has taken part in addressing the challenges for PhD students caused by Covid-19 on a national level.

At university level, the heads of the five graduate schools have worked closely together to exchange experiences and promote joint solutions on, for example, working from home, online PhD defences and interrupted study elements.

Aarhus University decided on a joint procedure for handling the challenges in relation to PhD projects as a direct consequence of Covid-19, including the physical lockdown of AU. The aim of the joint procedure is to ensure a common point of departure for all PhD students at AU, while at the same time granting the individual graduate school the flexibility to handle the challenges in individual students' PhD projects in the most appropriate way.

Consequently, the PhD students can:

- Apply for extension if the PhD project has been delayed as a direct consequence of the Covid-19-situation. It is the responsibility of the graduate school to ensure the financing of the extension granted.
- Apply for an exemption for course ECTS credits for a PhD course that has been cancelled.
- Apply for exemption from a change of research environment if the stay has been cancelled or interrupted.

Applications for changes to study programmes are processed on the basis of an individual, specific assessment tied to the individual PhD study.

Information has been communicated by the graduate schools via direct mail, newsletters and the websites as well as in an FAQ for PhD students at the university.⁹ The GSHS has an FAQ detailing procedures at graduate school level.¹⁰ The well-being of our PhD students at GSHS has been of utmost importance during the pandemic. The PhD students' affiliation is with the respective department/centre of enrolment, and the responsibility for their well-being therefore lies with the local leadership, i.e. Heads of department/centre, etc. However, GSHS has also taken an active interest, as the well-being of our PhD students is essential to the school. The Covid 19 challenges has therefore been on the agenda of PhD committee meetings and Heads of programme meetings from the very beginning both in terms of discussing possible measures at local level and exchanging ideas across PhD programmes.

⁹ See appendices. Rules and regulations, web-link 4

¹⁰ See appendices. Rules and regulations, web-link 5

1.0 The organization of the Graduate School

1.1/ PhD Programmes and Academic Advisory Groups

GSHS currently consists of the following 3 Graduate programmes:

- 1) Biomedicine
- 2) Clinical Medicine, Forensic Medicine and Dentistry and Oral Health ("ClinFO")
- 3) Public Health.

The Heads of the Graduate Programmes (HGP) are appointed jointly by the Head of the Graduate School and the responsible Head of Department and undertake the daily management of each of the programmes. The HGP's participate in regular PhD coordinating meetings with the head of the Graduate School and the head of the PhD Administration.

The HGP's are generally responsible for the following:

- Dialogue with the Heads of Department and the academic environments
- Handling of applications and participation in allocation of fellowships
- Follow-up of regular progress reports on enrolled PhD students
- Recommendations regarding appointment of assessment committees
- Course proposals of relevance to the individual Graduate Programmes (submitted to the Head of the Graduate School)

For each Graduate Programme, the HGP and the Head of Department must establish an Academic Advisory Group (AAG) consisting of researchers from the Faculty of Health at Aarhus University, the hospitals and (if needed) other members with relevant academic qualifications. The composition of the AAG must, as far as possible, reflect the diversity of the academic expertise within the programme in question and the involved departments. Additionally, PhD students must be presented in the AAG. Group members can provide the HGP with advice and may be authorized to act on behalf of the HGP in the event of disqualification due to conflicts of interest. The introduction of a new recruitment model in 2020 has resulted in a less active use of the AAG by the HGP's. The HGP's and the Head of the Graduate School also act on behalf of each other when disqualification occurs.

The Heads of Departments must make available the staff-related resources (supervisors in particular) required for the programme.

Dialogue and coordination among the Head of the Graduate School, HGP'S, Heads of Departments and AAG members is ensured through an annual meeting in the PhD Forum; staff and management from the HE PhD Administration will also participate in this meeting.

1.2/ The organization of the Graduate School

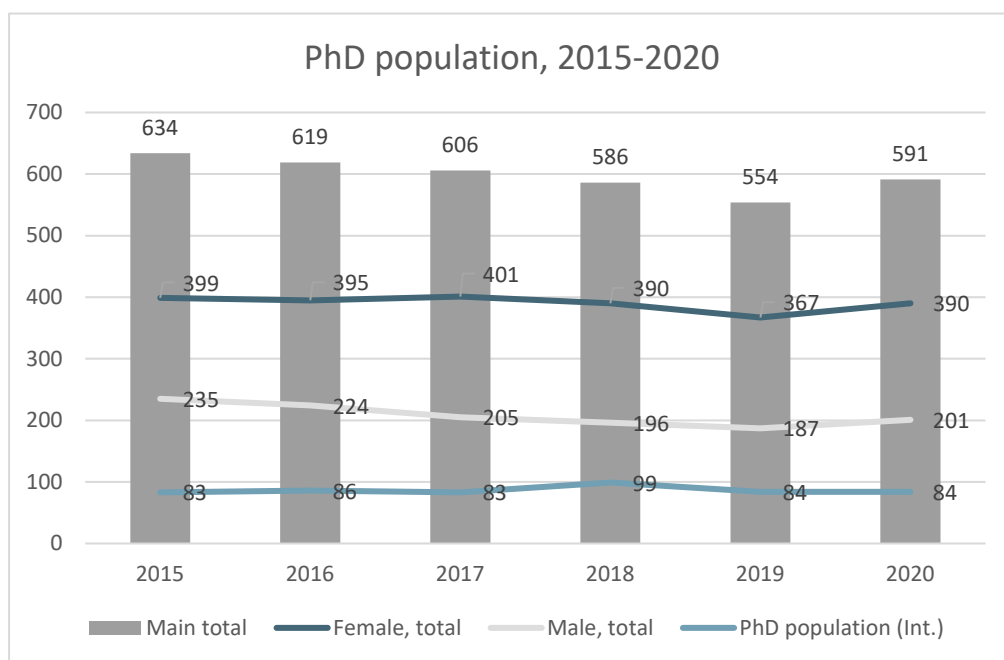
The PhD degree programme at Health, Aarhus University is structured within the framework of the Faculty of Health, which consists of the following 5 departments:

- Department of Clinical Medicine
 - Department of Biomedicin
 - Department of Public Health
 - Department of Dentistry and Oral Health
 - Department of Forensic Medicine
-

All PhD students enrolled at GSHS will be affiliated with one of these departments and enrolled in one of the 3 Graduate programmes, as described above (1.1)

Since the last self-evaluation report in 2014 the GSHS has seen a decrease in the population of PhD students at the GSHS. From 2015 to 2019 the number decreased from 634 to 554. In 2020 the population increased to 591. Women constitute a stable 2/3 of the PhD population and the share of international PhD students has for the last 6 years been stable around 15%.

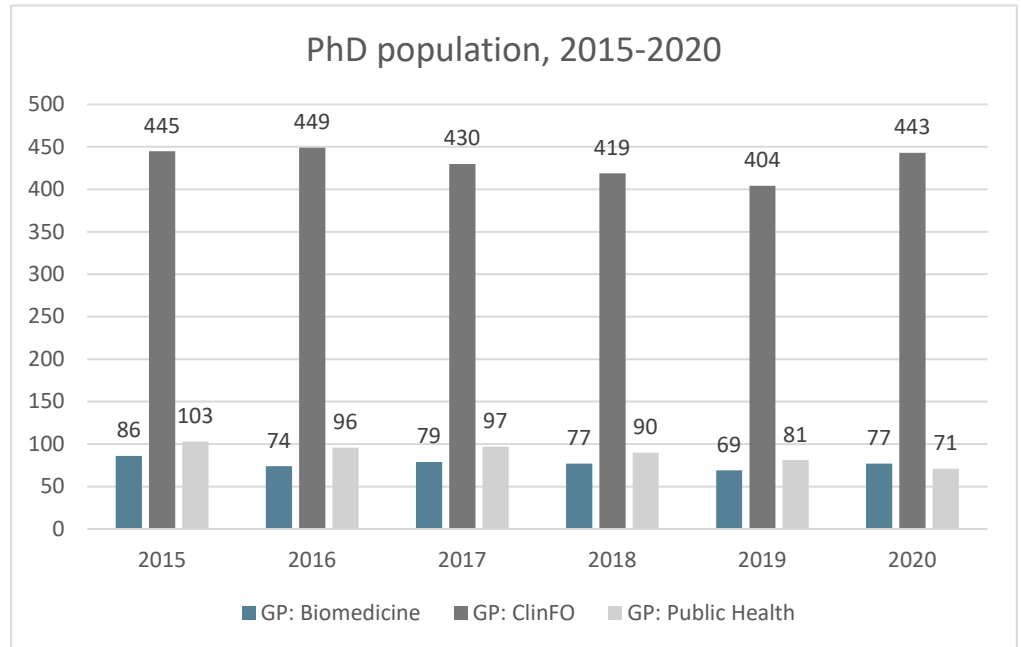
Figure 1.1 - PhD population 2015-2020



Source: PhD planner.

The distribution of the PhD population across the Graduate programmes shows that more than half of the PhD students are affiliated with ClinFO.

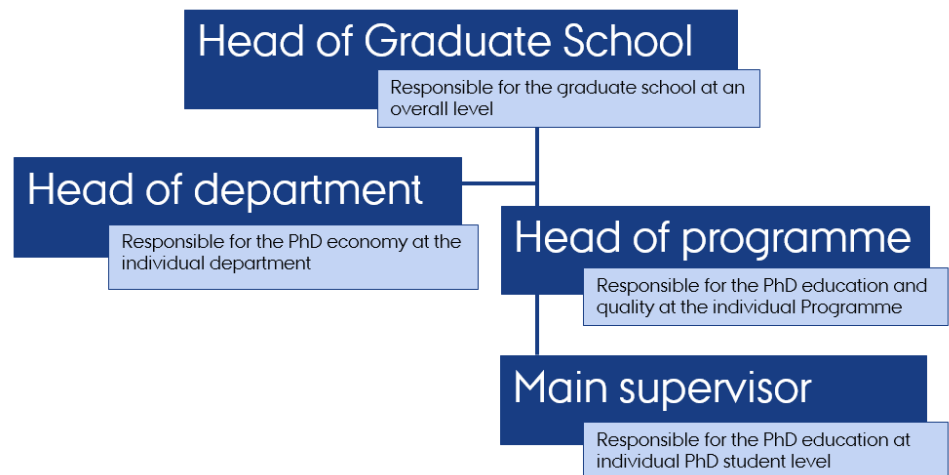
Figure 1.2 - PhD population Graduate Programmes (GP's) 2015-2020



Source: PhD planner.

The GSHS offers PhD studies within all research areas of health sciences ranging from medical science over odontology to public health sciences.

Figure 1.3 - Organizational chart PhD management



1.2.1/ Head of the Graduate School

The Head of the Graduate School, who is appointed by the Dean, undertakes responsibility for the graduate school and the education of PhD students within the school's research areas. The Head of the Graduate School must collaborate with the Dean and the Heads of Department through the appointed bodies and represents the PhD degree programme externally. The Head of the Graduate School must also set the framework for the PhD education, including maintaining and improving the quality of the PhD programmes. These tasks are addressed in collaboration and consultation with the PhD Committee.

Furthermore, the Head of the Graduate School has the following tasks in accordance with the Danish University Act:

- Approval of PhD courses in consultation with the PhD committee.
- Appointment of PhD main supervisors in accordance with university rules and regulations.
- Final approval of evaluations and changes in PhD study programmes on the basis of recommendations by representatives of the academic staff on the PhD committee.
- Determination of responsibilities of the individual Graduate Programmes.
- Disposition of budgetary resources allocated to the graduate school.
- Final decision on employment and (termination of) enrolment of PhD students.
- To evaluate the graduate school's activities on an ongoing basis in consultation with the PhD committee.

1.2.2/ PhD committee

The PhD committee is an advisory committee to the Head of the Graduate School. The members of the PhD committee at Health are elected by and among PhD students and academic staff. The committee has 13 elected members – 7 tenured faculty and 6 PhD students representing the 5 scientific fields corresponding to the 5 departments of the faculty of Health. The PhD committee meets approx. 5 times year and the Head of the Graduate School participates in the committee meetings.

The PhD committee must appoint a chairperson among the academic staff members and a deputy chairperson among the elected PhD students. The chairperson must organize the work of the committee in cooperation with the head of the Graduate School and the deputy chairperson. The chairperson must also chair committee meetings.

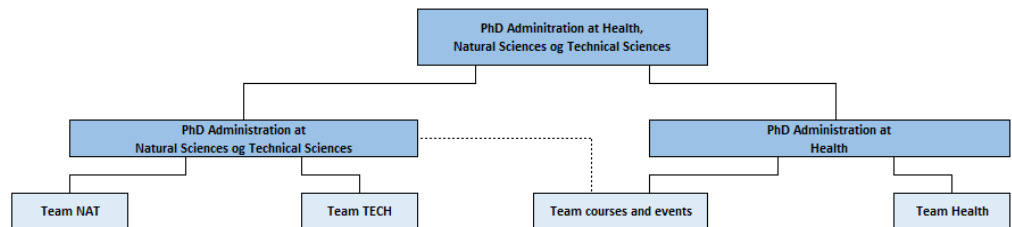
The responsibilities of the PhD committee include:

- approving PhD courses;
- preparing proposals for the head of the Graduate School on internal guidelines for the Graduate School, including PhD supervision;
- issuing statements to the head of the Graduate School concerning evaluation of the PhD degree programme and PhD supervision;
- approving applications for credit transfer and exemption requests submitted by PhD students who have not yet completed the Master's programme, in collaboration with the relevant board of studies;
- discussing and commenting on other matters of importance to the PhD degree programme and supervision, which are presented to the PhD committee through the head of the Graduate School or one of the field committees

The PhD committee has set up 3 subcommittees that are responsible for preparing issues and proposals to be debated in committee meetings concerning 1. Approval and evaluation of PhD courses, 2. Approval of merit and exemptions and 3. Internal guidelines for the Graduate School.

1.2.3/ Administrative support

In February 2020, the PhD Administration at Health and the PhD Administration at Natural Sciences and Technical Sciences merged and became the PhD Administration for Health, Natural Sciences and Technical Sciences. The unit is now responsible for the administration of the respective graduate schools at the three faculties Health, Natural Sciences and Technical Sciences with a total of approx. 1,400 PhD students and approx. 70 research year students.

Figure 1.4 - Organizational diagram of the PhD Administration at Health, Natural Sciences and Technical Sciences

The PhD Administration at Health, Natural Sciences and Technical Sciences is organized with the following administrative management:

- 1 Division manager
- 1 Head of PhD Administration at Health
- 1 Head of PhD Administration at Natural Sciences and Technical Sciences

At GSHS the PhD Administration at Health undertakes administrative tasks in connection with all parts of the PhD education, including;

- Services related to application procedures
- Enrolment
- Study- and work permits for international PhD students
- Information events
- Study- and employment-related counselling and services
- Evaluations
- Administration of PhD courses
- Qualifying examinations and the conclusion of PhD studies
- Issuing of PhD diplomas
- HR-related services such as employment, leaves, and maternity/paternity/sick leaves, etc.
- Funding for internationalization of the PhD programmes (grants)
- Servicing the Head of the Graduate School and servicing the Stipend committee, the PhD committee, the Research Year/Student Research Committee and the meetings with Heads of the graduate programmes

Each PhD programme has its own PhD partner, who serves as the administrative contact person for all matters related to that particular PhD programme to provide the easiest way into PhD and thus the best service possible to the programme.

In addition, the PhD Administration is also responsible for the administration of approx. 150 PhD courses annually as well as courses in Research Training (basic and advanced) which is a mandatory part of the research training programme for doctors enrolled in medical specialist training (speciallægeuddannelsen) in the North Denmark Region.

1.2.4/ Stipend committee

The Dean of the Faculty of Health appoints the Stipend Committee. The committee gives counseling in relation to the granting of fully financed PhD fellowships, twice a year. The committee is responsible for recommending the granting of fellowships to the Dean of the Faculty of Health based on expert assessments of applicants' qualifications, talent and projects. The committee members represent the academic diversity among the academic staff at Health (see section 2. P.21).

1.2.5/ The budget model

The GSHS budget covers costs related to PhD fellowships/scholarships, PhD courses, assessment work (honorarium, travel and accommodation), strategic initiatives (e.g. internationalization/mobility grants), screening for duplicate text, events and services for PhD students (Introduction Day and events, such as PhD Day and Medical Innovation Day, physiological counselling) as well as other costs related to the PhD programme at the faculty of Health

All PhD student must have a complete plan for financing the entire PhD study (study fees, salary and project expenses). Financing can come from a variety of sources such as public or private research foundations, private companies, EU programmes, etc. These types of funding are often secured through the PhD supervisor.

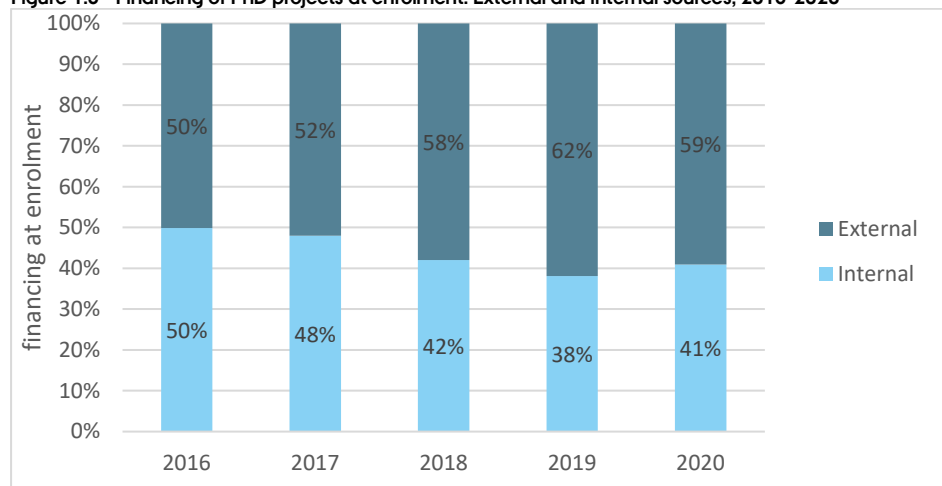
A PhD project can be financed the following ways:

- With a fully financed faculty fellowship: equivalent to three years' salary (incl. study fees)
- Through full external financing: all costs are covered by an external part

External funding can come from a variety of sources such as public or private research foundations, private companies or EU programmes. These types of funding are often secured through the PhD supervisor and in many cases, the funding plan is prepared in collaboration between the PhD supervisor and the department. Some international PhD students receive financing from their home country, and some PhD students are employed in hospitals (Central Denmark Region) or in private companies as part of the Industrial PhD programme.

In the period 2016-2020, external funding of PhD projects at Health has increased by 9%. External funding covers both private and public funding. In the same period, public funding ranges between 61% - 75%, while private funding ranges between 19% - 27%.¹¹

Figure 1.5 - Financing of PhD projects at enrolment. External and internal sources, 2016-2020



Source: Appendix 5. Annual report for talent development, Aarhus University, Appendix Health report p. 9

All accepted PhD students must pay tuition. In most cases, tuition is covered by the PhD financing plan. However, if the PhD student is self-financed, for example via international grants or private funding, the PhD student must secure the tuition fee him- or herself. If the PhD student is assessed not to be able to provide the necessary economic means for tuition, the GSHS will require a top up employment paid by the main supervisor.

¹¹ Appendix 5. Annual report for talent development, Aarhus University, Appendix Health report p. 9

1.3/ Conclusion

The organization of GSHS supports the involvement of faculty academic staff and PhD students in matters regarding PhD education at GSHS. This involvement is important to secure that the quality framework for PhD education is continually addressed and that initiatives to strengthen the concrete elements in this framework are coordinated with the scientific environments.

The GSHS management and the PhD administration work closely together to secure the quality of the single PhD student and project as well as quality in strategic planning of PhD education at Health. The merging of the Ph.d administrations in 2020 provide a new framework for administrative teamwork and professionalization of administrative services across the 3 faculties in areas such as e.g. PhD courses, HR related services, external relations, extraordinary events and services targeting the GSHS management, including committees, meetings, and external relations of the GSHS.

1.4/ Key figures.

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2.0 Application, Assessment and Enrolment

2.1/ Recruiting talented and dedicated PhD students

In 2020, a new model for allocating PhD fellowships at GSHS was introduced. The number of annual application rounds was reduced from 4 to 2. GSHS now accepts applications for admission twice a year in connection with the general open calls for applications to the PhD enrolment and fully financed faculty PhD fellowships.

PhD positions are advertised online in English at the website of Aarhus University.

A PhD candidate can apply for admission in one of the three following ways:

1. Ordinary call (application deadline twice a year):
All PhD candidates are assessed by the GSHS for enrolment and the Faculty's Stipend committee in order to receive a fully financed PhD fellowship or a PhD fellowship targeting integrated PhD's.
2. Admission outside ordinary call – Grant for a specific applicant:
If a PhD candidate has received money for a PhD project (equivalent to at least 50% of the salary for a PhD and study fee), the candidate can ask the GSHS to apply for admission outside the ordinary calls.
3. Admission outside ordinary call – Grant for project:
If a research project has been granted money, the project owner can ask the GSHS to advertise the project.

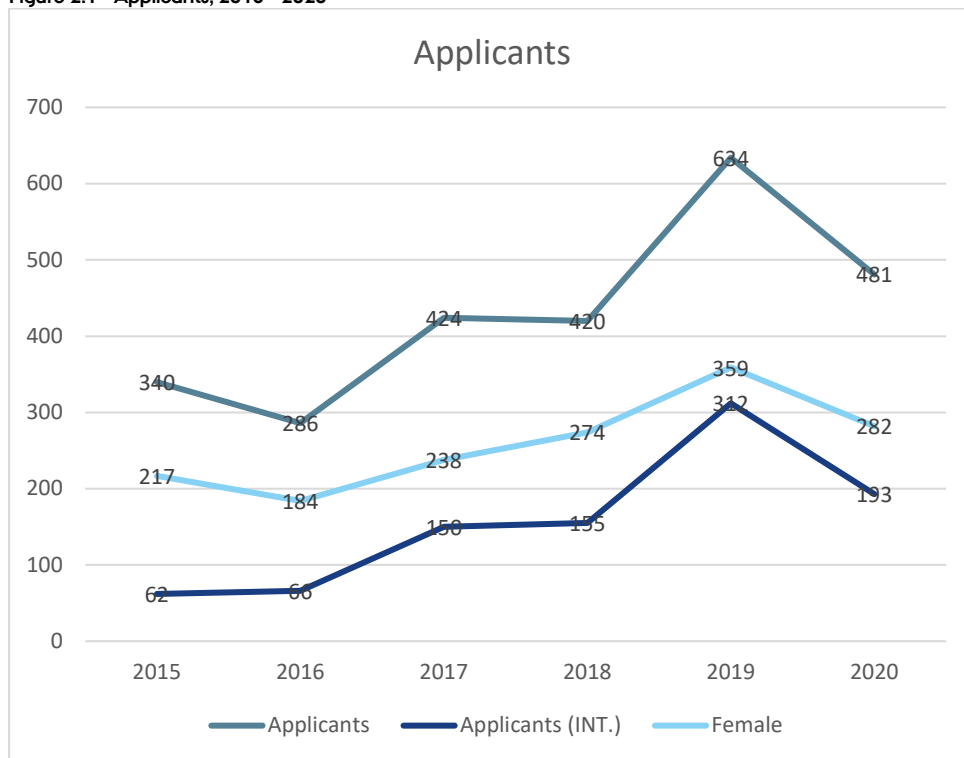
The GSHS offers 20 fully financed faculty PhD fellowships pr. year – 10 per application round. It is a strategic priority of the faculty that in each of the two open calls, a number of fellowships targeting integrated PhD's are awarded to the best-qualified applicants for an integrated PhD.

Following a drop in 2016 to a low of 286 applicants, the number of applications for admission to GSHS has increased 59% from 2016 to 2020. The share of female applicants is about 60%. The share of applicants with an international background has increased from 18% in 2015 to 40% in 2020

From 2018 to 2019, GSHS experienced an extraordinary increase in the number of applicants, mainly due to an increase in the share of applications from international applicants following the introduction of a new recruitment model "Annual Recruitment Day" at GSHS.¹² However, there was no proportional rise in the number of qualified applications from 2018-19 and the share of qualified applications dropped from 77% in 2017 to 74% in 2018 and 57% in 2019. (See fig. 7 below). The number of qualified applicants that were admitted rose from 42% in 2019 to 50% in 2020.

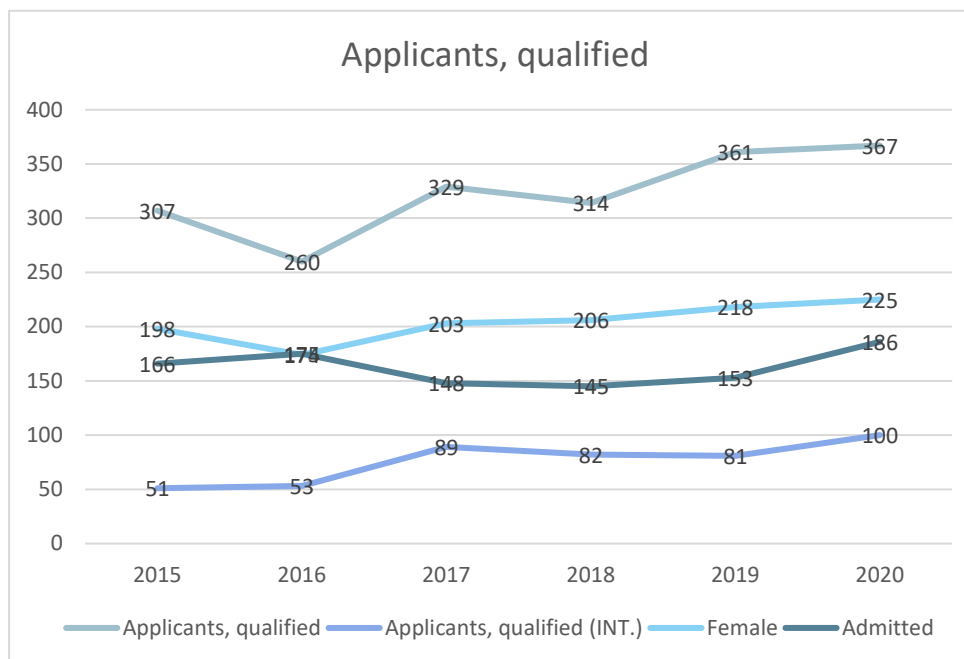
¹² The recruitment process is described on p. 21.

Figure 2.1 - Applicants, 2015 - 2020



Source: PhD planner.

Figure 2.2 - Qualified applications.



Source: PhD Planner: The recruitment landscape (from application to enrolment) during 2015-2020, including share of qualified applications and share of admissions to the PhD programme.

2.1.1/ Recruitment channels

Danish and foreign research surveys have shown that the students' inward motivation i.e. attraction to professional problems and attraction to research work in general are some of the most important drivers for engaging in PhD research education. This is supported by the quality survey on the PhD process 2021 at Aarhus University where 94% of the PhD students in health sciences state that they feel motivated by their urge to research and a deep interest in their research subject¹³.

Recruitment to the PhD study programme of talented graduates and graduate students from Health's master degree studies is a continuing focus for the faculty and GSHS management.

The following recruitment channels are offered to master students at the Faculty of Health:

1. The research year:

A very important recruitment channel for students in medicine and dentistry is the so-called Research Year. The research year can be regarded as the first step of a PhD programme and it may give the student credit of up to 6 months on the PhD programme. Moreover, it gives researchers the opportunity to identify current talents among the students.

A Research Year gives medical and dentistry students enrolled at Aarhus University a unique opportunity to learn and become acquainted with relevant research methods, scientific literature and research in general. Furthermore, they are offered a "preparation course" that introduces possible PhD applicants in how to design a project, to write a project description, grant writing, application procedures and general requirements and expectations.

Finally, introductory research dating meetings for all students with an interest in research are held by the Society for Medical Student Research¹⁴ twice every year. The GSHS is invited to participate in the event.

A Research Year at the Graduate School of Health, Aarhus University consists of 12 months (2 semesters) of fulltime research in one of the departments at the Faculty of Health. The Research year student must apply for special leave during the Research Year.

2. The honours programme "Research and Innovation"¹⁵:

The honours programme "Research and Innovation" is a 2-year 30 ECTS extra-curricular programme targeting particularly talented, curious and highly motivated 1-year master students from Health, who wish to contribute to research and research-based innovation in collaboration with other disciplines. Participants are given the opportunity to acquire competencies and engage in activities and relationships that introduce them to health science research and innovation in collaboration with partners from the university, the health service and the private business community. The GSHS gives administrative support to the Honours Programme.

2.2/ Entry requirements

To be considered for a PhD, an applicant must meet the following requirements for enrolment.

The applicant must:

- Have a relevant higher education degree.
The applicants educational level will be assessed to determine whether it comply with entry requirements. If the applicant holds a degree other than a Danish Master's degree, it is advisable to get the degree assessed by the Danish Agency for Science and Higher Education before applying.

¹³ Appendix 3. Quality in the PhD Process. A survey among PhD students at Aarhus University. P. 18

¹⁴ <https://studerterforskning.dk/>

¹⁵ <https://phd.health.au.dk/programmes/honoursprogrammes/>

- Master the English language corresponding to CEFR C1-level.
If the applicant does not meet the requirements, the graduate school administration will reject the application(s).
- Submit a project description in English.
The application will be rejected if the project description is not in English.
- Have a main supervisor who is employed at the Faculty of Health (Aarhus University).
- A recommendation from the main supervisor is a mandatory part of the application.

If the applicant already has a PhD-degree from another university, the application will not be taken into consideration and will be rejected.

2.2.1/ The Integrated PhD programme

An applicant wanting to enroll in an Integrated PhD programme must have completed a relevant Bachelor's degree programme and be enrolled in a Master's degree programme. The Integrated PhD degree programme consists of 3 years full-time PhD study (180 ECTS), where the first year is completed before obtaining the Master's degree.

The student postpones finishing his/her Master's degree with 12 months, by taking one year of PhD studies while being a Master's student. Thereby, the student acquires the necessary qualifications during part A to complete the Master's degree programme and finish part B of the Integrated PhD study within 2 years.

It is a prerequisite that the Master's study programme in which the student is enrolled allows doing an Integrated PhD and qualifies for enrolment in the PhD degree programme.

Enrolment can commence at any time during a Master's study, as long as the student has at least one semester left of the study.

2.2.2/ Enrolment 2015-2020

As figure 2.3 below shows there was a decrease in the enrolment of PhD students from 2016-2018 from 175 to 147. From 2019, the enrolment of PhD students increased again and in 2020, the number of enrolled PhD students was the highest in 6 years. In average over the period 2015-2020 women constitute 64% and men 36% of the enrolled. In 2020 the share of males was 33% a little lower than the historic average.¹⁶ In average the share of international PhD's constitute 16% of the enrolled in 2015-2020. 64% of the enrolled PhD's with a foreign nationality (top 11) come from other European countries, 36% come from countries outside of Europe, primarily China, Iran and India (see figure 2.3).

Figure 2.3 - Top 11 nationalities enrolled, 2015 - 2020

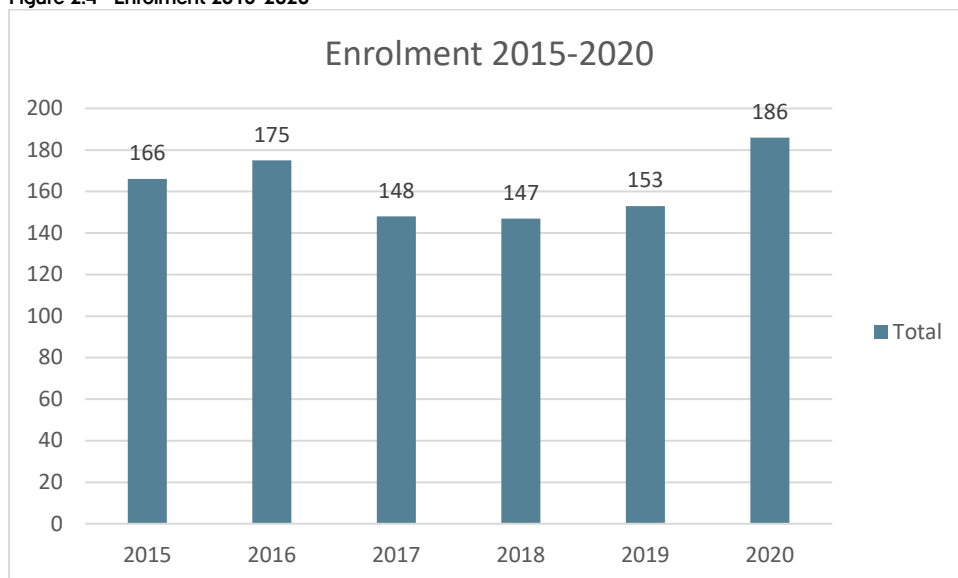
Nationality	PhD student
China	20
Germany	15
Italy	11
Sweden	11
Iran	10
India	9
Norway	9
France	7
Portugal	7
Spain	4
United Kingdom	4

Source. PhD planner

¹⁶ Appendix: 6: Annual report 2020. Enrolment at GSHS 2015-2020. 3.0. (In Danish: Årsrapport vedr. indskrivninger på Healths ph.d.-skole i 2020.

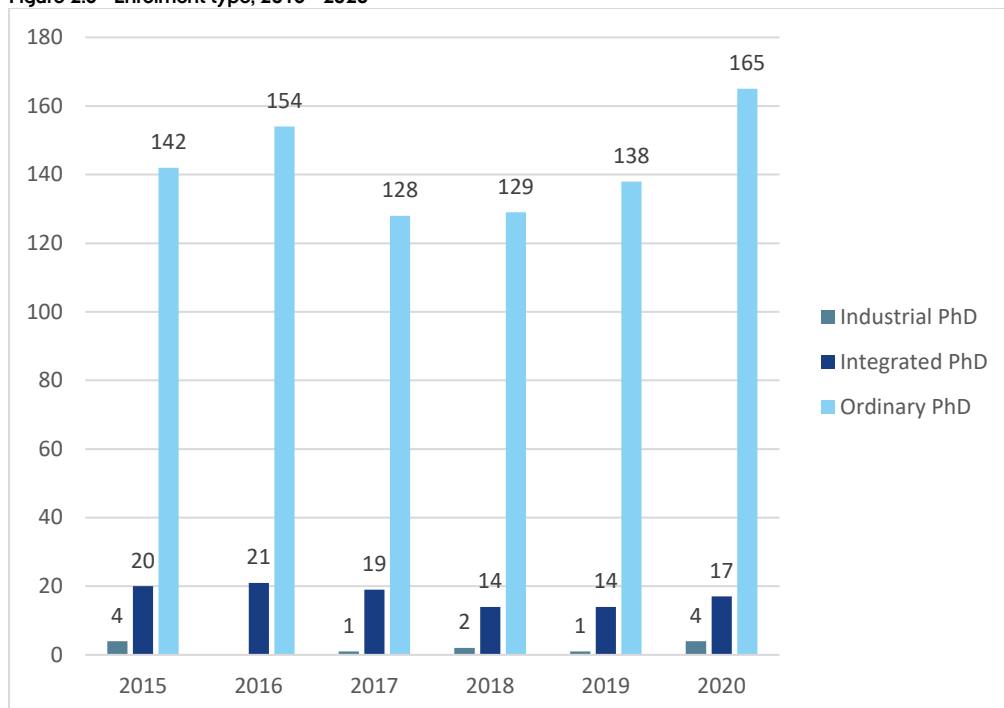
As figure 2.4 below shows, most PhD students are enrolled on the basis of a Master's degree, i.e. the ordinary 3 year study model. Enrolment in integrated PhD programmes has decreased in the period 2015-2019 followed by a modest increase in 2020.

Figure 2.4 - Enrolment 2015-2020



Source. Annual report 2020. Enrolment at GSHS 2015-2020. (In Danish: Årsrapport vedr. indskrivninger på Healths ph.d.-skole i 2020)

Figure 2.5 - Enrolment type, 2015 - 2020



Source. PhD planner

2.3/ Academic assessment of PhD applications and admission criteria.

As mentioned above the open ordinary calls at GSHS offers two different types of scholarships:

1. *Open calls* where candidates submit their own projects for faculty-funded scholarships.

2. *Specific calls*, where candidates apply for a pre-defined project – usually as part of a grant by senior staff with funds for PhD positions but no pre-named candidates

GSHS accept ad hoc-applications outside the ordinary calls in the following in cases where the PhD candidate has received personal grant of minimum 50 per cent of the salary for a PhD and study fee. When applying the candidate must document that the remaining funding has been secured. The screening process for ad hoc-applications involves the following persons in order of priority: Main supervisor, Head of Graduate Programme and final approval by the head of the Graduate School.

2.3.1/ Assessment criteria of the PhD application

2.3.1.1/ The Project

- The project description; including the PhD student's part in designing the project.
- The standard and volume of the project – is it adequate for a PhD? Is the project appropriate for the enrolment period?
- The scientific level of the project.
- The use of varied methods and techniques.
- How does the project stem from the newest knowledge in the field?
- Does the project entail supporting evidence of feasibility, e.g. the power (of test)?

2.3.1.2/ The applicant

- CV; including:
- A list of publications (if any) - assessed in comparison to time of active research
- educational background
- grades
- extracurricular activities
- research experience
- motivation
- other qualifications

2.3.1.3/ The research environment and PhD plan elements

- Supervisors; including statement from the main supervisor.
- International co-supervisor; co-supervisor's role in and contribution to the project.
- Scientific environment.
- Courses, dissemination and mobility (research stays, stays abroad).
- International/interdisciplinary collaboration.
- Collaboration (if any) with a company.

2.3.2/ Recruitment models 2015-2020

In the period since the last international evaluation in 2014 the recruitment model has been changed 3 times with the aim to ensure transparency and quality in the recruitment process and to avoid disqualification among assessors. Additional aims have been to attract more international PhD's, and to ensure the actual spending of GSHS co- financing grants.

2.3.2.1/ Recruitment model 2015 – 2018

In the period 2015 – 2018 all PhD application were assessed by the PhD recruitment committee based on the comprehensive evaluations by preassessors with professional insight in the subjects and the Heads of the PhD programmes. The committee was appointed by the vice dean and consisted of 9 members from the faculty scientific staff. The recruitment committee met 5 times pr. year. The Vice Dean of Talent Development presided over the meetings and, based on the committee's advice, decided on the award of:

- Fully financed faculty PhD fellowships
- Research training supplements

- Scholarships for integrated PhDs (Master-PhD-students)
- Introductory scholarships

The recruitment committee should ensure a clear and transparent process of awarding Faculty PhD fellowships based on the prioritized strategic goals of the faculty management. The committee members represented the academic diversity among the academic staff at Health. All fully financed faculty PhD fellowships were awarded after a final round of interviews with the applicants.

2.3.2.2/ Recruitment model 2018/19 – Annual Recruitment Day

This model was introduced as a supplement to the fully financed faculty PhD fellowships. About half of the PhD fellowships were awarded through Annual Recruitment Day. In this model, the heads of departments submit project titles and abstracts on the desired research field to be explored. The projects are advertised nationally and internationally as well as in the researcher's networks and other relevant research environments.

Applicants turn in a motivational statement and a research proposal for one or more project titles. The best candidates are picked to an online interview and finally to attend a physical workshop at the GSHS where they get a chance to present their motivation to become a PhD student and their research proposal for the project owners as well as the stipend committee and the head of the Graduate school.

The Annual Recruitment Day resulted in a surge of applicants with an international background. However, the quality of applications from applicants with an international background did not meet the quality requirements of the GSHS and the objective of recruiting more PhD – students with an international background was not achieved.

The Annual Recruitment Day was abandoned in 2020 when a new application and assessment process for fully financed Faculty PhD scholarships was adopted.

2.3.2.3/ Recruitment model 2020 - now¹⁷

All applications that comply with the formal requirements are sent to the members of the Stipend committee and the assessors are asked to indicate any conflict of interest in relation to the applicant or supervisor. The applications are then allocated among the assessors through a process that ensures that no assessors are disqualified.

In connection with the introduction of this recruitment model a part of the faculty economic resources were transferred to the departments to be used strategically to fully or partly support qualified candidates

All assessors evaluate the project according to the following weighting:¹⁸

- a) The project's scientific quality (50%)
 - New values
 - The suitability of the project as a PhD project
 - The degree of internationalization
- b) The candidate's qualifications (25%)

This includes scientific-, academic- and other professional qualifications.
- c) Practical feasibility (25%)

The scientific environment in which the student is involved is assessed. This includes the possibility of qualified and sufficient guidance as well as the possibility of networking outside the local environment.

¹⁷ Appendices. Appendix 6 Overview of application procedure 2020

¹⁸ For more detailed account see 2.3.1

It is assessed whether the overall PhD education is feasible on the basis of the project, the candidate's qualifications, supervisor composition and international environmental change.

The assessment is based on a 7-step grading scale from outstanding to insufficient.

7	Outstanding
6	Excellent
5	Very good
4	good
3	Weak
2	Poor
1	Insufficient

Thus, an assessment of 1-7 is made for each of the three points (a, b, c), which are weighted according to the code of practice for an overall assessment.

Prior to the allocation meeting in the stipend committee all data from the assessors is collected and a complete Excel sheet is prepared, in which the applications are ranked according to total score. The ranking of the applications in relation to the points received is reviewed by the chairmanship, and the overall prioritised list is sent to the stipend committee, PhD programme directors and head of graduate school in good time before the allocation meeting.

Based on the assessments, the highest prioritized applications will be discussed at the allocation meeting and recommendations for faculty fellowships will be made to the Dean of the Faculty of Health. The Head of The Graduate School makes the final decision regarding admission. The Dean makes the final decision regarding faculty fellowship.

A number of fellowships targeting integrated PhD's are awarded to the best-qualified applicants for an integrated PhD. The Graduate School of Health makes the decision regarding these fellowships.

After the assessment, GSHS will send applications to the relevant department.

The Stipend Committee¹⁹ is subject to the special rules on disqualification/impartiality as described in Part 2 of the Danish Public Administration Act (Forvaltningsloven).²⁰ This means that a member of the committee does not take part in individual assessments where he/she is the main supervisor or co-supervisor, in close work relations with the main supervisor or closely related to an applicant.

2.3.2.4/ Admission offers

Based on the decision made at the allocation meeting, applicants can be offered one of the following types of enrolment:

- Enrolment conditional on external funding
- Enrolment including a fully financed Faculty PhD fellowship
- Enrolment including a fully financed integrated PhD fellowship from the Graduate School of Health

From 2019 to 2020, there was a significant increase in the enrolment of PhD's with full external funding from 45 to 78. Detailed information on financing of PhD's can be found in the annual enrolment report 2020 by the PhD administration at Health.²¹

An offer of enrolment is valid for a year. For recipients of a fully financed PhD fellowships, the offer is only valid for six months.

¹⁹ <https://phd.health.au.dk/aboutus/stipendcommittee/>

²⁰ Rules and regulations. Web -links 7. The Danish Public Administration Act (Forvaltningsloven).

²¹ Appendix: 6: Annual report 2020. Enrolment at GSHS 2015-2020 (In Danish: Årsrapport vedr. indskrivninger på Healths ph.d.-skole i 2020

A precondition for enrolment is that the applicant submit a signed financial statement. If the application is rejected as not qualified, the applicant will receive a reply to the application.

2.4/ Conclusion

In order to recruit the most talented PhD students the GSHS has an open recruitment procedure in which all PhD positions are announced on the University's website.

The criteria for admission and assessment are well defined and all applications are evaluated by highly competent researchers in the stipend committee to secure a fair and impartial evaluation. The assessment model has been adjusted several times during the past 6 years to ensure that the GSHS admits only the best candidates among all the qualified applicants and to ensure transparency and quality in the recruitment process. A major focus of the faculty and GSHS management is to avoid disqualification among assessors. Another major focus is to attract more international PhD's, to increase enrolment in integrated PhD programmes and to ensure the actual spending of GSHS co- financing grants.

2.5/ Key figures

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3.0 Progress Management and Quality Assurance of the PhD Degree Programme

The aim of the GSHS is to meet the demand for highly qualified researchers to undertake research, development and teaching assignments in the public and private sectors. In accordance with the Qualifications Framework for Danish Higher Education, the PhD degree is awarded to PhD students who:

- Possess knowledge at the highest international level within the research field.
- Have made a significant contribution to the development of new knowledge and understanding within the research field based on scientific studies.
- Master the scientific methodologies and tools as well as master other skills related to research and development tasks within the field.
- Are able to analyse, evaluate and develop new ideas, including design and develop new techniques and skills within the subject area.
- Are able to participate in international discussions within the subject area, disseminate scientific findings, and progress to a wide audience.
- Are able to plan and carry out research and development tasks in complex and unpredictable contexts.
- Are able to independently initiate and participate in national and international collaboration on research and development with scientific integrity.
- Are able to independently initiate research and development projects and, through these, generate new knowledge and new skills, which develop the research field

Detailed monitoring of the PhD study is necessary since PhD study time is limited and there are (compared to many other countries) many compulsory elements in the Danish PhD Order besides research work, e.g.:

- Work in other research environments.
- 30 ECTS of course work
- Dissemination and teaching requirements.

3.1/ PhD plan (and evaluations)

According to the PhD Order § 9 all PhD students must have individual plans for their PhD study. The plan must be approved by the institution within the first three months of the PhD study. In the case of GSHS the initial PhD Plan must be enclosed in the application.

The PhD plan provides an outline of the complete PhD study, including a plan for the PhD student's research project but also a description of plans for course work, mobility, dissemination etc. The PhD plan is a mutual agreement between the PhD student and the main supervisor on a work schedule for the entire PhD study. The plan ensures that successful completion will meet the formal requirements of the PhD regulations.

The PhD plan consists of the following elements:

- The PhD project – description, plan and time schedule
- Publication strategy and progress
- PhD courses plan and status
- Dissemination activities e.g. teaching, supervising Bachelors/Master projects
- A plan for visiting other Research environments (mobility). This is typically plans for stay abroad
- Other activities (if relevant)
- Supervision agreement

- Financing plan (uploaded by GSHS) at the beginning of the PhD study)
- Copyright/intellectual property right agreement (IPR) (if relevant)

The PhD plan can be altered during the PhD study for various reasons and is subject to 3 mandatory evaluations in the PhD period, where any alterations in the PhD plan will be made.

The registration and approval of both the initial PhD plan and changes made in the plan upon evaluations take place electronically in the online PhD planner system.²² The initial PhD plan and changes during the PhD period are initiated by the PhD student and must subsequently be approved by the main supervisor, head of programme and head of PhD School.

An updated PhD plan helps to keep track of changes and progress of the PhD study and is a part of the quality assurance of the individual PhD study.

3.2/ Content of the PhD degree programme

To obtain a PhD the GSHS stipulates that the following mandatory elements must be completed and documented:

- A health science research project under supervision
- Participation in PhD courses (30 ECTS credits)
- Teaching experience (150 hours)
- Participation in one or more journal clubs
- A stay in another research environment, preferably abroad (duration at least one consecutive month)
- Active participation in the annual PhD day twice (meaning submission of abstract and participation with a presentation or as co-chair)
- A PhD dissertation at an international level

In addition, it is expected that the PhD student participate in conferences and is active in research environment.

All activities need to be recorded in the PhD Planner and the mandatory elements must be completed when the PhD student is actively enrolled and before the PhD –student hand in the dissertation.

3.2.1/ PhD courses and quality assurance of PhD courses

PhD courses must be completed corresponding to approximately 30 ECTS points in total. PhD courses must be relevant to the PhD student's research project, training or prospective career. The GSHS course programme aims at offering scientifically relevant courses of high quality. By agreement with the principal supervisor, the PhD student may participate in courses offered by the graduate school, by national or international course providers or research networks, or by other organizations. All PhD courses are administered in a new PhD course management system, which was implemented in 2020. The system makes it easy for the PhD students to gain an overview of the available courses and register for the relevant PhD courses.

Participation is free of charge in all PhD courses offered by GSHS, for all the following:

- PhD students, Research Year students and Research Honours Programme students at Health
- PhD students from other graduate schools at Aarhus University
- PhD students enrolled at partner universities of the NorDoc network
- PhD students at other Danish universities, in accordance with the open market agreement

The PhD plan must include a plan for the required coursework, which must be approved by the main supervisor and the head of programme to ensure that the selected courses represent sufficient academic breadth and depth, are of relevance to the PhD degree programme and are of suitable academic level.

²² Section 1.0 p. 8

The course programme for PhD students at the Graduate School of Health consists of one mandatory course and a number of elective courses. All PhD courses will grant ECTS credits. The GSHS also accepts a maximum of 3 ECTS for active participation in conferences as course participation as well as 2 or 4 ECTS for a written report in connection with research environment change depending on the duration of the stay.

3.2.1.1/ Mandatory course:

a. Responsible conduct of research (3 ECTS):

The GSHS was the first faculty at Aarhus University to introduce a mandatory course in responsible conduct of research and research integrity for PhD-students in 2016. The course introduces PhD students at Health, Aarhus University to the principles of responsible conduct of research and research integrity and how to avoid scientific misconduct. All participants must prior to attending the course complete and pass The Epigeum Research Integrity online course. Since 2016 approximately 1000 PhD students has passed the course.

b. Welcoming event:

GSHS offers a mandatory three-hour welcoming event for newly enrolled PhD students at Health without ECTS points. At the event, the PhD students receive information about how to use the PhD Planner system, and get the opportunity to meet fellow PhD students, the Head of the Graduate School and representatives from a range of Aarhus University units that might be relevant during their PhD programme.

3.2.1.2/ Elective courses

a. Scientific courses:

The graduate school offers scientific courses with a content and selection of topics particularly relevant for the 3 graduate programmes (Biomedicine, Public Health or Clinical Medicine, Forensic Medicine and Oral Health). These courses are planned and organized by the Graduate Programmes typically by the responsible researcher/ lecturer who has proposed the course. The courses must be accepted by the GP head before presented for approval to the Head of Graduate School

b. Generic skills courses:

The GSHS offers a considerable number of generic courses in both general health science competences and in transferable skills more geared to strengthen career and employment prospects for the PhD students. The nature of the courses changes continuously, as the research fields develop, or as transferable skills needed to strengthen career or employment prospects changes.

All courses²³ can be offered as a graduate school course, or in collaboration with other (national) graduate schools of health sciences. Courses by external providers can also be offered at the GSHS. The GSHS also collaborate closely with the other Nordic countries in the NorDoc network that offers free access for Nordic doctoral candidates to current courses offered by the members of the network.

The Quality in the PhD Process-survey 2020 shows that at GSHS (in total) 92% of the respondents state that the selection of PhD courses give him or her the possibility of strengthening his or her general research qualifications. 66% of the respondents think that the selection of PhD courses gives the PhD student the possibility to strengthen the research qualifications within the framework of the project. This is very satisfactory and constitute a firm baseline for implementation of new ideas to improve the course portfolio in accordance with the GSHS action plan for internationalization of PhD education 2020-2022.²⁴

²³ Appendix 8. List of PhD courses Spring 2020 and Autumn 2020

²⁴ Appendix 9. Action plan for internationalization of PhD education 2020-2022. GSHS

The GSHS has a strong strategic focus in 2020-2022 on the quality and internationalization of the course portfolio and has recently introduced several initiatives to increase the participation of international partners in courses and the number of PhD students who take 1 or more courses abroad.²⁵ More initiatives will be introduced in the coming years to accommodate to the need for interdisciplinary in the course portfolio and to strengthen the quality of courses.

3.2.1.3/ Course evaluation

Procedures for quality assurance of the courses are organized by the graduate school in collaboration with the PhD Committee based on the student evaluations.

All course participants are asked to take part in evaluating all courses. They will receive a link to an electronic evaluation (anonymous) on the last day of the course.

After completing a course, they will receive a course diploma via e-mail or they can download the course diploma from PhD Course Management.

The GSHS has a very extensive evaluation procedure for the courses. Every single course is evaluated by the course participants and by the lecturer in charge of the course. On the last day of the course all students receive a link to an electronic evaluation (anonymous) in which they are asked questions e.g.:

- If the course was relevant to their project and their research education
- If the academic level was appropriate in relation to their prerequisites
- If they have suggestions for specific changes
- Their opinion of the lecturer's commitment
- The organization of the course, the information of the course in advance, the course materials
- The time consumed on course activities and preparation
- Physical facilities etc.

The vast majority of the participating students fill in the evaluation forms of each course and many students actually use this opportunity to give their individual comments.

The evaluation material of each single course is summarized by the PhD administration and presented to the lecturer/course leader in charge and to the GP Head who monitors the courses of his/her own GP. Evaluations of generic courses are also passed on to the course leader by the administration. The evaluations are monitored by the administration and results, in case of problems/severe criticism, are passed on to the management of the administration to be discussed with the Head of Graduate School.

3.2.2/ Research environment change

A change of research environment, preferably abroad, is a mandatory part of the PhD. The duration of a stay must be at least 30 days, in order to be approved as a research environment change. It is up to PhD student and the main supervisor to find a suitable place for a research environment change. A stay at another AU department/institution does not count as a research environment change. Also, participation in a course or a conference in itself does not count as a research environment change.

If the research environment change differs from this, the PhD –student must send an application for exemption to the GSHS

The graduate school recommends a longer research stay abroad. Going abroad gives the PhD student the opportunity to make international contacts and gain new perspectives on research. When becoming an active participant in the international research community the PhD student build a network across borders and get scientific and cultural experiences valuable to the project and future career.

²⁵ Ibid

A stay abroad is an opportunity to learn what cannot be learned at home – whether it is new ways of treatment, new equipment or methods, or by getting access to databases, biobanks or specialized expertise within a specific field of research.

The PhD student is an ambassador to Health, and increase the knowledge of the faculty of Health at Aarhus University around the world and create lasting international collaborations.

All PhD students can apply the graduate school for financial support for a maximum of DKK 10.000 a months. The PhD student can apply for up to DKK 60,000 in the enrolment period. It is also possible to gain ECTS credits for studies abroad.

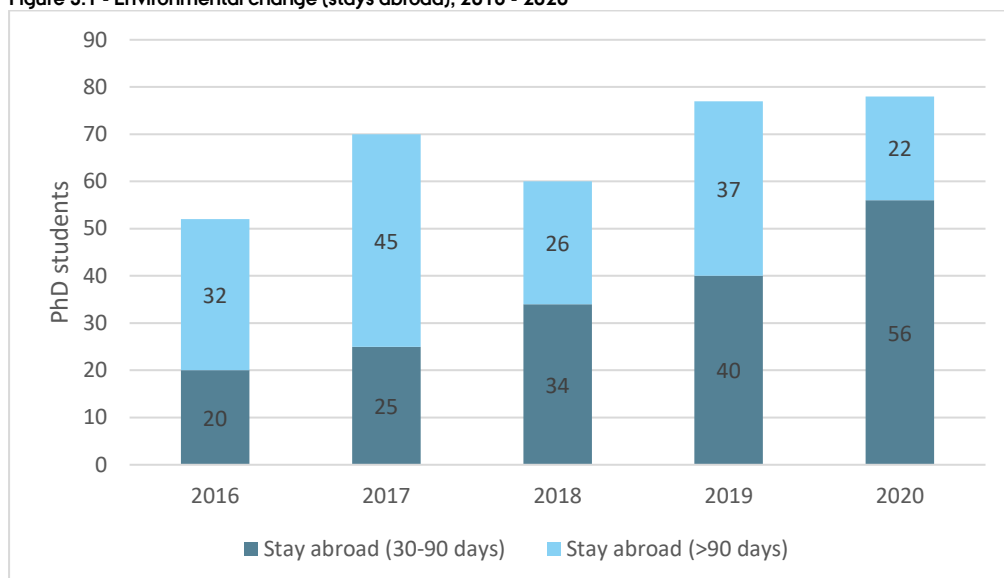
The time spent in another research environment must be registered in the PhD plan.

PhD students can gain up to four ECTS credits for studies abroad, provided that the following conditions are met:

- The PhD student submit a report on experience with study abroad with information about the time spent abroad and the academic content.
- PhD students who have spent **one to three months** abroad can submit an experience report of max five pages and obtain 2 ECTS credits
- PhD students who have spent **four to six months** abroad can submit an experience report of max eight to ten pages and obtain four ECTS credits
- The PhD student must be willing to present his or her your experience report or in some other way talk about your experience from the study period abroad in connection with the PhD day or in other relevant contexts, if requested by the graduate school
- The experience report must be submitted to the graduate school administration no later than three months after completion of the study period abroad
- The experience report must be approved by the graduate school management

Allocation of ECTS credits for a study period abroad does not prevent the PhD student from obtaining ECTS credits for courses completed while abroad. Credits for such courses are subject to special application.

Figure 3.1 - Environmental change (stays abroad), 2016 - 2020



Source: appendix 5 p 6. Number of PhD graduates who have registered a stay abroad during their PhD study in the period 2016-2020

From 2016 to 2020 there was an increase in the number of PhD students going abroad between 30-90 days. In the same period, we have registered a decrease in longer stays abroad

over 90 days. Checked against conferred PhD degrees²⁶ in the period it is notable that despite the decrease in longer stays more PhD students include a research stay abroad in their PhD study (30% in 2016 and 50% in 2020). This is a positive development. However it also seems that measures to overcome barriers for choosing a longer stay abroad (>90 days) have not been successful. The fact that the average age among PhD students is 30-35 years, we can assume that many are married, have family obligations and job obligations, which may be significant "obstacles" for many PhD's to stay abroad for longer periods of time (> 90 days).

PhD students at GSHS, who have spent time abroad, find their experience very positive. According to the survey "Quality in the PhD process", 79% of the GSHS PhD students state that the change of environment has strengthened their research project and 81% state that their change of environment has been worth the effort compared to their professional benefits (e.g. network, general skills as a researcher)²⁷.

3.2.3/ Teaching and knowledge dissemination

Teaching should be agreed upon between the PhD student and the principal supervisor. The latter is supposed to supervise the teaching or at least to be responsible for proper supervision.

Pursuant to "Ph.d.-protokollatet" appendix 5, §7, in the Danish Confederation of Professional Associations in public employment (AC) agreement, PhD students can be instructed to take on work tasks equaling a total of 840 work hours.

At the Faculty of Health, it has been decided that all PhD -students regardless of the form of their employment are expected to carry out teaching or other kinds of dissemination activities corresponding to 150 working hours including preparation as part of their PhD studies.

The teaching should be within the research area of the PhD project, and the main supervisor is expected to provide an appropriate amount of supervision to support the PhD student in teaching assignments. The PhD plan must include a plan concerning the kind and extent of dissemination activities that the PhD student provides during the PhD study period. This may for example include:

- Teaching students: Classroom lessons, lectures, exercise instruction, in the training laboratory
- Communicating information about your academic field and research area through patient associations, at university extensions, conferences (can also be registered for ECTS credits), etc.
- Co-supervision in connection with the research module in the continuing education for medical doctors
- Co-supervision of students at bachelor's or master's level
- Co-supervision of research year students
- Co-supervision of exchange students
- Preparing teaching material for online education
- Written material (e.g. brochures) to layman about subjects within your research area
- Taking part in organizing and planning academic events (e.g. conferences and seminars) with scientific relevance to your PhD. You can register 15 hours in total of the 150 hours for organizing events (*please note, you cannot register hours for organizing journal clubs*)
- Cencor activities concerning the OSCE oral exam (Objective Structured Clinical Examination)

The following does not count as dissemination and teaching:

- Assisting or helping other PhD students with their projects

²⁶ See figure 3.3. p. 32

²⁷ Appendix 1. Quality Framework for Doctoral Education. 2021. Table 5.1 p. 18

- Censor activities concerning written exam assignments – both at Bachelor's and Master's level
- Organizing, making a presentation or participating in a journal club

In addition, it is mandatory for PhD students at GSHS to take active part in the annual PhD day twice, by submission of abstract and participation with a presentation or as co-chair.

The PhD Day takes place annually in January as a joint venture between the PhD Association and the Graduate School of Health, Aarhus University. The day seeks to bring PhD students together and network across the broad diversity of scientific fields within health sciences that are represented at the faculty.

The PhD day is a chance for PhD –students to present their research to peers as well as to more experienced researchers. The event also offers the chance for PhD student to act as co-chair during the presentations, giving an opportunity to get experience with acting as a scientific panel member in a conference. The PhD Day also include a keynote lecture and all PhD –students are invited to join for the Fogh-Nielsen prize competition and for the JCD prize award ceremony.

Thus, the GSHS has a broad interpretation of teaching and dissemination activities, which allows for performing quite different activities. PhD students at GSHS are generally positive of their teaching and dissemination activities. According to the survey “Quality in the PhD process”, 87% of the GSHS PhD students state that they are satisfied with the content of their teaching assignments and 82% are satisfied with the extent of their teaching assignments.

3.2.4/ The PhD thesis

According to the PhD Order §11²⁸, the PhD thesis must document the author's ability to apply relevant research methods and to conduct research work meeting the international standards for PhD degrees within the field in question.

The PhD dissertation demonstrates that the PhD student has been able to independently complete an academic project. The PhD thesis presents the results of the PhD project and documents the PhD student's ability to communicate theoretical and/or experimental skills. The PhD thesis must document the research conducted by the PhD student alone or in collaboration with coworkers. The PhD thesis as well as procedure and assessment criteria for the PhD thesis is further described in section 5.0

3.3/ Quality assurance, assessment of progress of PhD plan

The head of the Graduate School must regularly evaluate whether the PhD student follows the PhD plan and, if necessary, adjust the plan. This assessment is based on an opinion from the main supervisor, who, after having consulted the PhD student, confirms that the PhD degree programme is progressing in accordance with the PhD plan or justifies, in writing, why adjustments are required.

In order to ensure the quality of every individual PhD study at GSHS It is mandatory for the PhD student to complete **three evaluations** during the enrolment period.

The evaluations should focus on:

- Collaboration between the PhD student and the main supervisor
- Whether the PhD study follows the PhD plan - including the mandatory study elements (dissemination, courses, research environment change and journal club)
- Project feasibility
- Project progression
- Collaboration with international/external parties

²⁸ Appendices: Rules and regulations – web link 2

3.3.1/ A written evaluation six months after enrolment

This evaluation focuses on project progression, the PhD student's research competence, plans for teaching and knowledge dissemination. In addition, it is required that The PhD student has planned a change of research environment/stay abroad to get the first evaluation approved.

3.3.2/ Midterm evaluation 18 months after enrolment

An oral midterm evaluation with the main supervisor and an evaluator, based on an approximately five page scientific report and a written evaluation with questions for both the PhD student and the main supervisor made in the PhD Planner. The evaluation serves as a status of the project and the PhD student's development and focusing on ensuring that learning outcomes for doctoral education are well on the way to be achieved. This includes the progress of the mandatory study elements (change of research environment, courses, teaching etc.). Secondly, the evaluation should warrant the general feasibility of the project leading to a PhD degree, and provide the student with an opportunity to get a second opinion and feedback on the project

3.3.3/ A written evaluation six months before enrolment end

In addition to evaluating the progression of the project, the evaluation focuses on whether the education will be completed in due time and contains all planned and mandatory elements (change of research environment, courses, teaching etc.). Also, the student's plans for post-graduate career are addressed.

3.3.4/ Outcome of the evaluations

The PhD plan evaluation can have 2 different outcomes:

- A positive outcome when plan is expected to lead to timely completion
- A negative outcome when there is concern about the progression and a "three month study restoration period" is initiated.

These outcomes are further described below.

3.3.4.1/ Positive evaluation

If the PhD student passes the evaluation, he or she is entitled to continue the PhD studies. After approval of the evaluation, the PhD planner will be available for the PhD student to make running updates in the PhD plan until the next evaluation deadline.

3.3.4.2/ Negative evaluation

If the evaluation is failed, the main supervisor will conclude the evaluation by expressing concern that the plan might not lead to timely completion or recommend a three month trial period.

The PhD student then has 14 days to comment on the main supervisor's negative evaluation. If needed, the graduate school can summon the main supervisor and the student to a clarifying meeting.

If a trial period is initiated, the PhD student will - during a three-month period - follow a plan outlined by the student and his/her supervisors (and approved by the graduate school). At the end of the study restoration period, the main supervisor re-evaluates the student. The supervisor forwards the evaluation to the PhD student in PhD Planner and the PhD student has 2 weeks to submit his/her comments to the evaluation before it is automatically forwarded to the head of GP for approval. If the re-evaluation is negative, the student will be expelled from the PhD programme. The Graduate School of Health will inform any other employer(s) of the expulsion immediately.

If the PhD student does not wish to accept the offer of a 3 months restoration period, both the enrolment and the employment will terminate.

3.4/ Effective study time and dropout rates

Figure 3.2 - Effective study time for PhD students enrolled in a Integrated- and Ordinary PhD programme

Enrolment type	2015 -	2016 -	2017 -	2018 -	2019 -	2020 -
Integrated PhD	4.2	4.4	4.3	4.3	4.3	4.2
Ordinary PhD	3.3	3.3	3.3	3.3	3.2	3.3

Source: Key figures Aarhus. University Effective study time for PhD students enrolled in a 4-year or 3-year programme at Health in the period 2015-2020

As can be seen in figure 3.2 most of the PhD students at GSHS complete their PhD study within the standard time limit. For PhD students following integrated programmes (4+4) average effective study time is 4.3 years. For PhD students following the ordinary PhD programme (5+3) the average effective study time is 3.3 years.

Fig 3.3. Conferment degrees 2015-2020

Termination year	Abortion	Administrative	Conferment	Hovedtotal
2015	20		151	171
2016	7		167	174
2017	17		166	183
2018	16	1	147	164
2019	11		148	159
2020	17		156	173
Grand Total	88	1	935	1024

Source: PhD Planner (incl. not yet started their PhD study).

The number of terminated PhD study programmes is on average 14 pr. year. The number of conferred degrees is quite high around 91%.

The GSHS urges all programmes to improve the matching of expectations between the PhD student and the supervisor both prior to enrolment and during the PhD study as one of the tools to lower the dropout rate even further.

3.5/ Supervision

3.5.1/ Allocation of supervisor.

The Head of the Graduate School appoints PhD supervisors. In the appointment process, emphasis is placed on the supervisors' ability to cover all professional/academic aspects of the project. The research environment of the PhD student's supervisors must embrace academic breadth and must be at international level. The main supervisor must be employed at Health and be on the level of at least an Associate Professor. The main supervisor is responsible for the entire PhD study.

The PhD student can establish contact to potential supervisors through the Head of the Graduate Programme. Often contact to supervisors, including main supervisor, has been established during the master study. According to the survey "Quality in the PhD process", 79% of the GSHS PhD students state that one or more of their PhD supervisors encouraged them to become a PhD and 88% state that they contacted one or more of their PhD supervisors to get help or inspiration for their PhD application. 50% state that they as a BA/Bsc or MA/Msc student got supervision from one or more of their PhD supervisors and 65% state that they worked for one or more of their PhD supervisors before they applied for their PhD scholarship.²⁹

²⁹Appendix 1. Quality Framework for Doctoral Education. 2021. Table 4.2 p.15

The same survey also shows that the PhD project is usually closely related to the research field of the PhD student's main supervisor and the average number of supervisor/ PhD student is 3.3 (2021).³⁰

3.5.1.1/ Main supervisor

The main supervisor must be employed at Health and be on the level of at least an Associate Professor. The main supervisor is responsible for the entire PhD study.

3.5.1.2/ Co-supervisors

The PhD student must find at least one co-supervisor with supplementary professional/academic knowledge, which is considered necessary for the completion of the project. There is no requirement for the co-supervisor to be employed at Health, but all co-supervisors should be on the level of a PhD or equivalent.

If the PhD project is conducted outside the university, one of the co-supervisors should be employed by the institution at which the project is conducted. For industrial PhD students, one of the co-supervisors has to be affiliated with the company where the PhD student is employed.

A PhD student can have a total of four supervisors (incl. main supervisor). If the PhD student wishes to have more than a total of four supervisors affiliated with the project, he/she needs to submit an argumentation.

3.5.2/ Role and responsibility of supervisor

The main supervisor has the overall responsibility for the PhD student's project and PhD studies.

At GSHS, this includes:

- To ensure compliance with all formalities relating to the PhD study as described in the PhD Order, AU order on PhD and internal rules at GSHS
- to discuss and review the PhD plan together with the PhD student;
- to offer regular and thorough supervision to the PhD student;
- to make sure that the PhD student is included in the scientific environment and is integrated in the daily workflows;
- to notify the head of programme as soon as possible if any doubt emerges concerning the PhD student's ability to complete the PhD study;
- to introduce the PhD student to active (foreign) research networks;
- to advise the PhD student on how the dissemination elements can be included in the course of studies;
- to ensure that the PhD student composes a relevant course plan;
- to actively engage in written evaluations and in the oral mid-term evaluation.
- to write the main supervisor statement and submit it to GSHS no later than one week after the PhD student submits the PhD thesis (preferably before)
- to propose external members of the assessment committee in connection with the PhD defence no later than two weeks before the PhD student submits the PhD thesis.

3.5.3/ PhD students/PhD supervisor relations

The relation between the PhD student and her/his supervisor(s) is regarded as very important if not crucial to the success of the individual PhD programme. The GSHS has a strong focus on the relationship. This is reflected in the following initiatives by the GSHS

3.5.3.1/ PhD counsellor

The PhD student counsellor is a service provided to both the PhD student and the supervisors at the Graduate School of Health. The service covers PhD students who experience unsolved

³⁰ Appendix 1. Quality Framework for Doctoral Education. 2021. Table 7.1, p.26

problems related to their PhD studies and supervisors who wish to discuss a dilemma or a specific case regarding their supervision. The PhD student counsellor is an experienced researcher with long lasting supervisor experience. All discussions with the PhD counsellor are confidential.

3.5.3.2/ PhD supervisor course

The supervisor course aims to inspire better supervision e.g. by discussing dilemmas in supervision and working with methods to match expectations, structure the process, provide feedback etc. Another aim of the supervisor course is to ensure that supervisors have updated knowledge about the rules of the PhD programme and the faculty's guidelines in this area. The course is offered twice a year.

3.5.4/ Student satisfaction with supervision ³¹

At the GSHS all PhD students have at least 2 and very often 3 (41%) or 4 supervisors (32%). Overall the PhD students have very positive evaluations of their relation to main and co-supervisors, the availability of supervisors as well as experience with the content of supervision. A vast majority (96%) of the students finds their principal supervisor friendly and accommodating and a majority close to this (91%) finds that the supervisor recognizes their work.

The PhD student's experience of the scope and content of supervision in core research competences is overwhelmingly positive. (>70%) e.g. such as scientific writing, designing research studies, planning a change of environment, collecting and analyzing empirical data, complying with responsible conduct of research etc.

The experience of the scope and content of supervision in other issues, such as completing a literature review, handling personal issues (work/life balance), teaching and future career paths is generally lower (<70%) Only 48% of the GSHS PhD students state that they have experienced some supervision" or "comprehensive supervision" in teaching by their supervisor.³²

The 2021 Quality survey includes questions related to the PhD student is feeling of independence. 81% of the GSHS PhD students state that they feel in control of the project and 78% state that they experience that it is possible to explore new research paths within the framework of their project. This is very positive, as supervisors must support independence in the individual PhD study and support that independence grows through the PhD process. However it must also be observed that 10% of the GSHS PhD students agree or somewhat agree in the statement "Sometimes I feel that I'm nothing but an assistant to someone else's project".

The GSHS regards the overall evaluation of supervision as very satisfactory and as a sign of the fact that the supervision in general works well and according to intentions. However, there are some points of attention, such as e.g.:

1. Supervision related to personal issues.
2. Hands on supervision versus Independence in the PhD study.

3.5.5/ Student satisfaction with the research environment

The integration of the PhD student in the research environment is also very important both to the general well-being of the PhD student and to the success of the individual PhD programme. It is the responsibility of the departments and the main supervisor to support integration. The PhD student must also actively reach out and engage in activities in the research environment.

The 2021 Quality Survey includes questions related to the PhD student's experience with the research environment.³³ PhD students' experience of opportunities for collaboration and feedback in the research environment are generally very positive. 92% of the GSHS PhD students state that that they agree or somewhat agree that, "If they have any problems related to the PhD programme, they are always welcome to ask one of the other researchers". 82% agree or

³¹ Appendix 1. Quality Framework for Doctoral Education. 2021. Chapter 7, 8 and 9

³² Ibid. table 8.1 p. 29

³³ Appendix 1. Quality Framework for Doctoral Education. 2021. Chapter 6.

somewhat agree that, "there is a sense around here that working together on research is fun" and 76% agree or somewhat agree that "here we present and discuss each other's research on a regular basis".

Among all the Graduate Schools, the GSHS PhD students have the highest positive score on almost all questions related to integration in research environment.³⁴ E.g. 89% of the GSHS PhD students state that they agree or somewhat agree that "It is possible to talk openly with colleagues about successful as well as unsuccessful experiences" and 89% state, that they agree or somewhat agree that "here both PhD students and professors are welcome to share their opinion", 80% state that "they feel that they are a part of the research community" and 88% "feel respected as co-researchers"

Although well integrated into the research environment still 20% of the GSHS PhD students state that they "often" or "almost always" feel lonely during their day at the workplace " and 16% state that "they feel that they act alone in their project and lack the necessary feedback to make progress". The GSHS management will follow up on these issues with the PhD committee in autumn 2021.

3.6/ Conclusion

All PhD students at GSHS go through a PhD study with detailed monitoring, with the PhD Plan and the regular evaluations as a support to complete all mandatory elements of the PhD study. Most PhD students at GSHS complete their PhD study within the standard time limit and there are few dropouts.

One mandatory element is course work, and GSHS offers a broad range of scientific and generic courses, which are continuously adjusted to match the needs of the PhD students and the research environments. Another mandatory element is the change of research environment preferably abroad, where there has been an increase in research environment shift in an international setting in the evaluation period.

PhD supervision is also a crucial part of the PhD study, and overall the PhD students at GSHS are very satisfied with their supervision, which offers a high degree of qualified guidance and at the same time independence for the individual PhD student. To support the PhD supervisors, GSHS offers training to expand the supervisors' strategies and methods in supervision, and supervisors have the possibility of discussing challenges in supervision with the PhD counsellor.

GSHS has taken several actions in order to secure progress and a high quality in the PhD projects at GSHS during the Covid-19 pandemic. GSHS will continue to support its PhD students on their way to a PhD degree of high international standard, despite any obstacles posed by the pandemic.

3.7/ Key figures

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³⁴ Appendix 1 Quality Framework for Doctoral Education. 2021. Chapter 6. P. 21

4.0 Internationalization of the PhD education

4.1/ Recruitment of international PhD students

All departments actively support and develop activities at department level to recruit the most talented students to their PhD programmes, both nationally and internationally. Recruitment of international PhD's is typically done through active participation in international conferences and in research networks with senior researchers, focused marketing initiatives and formal and informal exchange agreements with international peer institutions.

In the period 2015-2020, the average percentage of international PhD's enrolled at the GSHS has been around 15%.³⁵ Although this is considered reasonable, the faculty and GSHS management have in the evaluation period initiated activities aimed at attracting and recruiting more qualified international PhD's and strengthening the international profile of the GSHS and PhD education.

In the period 2015-2020 the GSHS has been involved in the following initiatives all aimed to underpin the recruitment of talented international PhD's and to internationalize PhD education at GSHS:

1. Strategic initiatives targeted Brazil and China (BRIC countries) including site visits, matchmaking, and participation in Top Talent marketing events by Innovation Centre Denmark and cooperation agreements with foreign universities.
2. Mobility fellowships. Fully financed Faculty PhD fellowships targeted International PhD candidates -2016 ff.
3. Strategic initiatives targeted Helsinki and Boston (Matchmaking events/site visits and workshops)
4. Participation in initial Nordic Network in Doctoral Training and founding member of NorDoc
5. Increasing the use of English in doctoral training, including PhD courses.
6. Internationalization of the GSHS homepage
7. Joint PhD programme enabling PhD students to achieve a joint PhD degree or double degree
8. Annual Recruitment Day (2018/.2019)³⁶
9. Action plan for internationalization 2020- 2022.³⁷

4.2/ Mobilization enhancing efforts at the GSHS.

The GSHS has also tightened up demands to encourage PhD students with Danish background to take longer stays abroad as part of their mandatory research environment change. Plans for research stays abroad must be considered in the initial PhD plan and the duration of a stay must be at least 30 days in order to be approved as a research environment change.

The demand for research environment change has always been a challenge at the GSHS because the average age of the PhD students is higher and the PhD students often more settled with family and children. However, it seems that the many efforts to address this challenge and a willingness to find solutions have made it possible for more PhD students to go abroad more

³⁵ See fig. 1.1 p. 9.

³⁶ See description section 2.3.2.2 p.21

³⁷ Appendix 9. Action plan for internationalization og PhD education 2020-2022

than 1 months. There is still a challenge with regard to stays in foreign research environments for more than 3 months.³⁸

The GSHS has been involved in several strategic initiatives in the period 2015-2020 aimed at encouraging PhD students to take longer research stays at research institutions abroad.

- Identifying barriers to longer stays in research environments abroad (family obligations, economy, resistance in the scientific environment)
- Accentuating positive examples on the GSHS Home page and planning of communication strategies to address the possibilities.
- Recommending methods/incentives for international research environment shift to PhD students, supervisors, research environments etc.
- Suggesting financing to ensure the support of main supervisors to international research environment shift.

In 2020 the faculty management team approved a GSHS action plan for internationalization of PhD education that addresses some of the challenges identified earlier.³⁹ The activities aimed at longer research environment stays abroad and recruitment of international PhD are:

1. Increase in the number of international co-supervisors.
2. Economic support to research environment shift abroad min 6 months.
3. Setting up a pool of grants to short-term stays and recruitment scholarships.
4. Continued focus on Joint and double degree, individual agreements as well as framework agreements with universities abroad (e.g. participating universities in the Circle U, a European university alliance).⁴⁰

4.3/ Collaboration with foreign institutions and research projects

As mentioned above the GSHS takes part in an increasing number of international collaborations and networks for doctoral training to ensure the highest quality in doctoral training and to enhance cross-border collaboration. The departments, heads of GP and PhD supervisors also actively support these efforts by the GSHS and themselves involve the PhD student in highly international research project environments at department level.

The GSHS has official collaboration with the following international institutions and networks

4.3.1/ NorDoc

The Graduate School of Health is a founding member of NorDoc – a Nordic network of doctoral education in health sciences founded in September 2016 in Helsinki. NorDoc intends to set up joint actions to remove barriers to cross-border collaboration in the Nordic countries, which includes free access for Nordic doctoral candidates to current courses offered by the members of the network. NorDoc's focus is to support and ensure the highest possible quality in doctoral education in health sciences in the Nordic countries. This is done by initiating, facilitating and intensifying collaboration in all relevant fields for the benefit of Nordic doctoral candidates and their supervisors. Every year NorDoc arranges a 3 days PhD summer school and a 2 days summit.⁴¹ In 2019 the GSHS hosted the 3 NorDoc summit titled "From PhD programme to job marked: Identify your real world skills."

4.3.2/ ExEDE

The University of Edinburgh and Aarhus University worked together with the collaborative project Excellence in European Doctoral Training (ExEDE). The aim of the project was to discuss,

³⁸ See also section 3 p. 29

³⁹ Appendix 6. The GSHS action plan for internationalization of PhD education 2020-2022

⁴⁰ Circle U is a European university alliance Alliancen of which Aarhus University is a member. The other members are Humboldt-Universität zu Berlin, King's College London, Université catholique de Louvain, Universitetet i Oslo, Université de Paris, University of Belgrade

⁴¹ See. Appendix 10. NorDoc PhD Conference 19-20 August 2021

develop and evaluate practice in relation to excellence in European doctoral training. Together the two universities piloted a set of standards for excellence regarding support, supervision, employer engagement, employability and mobility in doctoral education.

An outcome of the project was a joint PhD programme enabling PhD students in Edinburgh and Aarhus to achieve a joint PhD degree after a year of supervised research at the partner university and a joint assessment meeting the standards of both universities.

The Graduate School of Health is currently hosting two joint PhD projects within Neuroscience in collaboration with Edinburgh Neuroscience – one of the largest neuroscience groupings in Europe.

4.3.3/ Medical University of Graz, Austria

The Graduate School of Health collaborates with Medical University of Graz in Austria on knowledge exchange within the field of doctoral education and PhD mobility.

Central to the collaboration is a joint PhD programme enabling PhD students in Graz and Aarhus to achieve a double PhD degree after a year of supervised research at the partner university and a joint assessment meeting the standards of both universities.

Medical University of Graz was established in 2004 and offers international and interdisciplinary PhD programmes in English within Molecular Medicine, Advanced Medical Biomarker Research, Metabolic and Cardiovascular Disease, and Molecular Inflammation.

The Faculty of Health also collaborates with Medical University of Graz on medical student exchange.

4.3.4/ Doctoral School of Health Sciences, Helsinki University, Finland

The Graduate School of Health has collaborative relations to the Doctoral School of Health Sciences at Helsinki University based on matters of common interest, including joint courses and student exchange in relation to courses, and to further research collaboration and the development of supervisory resources.

This collaboration enables that PhD students enrolled at the partner institutions are granted access to PhD courses offered by the partner institution free of charge. Also, the two partner institutions – together with several other universities – have established the Nordic network NorDoc. Another outcome of this collaboration is a joint supervisor survey among supervisors from both schools as a joint initiative to develop supervisory resources.

4.3.5/ Sino-Danish Center (SDC)

SDC is a partnership between all eight Danish universities, University of the Chinese Academy of Sciences (UCAS) and the Chinese research institute Chinese Academy of Sciences (CAS) – China's largest research institution in science, technology and high-tech innovation founded in 1949.

The aim of the partnership is to promote collaboration and increase mobility of students and researchers between Denmark and China.

SDC activities include Master's programs, research collaborations, and PhD training. The latter include funding of PhD scholarships and the possibility of obtaining a double PhD degree from the partner university in China or Denmark.

Sino-Danish Center is located at UCAS' Zhongguancun Campus in Beijing.

4.3.6/ Orpheus

The Graduate School of Health is a member of the Organization for PhD Education in Biomedicine and Health Sciences in the European System (ORPHEUS).

ORPHEUS is an association of more than 100 primarily European biomedical and health science faculties committed to developing and disseminating best practice in PhD training. The association works for harmonization and quality assurance, e.g. through the award of the ORPHEUS Label, and promotes bilateral and multilateral networks.

ORPHEUS is an Associate Member of the European University Association - Council for Doctoral Education (EUA-CDE).

4.3.7/ University of São Paulo

The Faculty of Health and the GSHS have extensive collaborations with several research groups and faculties at the University of São Paulo, including:

- School of Pharmaceutical Sciences of Ribeirão Preto (FCFRP-USP)
- Ribeirão Preto Medical School (FMRP-USP)
- Medical School in São Paulo (FM-USP)
- School of Dentistry in São Paulo (FO-USP)

Faculty agreements on international cooperation have been signed between Faculty of Health and the 4 research institutions in Sao Paulo. The agreements aim at promoting academic cooperation by allowing for exchange of students and PhD students as well as staff (research, teaching, technical and administrative).

Aarhus University has a university wide student exchange agreement with University of São Paulo enabling Masters' and Bachelor's degree students to follow semester courses and summer schools at the partner university without tuition fees.

To support the strategic collaboration between research groups within the two universities, it has been decided that guest PhD students from USP can participate free of charge in PhD short courses offered by the Graduate School of Health.

4.4/ Joint and double degrees at the GSHS

Since the outset of the evaluation period, the GSHS has worked hard to establish a framework for agreements on degree programs with strategic university partners and research institutions (Edingburg, São Paulo and SDC) in relation to issuing joint or double degrees.

In the period, 2015-2020 15 joint degree PhD students were enrolled at the GSHS. 10 degrees have been awarded in the period 2016-2020, 2 joint and 8 double degrees. There are 8 individual agreements in process, 7 double and 1 joint degree, all with Aarhus University as Partner University.⁴²

4.5/ Conclusion

Internationalization initiatives taken in the period 2015-2020 have strengthened the international profile of the GSHS considerably. Collaboration with foreign research institutions have been boosted and have paved the way for e.g. joint and double degree programs, cross border PhD student exchange in relation to PhD courses, research collaboration and development of supervisory resources. The number of PhD students, who include a shorter research stay abroad in their PhD study has also increased.⁴³

In this sense, the efforts to strengthen internationalization have been a success also for PhD education at the faculty even if the objective of recruiting more talented PhD students with an international background was not achieved. The faculty and the GSHS now have more experience to build on and will be in the forefront with the internationalization agenda for higher education and research institutions in the coming years.

⁴² Information from the PhD Administration at Health

⁴³ See. Fig. 3.1 p. 29

5.0 PhD thesis

In the evaluation period 2015-2020 GSHS conferred on average of 155 PhD degrees pr. year. In the years 2016 and 2017 GSHS conferred most degrees (167 and 166 early). Fewest degrees were conferred in 2018 (147).

Figure 5.1 - Number of conferred PhD degrees 2015-2020

Termination year	Conferment
2015	151
2016	167
2017	166
2018	147
2019	148
2020	156
Grand Total	935

Source: PhD planner

5.1/ Procedures and assessment criteria

The PhD order is the basis of the contents and management of doctoral education in Denmark. It stipulates the formal basis for assessment of dissertations and the deadlines in the proces.

According to the PhD order, the PhD thesis must document the author's ability to apply relevant research methods and conduct research work meeting the international standards for PhD degrees within the field in question.⁴⁴

5.1.1/ Advancing to PhD candidacy: Formal requirements

As mentioned in the introduction, the PhD student must fulfil certain requirements during the PhD study. These were as follows:

1. Conduct independent research work under supervision (the PhD project).
2. Complete PhD courses or similar subject elements totaling approx. 30 ECTS credits.
3. Participate in active research environments, including stays at other, mainly foreign, research institutions, private research enterprises etc.
4. Gain experience of teaching activities or other forms of knowledge dissemination, which are related to the student's PhD project.
5. Complete a PhD thesis based on the PhD project.

Within one week of submission of the PhD thesis, the main supervisor must submit a statement to GSHS detailing the above.

Based on the main supervisor statement and evaluations carried out during the PhD study, the GSHS determines whether the PhD degree programme has been completed satisfactorily. The PhD thesis can only be accepted for assessment if the PhD degree programme has been completed satisfactory, including completion of 30 ECTS courses and teaching or other kinds of dissemination activities corresponding to 150 working hours.

The Graduate School of Health recommends that the PhD dissertation consists of a review and a number of papers, based on original data from the PhD project, equal to 3 years of scientific work. The papers should either be published in international journals, accepted for publication

⁴⁴ Appendices: Rules and regulations web link 2

in international journals, submitted for publication in international journals or available in manuscript form ready for submission to international journals or in preparation. This corresponds to the international level required in the field of health sciences. The PhD student must usually be first author of the papers.

Co-author declarations must be included for each contribution where the submitted PhD dissertation includes work by several authors. First- and last author, main supervisor and the PhD student must sign the declaration, in which it should be indicated whether the paper in question has previously been included in a thesis or a PhD dissertation.

The GSHS stipulates the following formal requirements for the PhD dissertation:

- it can be submitted as a compilation of articles or a monograph;
- it must be submitted to the GSHS administration as a pdf-file;
- it must be written in English;
- If submitted as a compilation of articles it must include a summarizing review, and the articles should have a scope that in total is equivalent to three years of full-time doctoral education and a scientific quality allowing publication in peer-reviewed journals;
- The summarizing review should cover the current scientific field's literature, objects, applied methods, possible sources of error, results, weaknesses, strengths, results, conclusion and, finally, perspectives. The summary can take form as:
 - A review paper with the PhD as sole author (30-50 pages) followed by a number of original papers. The review paper must be published or ready to be published in an international peer reviewed journal.
 - An independent scientific review of approximately 30-50 pages that is the own original work of the PhD-student followed by a number of original papers.
 - An independent scientific review approx 30-50 pages that is the own original work of the PhD-student with *embedded* original papers.
 - Enclosed summaries in Danish and English of the dissertation.
 - Enclosed statements from co-authors. First- and last author, and main supervisor must submit a written declaration stating your contribution to the work.
 - Portofolio.

Comprehensive description of the formal requirements can be found on the graduate school website.⁴⁵

5.1.2/ Screening for duplicate text

All submitted PhD dissertations to GSHS has since 2015 been screened for duplicate text to ensure high scientific standards and responsible conduct of research. Immediately after submission, the PhD dissertations are sent to the Royal AU Library, Health Sciences and screened in the software system iThenticate. The screening will take place within three workdays, and a report will be returned to GSHS. If duplicate text found by iThenticate it is assessed by the PhD administration and the consequences for the PhD student depends on the type and extent of duplicate text. If the PhD Administration finds that the duplicate text is questionable and major corrections may be required, the PhD dissertation and the screening report is sent to the committee on duplicate text screening. Upon receiving the committee's assessment, the GSHS will inform the main supervisor and the PhD student about the statement and the consequences. As a result, the date of the defence might be postponed. In severe cases of plagiarism the PhD dissertation must be reported to Aarhus University's Research Practice Committees secretariat.⁴⁶

⁴⁵ <https://phd.health.au.dk/doingaphd/dissertation/content/>

⁴⁶ <https://medarbejdere.au.dk/en/administration/researchandtalent/responsible-conduct-of-research/the-research-practice-committee/>

In the period 2015-2020, 2 PhD dissertations were reported to the Research Practice Committees at Aarhus University and to the Danish Committee on Research Misconduct, respectively.

Figure 5.2 – Screening of PhD dissertations 2015-2020

Number of	2015	2016	2017	2018	2019	2020
Screened PhD dissertations	145	202	196	185	188	189
PhD dissertations with annotations/assessed by the PhD administration			21	46	37	39
PhD dissertations with annotations send to the committee for duplicate text	34	31	4	5	2	2
Mild degree of duplicate text (assessed by the committee)	16	16	3	5	1	2
Severe degree of duplicate text (assessed by the committee)	3	3	1		1	

Source: PhD administration.

5.1.3/ Assessment committee. Composition and approval

Five months before the PhD student submits his/her PhD dissertation, the main supervisor is asked to consider and submit a proposal for the composition of the assessment committee. The proposal, including a moderator of the PhD defence, must be submitted in consultation with a co-supervisor(s) and the PhD student no later than three months before submission of the PhD dissertation. It is the main supervisor's responsibility to make sure that all suggested members have agreed to participate in accordance with the schedule and to inform the proposed persons about the scope of the task and the conditions associated with it (deadlines for submission, payment of honorarium, travel rules etc.).

The PhD Committee then approves the proposal and it is expected that the proposed persons are aware that the composition of the committee may be changed upon the processing by the PhD committee and the GSHS. The Dean must approve the assessment committee no later than at the submission of the PhD dissertation.

There must be no conflict of interest between the members of the assessment committee and the PhD student and the PhD dissertation, cf. the Rules on conflict of interest in the Danish Public Administration Act. Thus, the members are not allowed to have:

- a personal or financial interest in the outcome of the defence
- prepared, submitted or published articles with the PhD student

According to the PhD Order the committee must have 3 members: a chairman from the faculty and 2 external members of whom at least one must be foreign "unless this is not practicable considering the subject (of the dissertation) in question". It is required that the members should have qualifications at least corresponding to those of an associate professor and be active and reputable researchers and the GSHS also demands members of both genders in all committees whenever possible. The PhD student's main supervisor is a non-voting member of the assessment committee. The candidate is allowed one week to present objections to the proposed composition of the assessment committee.

An analysis of the appointed assessment committees during the evaluation period shows that the majority of all PhD defenses are held with the participation of at least one foreign member of the assessment committee.

Figure 5.2 shows the number and share of assessment committees with either 1 or 2 international members:

Figure 5.3 - Defences 2015-2020. International committee members (external)

Year	1 international mbr.	% share	2 international mbr.	% share	Total
2015	90	64,3%	46	32,9%	140
2016	122	72,6%	43	25,6%	168
2017	124	73,8%	41	24,4%	168
2018	102	68,9%	46	31,1%	148
2019	93	60,0%	61	39,4%	155
2020	104	66,2%	53	33,8%	157
AVG.	106	67,6%	48	31,2%	156

The total number of defences during the evaluation period for the PhD students graduated in the years in question and the distribution of the assessment committees in terms of number of international members (source: PhD Planner).

Thus, when looking at the share of international members over the entire evaluation period, an average of 67.6% (ranging between 60% in 2019 and 73.8% in 2017) had one external international member and one external Danish member, and an average of 31.2% (ranging between 24.4% in 2017 and 39.4% in 2019) had two external international members. The shares vary somewhat during the period, but there seems to be a tendency towards more assessment committees having one external international members.

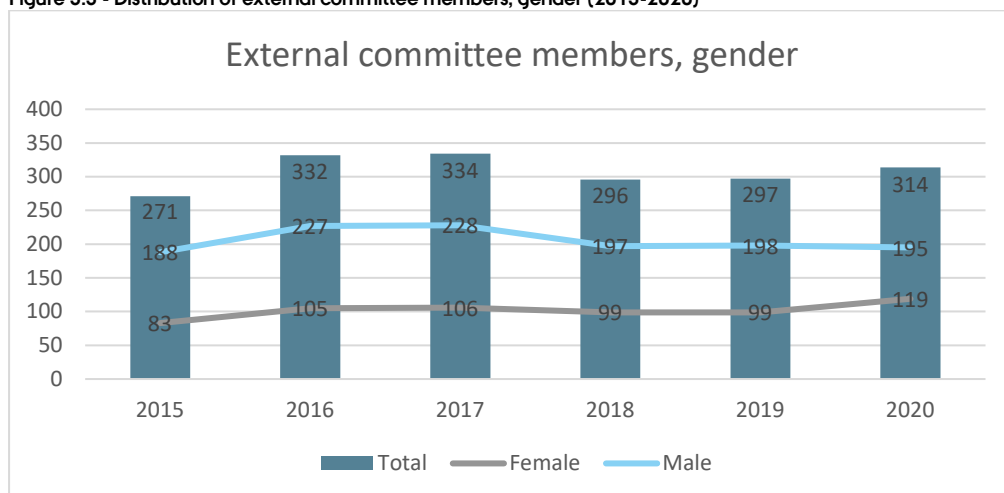
When examining the composition of the assessment committees from a gender perspective, fig. 15 below shows that, the gender composition of assessment committees have not changed in period 2015-2020. There was a minor 5% increase of women in assessment committees in 2020. However, one cannot draw a clear conclusion from this.

Figure 5.4 - Committee members, gender (2015-2020)

Comm. Mbr., gender	2015	2016	2017	2018	2019	2020
Female	31%	32%	32%	33%	33%	38%
Male	69%	68%	68%	67%	67%	62%

Percentage of male/female committee members in the evaluation period for the PhD students graduated in the years in question (source: PhD Planner).

Figure 5.5 - Distribution of external committee members, gender (2015-2020)



5.1.4/ Role of the assessment committee and assessment procedure

As specified in the PhD Order, the role of an assessment committee is:

1. To make a recommendation to the university as to whether the PhD thesis fulfils the requirements for the award of the PhD degree, and

2. To take part in a public defence and subsequently to make a final recommendation as to whether the PhD degree should be awarded.

The chairman directs the work of the committee and should provide guidance to the other members to ensure the following:

- That the provisions laid down in the PhD Order are followed.
- That the wording of the preliminary assessment indicates that the graduate school's requirements of international standard are met.
- That a high academic level is maintained to provide the best possible basis for award of the PhD degree.

The PhD Order's section 18 contains a relatively detailed description of the process required for the assessment. Further specific requirements for the preliminary assessment stipulated by the GSHS are accessible on the homepage of the graduate school. These comprises e.g. of a set of "guidelines for assessment" in which the members of the committee will find thorough instructions for their work to assure the quality of the assessment and prevent delays caused by formal shortcomings in the assessment. The assessment should be written on a special form in order to give the assessments a certain uniformity to ease the subsequent approval procedures and avoid formal errors.⁴⁷

Members and delegates of the assessment committee have a duty to keep information confidential. The assessment committee must carry out an impartial and qualified assessment of the submitted PhD dissertation. The committee must draw up a recommendation for the Academic Council, which must be forwarded to the dean through the head of the Graduate School. The recommendation must be motivated and may be determined by simple majority of votes in case of disagreement.

5.1.5/ The outcome of the assessment

No later than two months after submission of the dissertation, the assessment committee must forward a preliminary reasoned recommendation to the Head of the Graduate School stating whether the dissertation is found suitable for public defence in the submitted version (or conditioned on revision) or not, according to the Ministerial PhD order section 18.

There are four possible outcomes of the assessment of a dissertation:

- The dissertation is recommended for defence
- The dissertation is returned for revision
- The revised dissertation is recommended for a (second) revision
- The dissertation is rejected

5.1.5.1/ Recommended for defence:

If the recommendation is positive, the PhD student will receive an e-mail with the assessment attached and the defence of the dissertation can take place.

5.1.5.2/ Returned for revision:

If the assessment committee recommends revision of the dissertation, the PhD student needs within 3 months to submit a new, revised dissertation together with a point-by point reply where he/she comments on the assessment committee's remarks. Unless special conditions apply, the same assessment committee will reassess if the revised dissertation can be accepted for public defence. The new assessment must be signed by all members of the committee and should reach the Graduate School of Health no later than six weeks after the resubmission.

⁴⁷ <http://phd.au.dk/gradschools/health/formsandtemplates/>

5.1.5.3/ Recommended revision of revised dissertation (second revision):

If the assessment committee finds that the academic level in the revised dissertation does not comply with the international standard for PhD dissertations in the field of health sciences, but can be accepted with minor adjustments, the committee can recommend the dissertation for a second revision.

5.1.5.4/ Rejected:

If the assessment committee finds that the academic level in the original dissertation does not comply with the international standard for PhD dissertations in the field of health sciences, and that the quality of the dissertation is below an adequate level for acceptance, the assessment committee should recommend the dissertation for rejection.

If the assessment committee recommends rejecting the dissertation, the graduate school needs to receive any comments on the assessment committee's decision no later than two weeks after the date where the PhD student received the assessment.

The graduate school management will review the assessment committee's recommendation, including any comments from the main supervisor and PhD student.

The management then makes the final decision on whether the PhD student is asked to resubmit the PhD dissertation to the assessment committee, resubmit to a new assessment committee or whether the dissertation is rejected completely.

During the period 2015-2020 877 PhD dissertations were submitted to GSHS. Out of these 116 (13.2%) were resubmitted 1 time and 3 were resubmitted 2 times (0.3%).

Almost all submitted and resubmitted dissertations were conferred. The number of dissertations that were not resubmitted after revision or rejected were 5 in the period 2015-2020.⁴⁸

5.1.6/ Public defence

Following the PhD Order, the PhD defence is open to the public. GSHS announces where the PhD thesis can be viewed. As a main rule, the PhD thesis must be on view at least eight days before the defence. The thesis available for the defence must in principle be identical to the version submitted for assessment. However, the PhD student may incorporate small corrections and changes provided that a detailed description of these corrections and changes is included as well.

The chair of the assessment committee presides at the PhD defence procedure. The PhD defence procedure starts with the PhD student's presentation of the results of the PhD project (30-45 minutes as agreed with the chairman of the assessment committee). The members of the assessment committee then discuss the presentation and the thesis with the PhD student (1-1.5 hours). The chair is authorised to permit others to intervene in the debate. The total duration of the defence should not exceed three hours.

5.1.7/ Award of the PhD degree

Immediately following the defence, the assessment committee submits its final recommendation based on the public defence and on the previous evaluation of the thesis of whether the PhD student should be awarded the PhD degree. The recommendation shall be reasoned, and in the event of disagreement, the majority shall prevail.

The PhD degree may be awarded if the assessment committee submits a recommendation to that effect. The formal decision is taken by the Academic Council at the Faculty of Health Sciences at Aarhus University. In case of a positive recommendation, the degree will be awarded unless very unusual circumstances lead the Academic Council to decide otherwise.

⁴⁸ Source: PhD planner. The PhD administration at Health

5.2/ Publications during PhD

GSHS' general policy for publication by PhD students is to support and prompt students to publish whenever it is possible and suitable and with the highest possible degree of impact. The graduate school also recommends the faculty's departments to set up incentives for PhD students to publish in scientific journals as much as possible and at least to make sure that publishable findings are in fact published.

The following table gives an indication of how industrious Health Science PhD graduates at the GSHS are when it comes to research publications:

Data on the publication activities of GSHS PhD students has been extracted from the system used by Aarhus University to register publication and research activities (PURE). The data covers 70 PhD students who handed in their thesis in 2019. As the present self-evaluation report covers the period 2015-2020, the data also includes contributions not published at the time of *enrolment end* (i.e. the contributions registered for 2020)⁴⁹.

The publications have been divided into the following categories:

- Contribution to journals
- Contribution to book/thesis/report
- Conference proceedings
- Conference contribution
- Working papers
- Other contributions

When reading the data, note that the data are uncertain due to different factors: The data is partly based on individual registrations in PURE. In addition, the publications of a PhD student are often prepared during the PhD study period but published after graduation and thus can be part of other research work (e.g. postdoc).

Figure 5.5 illustrates the total number of published and accepted articles and other publications made in the period 2015-2019 by the 70 GSHS PhD students who graduated in 2019, including a specification of the share of peer-reviewed publications.

Figure 5.6 - Publications by PhD's graduated in 2019

Categories	No. of publications in total	Of which peer-reviewed publications	Peer-reviewed in %
Contribution to journals	218	216	99%
Contribution to book/thesis/report	109	107	98%
Conference proceedings	28	28	100%
Conference contribution	44	13	30%
Working papers	5	0	0%
Other contributions	3	1	33%
Total	407	365	90%

*Number of published and accepted articles and other publications made in the period 2015-2019 by the PhD students who graduated in 2019 (source: PURE). * The share of peer-reviewed publications compared to the total number of publications in the given category.*

The table shows that PhD students at GSHS, who graduated in 2019, have published a total of 407 contributions during the period 2015-2020, of which contributions to journals make up the

⁴⁹ Note that the data on publications does not touch upon impact in the form of e.g. metrics (such as AIS), as this shows the impact of the journals and not of the PhD students' contributions. In addition, citations have been left out, as the time for registration is too short to be reliable when it comes to contributions published in 2019 and 2020.

majority of all publications – also in terms of peer reviewed contributions. 99% of journal contributions are peer reviewed.

Also, contributions to book/thesis/report make up a large part of the publications at GSHS in the given period – with a high percentage being peer-reviewed, 98%. Conference contributions and proceedings make up a minor part of publications.

In average health science, PhD graduates from 2019 had 3 peer reviewed contributions to journals. In total each of them contributed in average to 5,8 publications of which in average 5,2 were peer reviewed contributions.

When it comes to research publications, health science PhD graduates have a high peer reviewed publication rate.

5.3/ Conclusion

By having recognised experts both from Denmark and abroad in the assessment committees, GSHS strives to appoint assessment committees that can assess whether the theses fulfil the requirements and meet the international standards for PhD degrees within the field in question.

With strict rules of impartiality, GSHS ensures the objectivity of the assessment committee members. The high percentage of theses given a positive evaluation from the assessment committee indicates a high quality of the submitted theses.

5.4/ Key figures

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6.0 Relevance and Outreach of the PhD Study

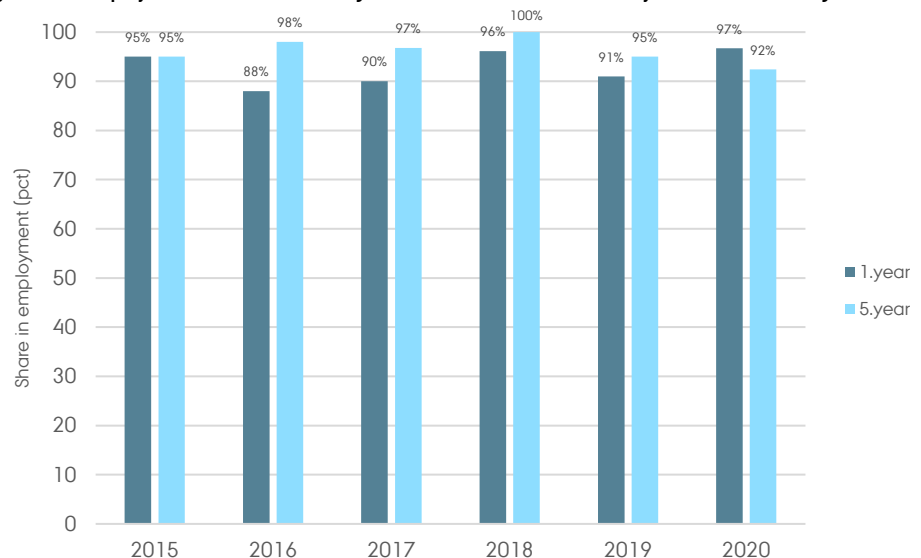
6.1/ Overall

The faculty of Health aim to secure full and relevant employment for all PhD candidates and give high priority to collaboration with the players in the relevant labour markets in the public as well private sectors. The faculty also give high priority to professional career guiding to prepare doctoral students for internationally competitive and diversified career paths.

6.2/ Employability of PhD candidates

The yearly PhD Employment Surveys from Aarhus University show that a high percentage of PhDs from Aarhus University in general finds employment. Thus the latest Employment survey from January 2021 shows that 95.6% of PhD's at Aarhus University were employed 5 years after having obtained their PhD degree (graduates 2015/16) and 93.5% were employed 1 year after the PhD degree was obtained (Graduates 2019/2020). The corresponding figures for graduates from GSHS are 96.7% and 92.4%.

Figure 6.1 - Employment situation for PhD graduates at GSHS one and five years after obtaining the PhD degree



Source, Appendix 5. Annual report for talent development, Aarhus University. Health p. 9

Fig. 19 shows that employment for GSHS PhD candidates has been stable at a very high level in the period 2016-2020. Except for 2020, the level of employment has risen after 5 years.⁵⁰

As shown in fig. 20 below most PhD graduates from GSHS are employed in the public sector. 60% of the PhD's employed in the public sector are employed in the Region, in particular in Aarhus and in the Central Denmark Region as medical doctors and nurses e.g. Around 31% of public sector employed are employed by the State e.g. at universities, sector research and other public research institutions.⁵¹

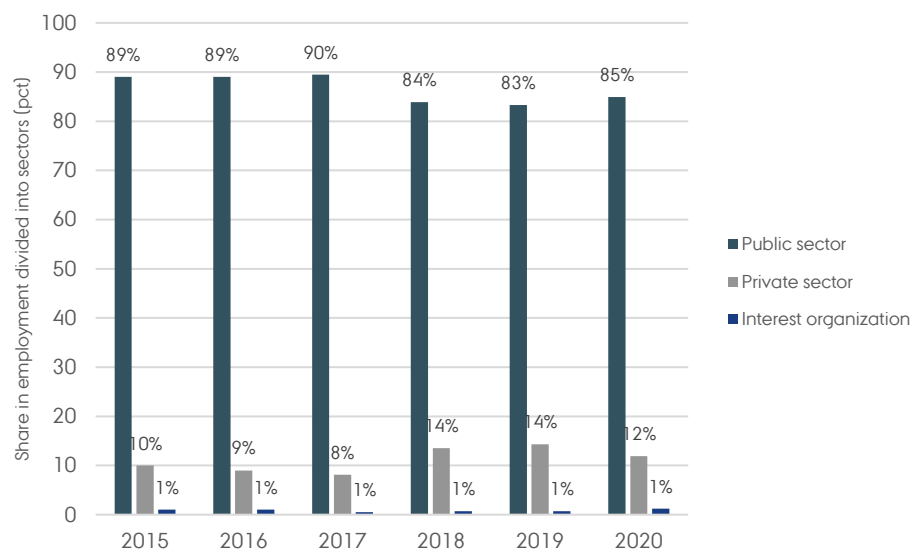
⁵⁰ Appendix 5 p. 9

⁵¹ Ibid.

Fewer PhD candidates find their way to employment in the private sector. After a drop from 10% in 2015 to a low 8% in 2017, the percentage of PhD's with employment in the private sector increased to 14% in 2018 and 2019. In 2020 the percentage dropped to 11.9%. As for those employed in the private sector, most find employment in the pharmaceutical industry.

The expectation of the GSHS is that the substantial efforts for the last three years by Aarhus University to strengthen relations with private enterprises and to support innovation and entrepreneurship as part of the university's DNA, will increase the prospects for PhD's in Health science for employment in the private sector or as self-employed.

Figure 6.2 - Employment for PhD's - employment sectors (Public/private /Interest associations) ⁵²



Source, Appendix 5. Annual report for talent development, Aarhus University, Health p. 9

When looking more closely at the GSHS figures in the employment survey it stands out that most of the PhD graduates are employed in bigger workplaces with over 250 employed (82%)⁵³. Furthermore, 93% find that the research area of their PhD is relevant (78%) or partly relevant (15%) for their current job. In addition, a high percentage of the respondents confirm that they are working with research and development (79%), with teaching (46%) and in leadership positions (28%).⁵⁴ Only 8.6% are employed in another country than Denmark.

With regard to qualifications, most respondents in the employment survey state that the competences they need in their job match the academic and generalist skills obtained during their PhD study.⁵⁵

6.3/ Career guidance and support for PhD's and junior researchers

The GSHS give administrative support to career guidance initiatives and cooperate closely with the central AU Career office, that provide excellent career guidance services, including career planning courses and individual career counselling for PhD's in Health science in diversified career path ⁵⁶

The GSHS give administrative and project management support to the following recurring career focused events and other PhD career development initiatives at the faculty of Health.

⁵² Appendix 4. Employment Survey, 2021

⁵³ Appendix 4. Employment Survey 2021 p.13.

⁵⁴ Appendix 4. Employment Survey 2021 p. 12

⁵⁵ Appendix 4. Employment Survey. 2021 p. 18

⁵⁶ <https://medarbejdere.au.dk/en/administration/overview-of-au-administration/enterprise-and-innovation/office-of-business-collaboration/>

6.3.1/ Medical innovation Day

Medical Innovation Day is an annual event, which brings together business representatives with PhD students, bachelor and graduate students and researchers from all faculties to exchange ideas and think up solutions for health challenges of the future. In addition to inspiring talks and informal networking, the event is running in two separate tracks. The Challenge Track introduces participants from the faculties to real-life challenges from companies and organizations, while the Innovative Ideas Track introduces companies to fresh new ideas from the scientific community. The winning team/presenter(s) will be rewarded with a prize.

6.3.2/ Career paths and career planning. Welcome day

The GSHS offers a very popular career planning course and from autumn 2021, the GSHS will introduce a three-hour introduction to career paths and career planning by the PhD Career Consultant from AU Career Office. The introduction is for all PhD students at the mandatory welcome day.

6.3.3/ AU career advisory panel Health

The GSHS has since 2015 hosted a career advisory panel as a service to all PhD students at the GSHS looking for qualified impartial feedback and guidance in regards to career choices and possible career paths. The panel consists of ten persons from different occupational areas and they can each receive ten contact requests per year. The composition of the panel is currently under alteration to be brought more in compliance with needs of the PhD students.

6.3.4/ Honours programme "Research and Innovation"

As mentioned in 2.1.1, the Honours Programme "Research and Innovation" is a channel for recruitment of talented master students to the PhD study programme. The program targets particularly talented, curious and highly motivated graduate students from Health, who wish to contribute to research and research-based innovation in collaboration with other disciplines. Participants are given the opportunity to acquire competencies and engage in activities and relationships that introduce them to health science research and innovation in collaboration with partners from the university, the health service and the private business community.

In addition to the above, the main PhD supervisor discuss career plans with their PhD student and departments are committed to have a yearly Staff Development Dialogue (SDD) with all PhD students that include a conversation on career paths and career planning.

6.4/ Cooperate relations and innovation

6.4.1/ Organization at university level

During the past couple of years, Aarhus University has put energy and resources into promoting a new structure and organization to support collaboration with the corporate sector as well as the municipalities, while at the same time incorporating ideas of innovation and entrepreneurship as part of the university's DNA. Organizationally a new Enterprise and Innovation Unit, has been established, which supports the AU Business Committee, the new AU director of enterprise and the university's new start-up hub The Kitchen, providing start-up help and opportunities for PhD students, too.

6.4.2/ Faculty initiatives and collaboration

The Faculty of Health Sciences is still in the process of identifying how these initiatives fit in with the faculty strategy and profile, and which structures and initiatives could be set up to encourage an even stronger focus on ideas of innovation and entrepreneurship in PhD studies and how to expose PhD students to career opportunities in the private sector or as self-employed entrepreneurs.

The faculty of Health has established new cooperating units that fit the central AU business and innovation organization. The organization will support the efforts of the whole university to

coordinate collaboration with the corporate sector as well as the municipalities and to incorporate ideas of innovation and entrepreneurship in the University's DNA. Each department at Health has appointed Business Engagement Partners⁵⁷ who are also members of the Industrial Cooperation Committee at Health that is responsible for strengthening collaboration between the faculty, business and industry and the public sector.

Some of the coordinated initiatives from the central Enterprise and Innovation Unit has already brought new cooperation into play for instance through the newly/renewed cooperation with some of the major players in the market such as Arla, which among other things have resulted in new PhD positions at the GSHS. The unit has also established cooperation with major municipalities especially in the Central Jutland region (e.g. Ringkøbing Skjern Municipality), and it is expected that this cooperation will likewise lead to PhD positions at GSHS.

The establishment of cooperation with large companies and municipalities is still ongoing at AU, but working closely with the industry is not new neither to the Faculty nor to its researchers. Collaboration with business and industry plays an important role, and the faculty has a strong focus on business collaboration and knowledge transfer, and is keen on pairing PhD students, researchers and companies to achieve new collaborative relationships and build a fertile ground for new research to ensure continued development and innovation.

Other partnerships also open up possibilities for collaboration on PhD projects e.g. targeting applied research e.g. the Human First partnership between VIA University College, the Central Region Denmark and Aarhus University. This partnership cooperate on groundbreaking research and intelligent education for healthier people and a healthier society in the Central Region Denmark.⁵⁸

6.4.3/ Industrial PhD's

An industrial PhD project is an exciting opportunity for a close, focused collaboration between development-oriented companies and relevant research environments at Aarhus University. Under the scheme, companies can apply to the Innovation Fund Denmark for funding to employ an industrial PhD student to carry out a three-year research project of relevance to the company, while also completing a PhD programme at Aarhus University.

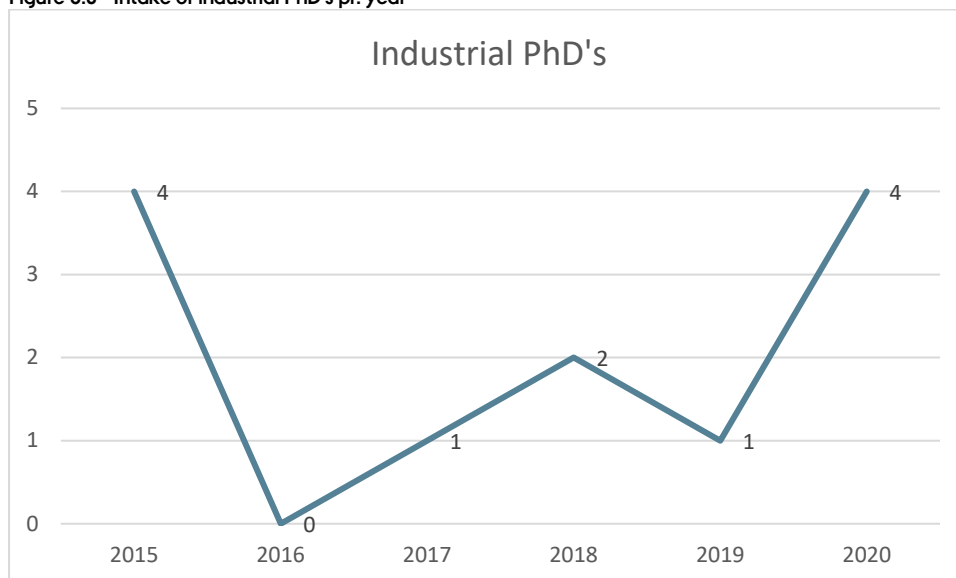
An industrial PhD project gives the company bottom-line value, knowledge and growth, while also providing access to Aarhus University is leading research groups, state-of-the-art facilities and research-based knowledge. The industrial PhD student is employed in the company and enrolled at a graduate school at Aarhus University. The industrial PhD student divides his or her working hours between the company and the university and spends time in both locations working on the project and the PhD programme.

Among the graduate schools at Aarhus University, the GSHS has probably one of the lowest intakes of industrial PhD student's pr. year in the period 2016-2019. However there is an increase in the number of industrial PhD's in 2020 to 4 and it is expected that there is a potential for this intake to increase in the coming years. It needs to be said that the Innovation Fund Denmark finances only a limited number of industrial PhD's (in 2017) the number was 112. In this light other types of PhD project cooperations with industrial outreach become interesting such as company funded projects and EU Marie Curie ITN networks with company partners involved in the project.

⁵⁷ <https://health.au.dk/en/collaboration/business-engagement-partners-at-health/>

⁵⁸ <https://health.au.dk/samarbejde/human-first/>

Figure 6.3 - Intake of industrial PhD's pr. year



6.5/ Conclusions

The high post PhD employment rates for PhD candidates from the GSHS show that the academic and generalist competencies of PhD's candidates from the GSHS are highly valued by stakeholders in particular in the public health sector, in Pharmacy/biotech industry, public research institutions and junior colleges. Results from the Employment survey also show that the candidates work with research and development in their job.

All PhD students at Health become acquainted with career guidance and services, as well as career-focused events from the outset of their PhD study. This helps the individual PhD student to consider different career paths and start early career planning to set future career goals.

By far the most PhD graduates are employed in the public sector. However, about 12% of PhD graduates in 2020 are employed in the private sector. The expectation of the GSHS is, that the substantial efforts for the last three years by Aarhus University and also the faculty of Health to strengthen relations with private enterprises and to support innovation and entrepreneurship as part of the university's DNA, will increase the prospects for PhD's in Health science for employment in the private sector or as self-employed,. It is also the expectation that the GSHS in the coming years will have an increased focus on cooperate and other external partners in the relevant labour markets

6.6/ Key figures

Figure 6.1 - Employment situation for PhD graduates at GSHS one and five years after obtaining the PhD degree	48
Figure 6.2 - Employment for PhD's - employment sectors (Public/private /Interest associations)	49
Figure 6.3 - Intake of industrial PhD's pr. year	52

7.0 Sum up and questions

As implied above and as demonstrated through the survey "Quality in the PhD process" in 2021, the PhD education within the framework of GSHS is generally quite successful. However, the GSHS management would appreciate recommendations from the evaluation panel of how to do even better in the following areas.

1. How to recruit more talented PhD's with an international background
2. How to improve the integration of PhD students in the relevant research environments, particularly international PhD students
3. How to further improve the quality of the supervision of PhD students
4. How to ensure that all PhD students have a yearly Staff Development Dialogue (SDD) at the department
5. How to optimize the PhD course portefolio
6. How to ensure that PhD students find it attractive to take PhD courses offered by universities abroad (e.g. NorDoc) to make it possible to find good and relevant courses for all PhD students
7. How to ensure development of independence during the PhD study
8. How to ensure the possibility for PhD students pursuing a university career to combine family obligations with going on extended research visits abroad
9. How to ensure that the competences of the PhD candidates is used in positions in the hospital and other Health care areas.
10. How to establish a well-functioning Alumni Network

The present report concerns the Graduate School of Health Sciences (GSHS). The report has been completed in May 2021 by head of PhD Administration Damian A. Hertoft Goldberg and Special Consultant Lene Bøgh Sørensen. In addition to the report and the appendices at the end of the report, a supplement of documents regarding the PhD education at the Graduate School of Health Science is made available to the assessment committee. Further information regarding the PhD education at GSHS can be found at the website: <https://phd.health.au.dk/>

8.0 Appendices

Appendix 1. Quality Framework for Doctoral Education. 2013

Appendix 2. Basic principles of PhD education at Aarhus University. 2019

Appendix 3. Quality in the PhD Process. 2021 A survey among PhD students at Aarhus University. (In Danish: Kvalitet i ph.d.-uddannelsen KIP)

Appendix 4. The employment survey 2020. (In Danish only: Beskæftigelseundersøgelse 2020. Rapport for ph.d-dimittender)

Appendix 5. Annual report for talent development, Aarhus University, Appendix Health report. (In Danish only: Årsrapport talentområdet på Aarhus Universitet 2020. Appendix Health rapport)

Appendix 6. Annual report 2020. Enrolment at GSHS 2015-2020. (In Danish: Årsrapport vedr.

Appendix 7. Overview of application procedure 2020- indskrivninger på Healths ph.d.-skole i 2020)

Appendix 8. Final Course plan Spring and Autumn 2020

Appendix 9. The GSHS action plan for internationalization of PhD education 2020-2022. (in Danish: Ph.d.-skolens handlingsplan for internationalisering af ph.d.-uddannelsen 2020-2022)

Appendix 10. NorDoc summer school and conference 2021

Rules and regulations. (Web -links)

1. [The University Act](#). The Danish (consolidation) act on Universities

2. [The PhD order](#). Ministerial Order on the PhD Programme at the Universities and Certain Higher Artistic Educational Institutions.

3. [General rules of Employment Aarhus University](#)

4. [FAQ for PhD students at the university](#).

5. [FAQ for PhD students the GSHS](#)

6. [AU order on PhD](#)

7. [The Danish Public Administration Act \(Forvaltningsloven\)](#).



International evaluation of the Graduate School of Health Sciences, Aarhus University, Denmark

1. Introduction

According to the ministerial PhD Order, graduate schools should be evaluated at regular intervals. Accordingly, Aarhus University is evaluating its five graduate schools in 2021, of which this is the evaluation of the Graduate School of Health Sciences (GSHS).

The main basis of the evaluation was a self-evaluation report with appendices (section 5) and a site-visit to Aarhus University on September 27-28, 2021. At the site-visit the international panel interviewed five groups of stakeholders in the PhD educational programme: Graduate School management team, principal supervisors, PhD committee, PhD students and department's management team.

Members of the international evaluations panel and authors of the report:

Janet Carton, Dr, Graduate Education Development Manager, Graduate Studies, University College Dublin, Ireland.

Matti Nikkola, Head of Education and Director of Doctoral Studies in Cell and Molecular Biology, Department of Cell and Molecular Biology, Karolinska Institutet, Stockholm, Sweden.

John Creemers, Professor, Director of the Doctoral School Biomedical Sciences, Faculty of Medicine, KU Leuven, Belgium.

Hans Bräuner-Osborne, Professor, Head of Graduate School, Faculty of Health and Medical Sciences, University of Copenhagen, Denmark (chair).

Content and educational goals of the Danish PhD programme:

The PhD education in Denmark is regulated by a ministerial PhD Order and a national Qualification Framework for Danish Higher Education.

According to the PhD Order, a PhD degree in Denmark is a structured research education scheduled to take three years (FTE) with the following components of the PhD programme:

1. Conduct independent research under supervision.
2. Complete PhD courses or similar subject elements totalling approx. 30 ECTS credits.
3. Participation in research environments, including stay at other, preferably foreign, research institutions.
4. Gain experience of teaching activities and/or other forms of knowledge dissemination related to the student's PhD project.
5. Complete a PhD thesis based on the PhD project.

According to the Qualifications Framework for Danish Higher Education, students obtaining the PhD degree must:

- possess knowledge at the highest international level within the research field.

- have made a significant contribution to the development of new knowledge and understanding within the research field based on scientific studies.
- master the scientific methodologies and tools as well as master other skills related to research and development tasks within the field.
- be able to analyse, evaluate and develop new ideas, including design and develop new techniques and skills within the subject area.
- be able to participate in international discussions within the subject area, disseminate scientific findings, and progress to a wide audience.
- be able to plan and carry out research and development tasks in complex and unpredictable contexts.
- be able to independently initiate and participate in national and international collaboration on research and development with scientific integrity.
- be able to independently initiate research and development projects and, through these, generate new knowledge and new skills, which develop the research field

2. Recommendations

Overall, the educational programme of the GSHS is excellent and no major gaps were identified during the evaluation. The GSHS is well organized and generally strike a good balance between the level of quality control and administrative burden from enrolment to the PhD defence. All stakeholders are engaged and highly qualified. Overall, there are good onboarding programs for both PhD students and new supervisors, and communication is well organized via a range of channels. There are also good support systems both in terms of financial support to e.g. external stays and PhD courses and 'soft' support for e.g. career planning and wellbeing.

Our recommendations below should thus be seen as advice to further improve an already excellent graduate school.

Organization:

It is evident that the ClinFo Graduate Programme (GP) is markedly larger than the two other GP's which raises two concerns:

- The two smaller programs might be 'squeezed' in some matters.
- The Head of ClinFo is a full-time employee, which might challenge the scientific competences and respect from peers in a longer perspective.

It might thus be considered to either split the ClinFo programme or support the GSHS/GP leaders to be able to maintain research competencies.

The PhD counsellor was well recognized and respected throughout the organization, but it was seen as fragile that it all relies on *one* person who in addition is at the end of the career. To safeguard continuity and know-how it is thus recommended to increase the number of PhD counsellors and spread them geographically across the Region.

Internationalization:

The GSHS has a strong focus on increased internationalization. In general, there is good support for outgoing PhD students (exchange, course, conferences) while international recruitment is at a relatively low level.

To get all onboard the common mission it is recommended to communicate *why* international recruitment is beneficial and *what* is meant by internationalization at all levels in the organization.

While international PhD students were generally happy with the GSHS they noted that communication was often only in Danish which does not foster an international environment. This was also noted by the panel where e.g. several reports were only available in Danish. It is thus recommended to always communicate in English or simultaneous English & Danish at all levels of the organization. It is also recommended to make an onboarding programme for international PhD students and supervisors focused on integration in the Danish / Academic culture.

A large number of PhD students are recruited via the fully/co-financed Faculty scholarship model based on applications from the PhD candidate. While this model has several

advantages it is a major hurdle for increased international recruitment as it requires prior connection between the PhD candidate and the supervisor team. The system was generally well liked throughout the organization and there was no desire to change the model. In order to increase international recruitment within this model we thus recommend the following:

- promote recruitment of international master (thesis) students
- foster international network and international supervisors
- advertise all vacancies on <https://euraxess.ec.europa.eu> to enhance international visibility
- increase administrative assistance and promote joint/double degrees
- provide timely recruitment assistance in particular concerning enrolment criteria and provide feedback to supervisors when candidates are administratively rejected

PhD students

Generally, the PhD students are very satisfied with the PhD programme. There is excellent onboarding, communication (website & newsletter) and PhD network, but more could be done to onboard international PhD students (see above) and to cultivate Aarhus University / GSHS affiliation in particular among externally employed PhD students and supervisors.

PhD students found it confusing at times to find the right information, but were overall happy with the personal service provided by the PhD administration. While the website is excellent it could be considered to collect the Rules and Regulations in *one* regularly updated PDF documents and communicate this as a "first stop" place of information to the PhD students and supervisors. It is also recommended to align information from all levels of the organization to avoid conflicting information from e.g. GSHS and Departments.

In general, the PhD students like to teach but often found it difficult and stressful to find teaching related to their PhD project to fulfil the 150 hours requirement. At the same time some PhD students were teaching more than required and Department were often lacking teachers for specific courses. It is thus recommended to make an effective matchmaking system. It is also recommended to relieve the stress from the PhD student to make it the responsibility of the Department to offer relevant teaching to the PhD student and accept less than 150 hours teaching if this can not be achieved.

In general, the PhD students were often not sufficiently prepared for the teaching. It is thus recommended to increase the focus on pedagogic courses for PhD students and to make a script for course directors and/or faculty teaching teams to onboard PhD students and prepare them for the teaching before the course start.

Supervision

The mandatory PhD supervisor course for new/inexperienced principal supervisors is well liked and the content is according to international best practices. However, there is a lack of continuous supervision education which would be welcomed by both supervisors and PhD students.

It is positive that good supervision practice is recognized via the 'supervisor of the year' award. However, it is recommended to clarify supervisor roles (e.g. increase awareness of criteria for the supervisor prize) and increase support and GSHS awareness not least for

externally employed supervisors. There is also a need to clarify how poor supervision is recognized and appropriately dealt with, and create a more transparent and user-friendly structure for conflict resolution beyond the role of the PhD counsellor.

It is common practice to have supervisors from different groups. However, this is not required, and it is allowed to have a PI and postdoc from the same group as the only supervisors, which is fragile in terms of ensuring broad and independent feedback. It is thus recommended to either make it a requirement to have supervisors from different groups or have at least two supervisors at Associate Professor level or above.

Tools for career development plans and expectation alignment are in place but not always used. It is thus recommended to clarify the role and content of the annual MUS/PDR and to increase awareness that career planning should also be discussed at the midway evaluation and that expectation alignment should be performed at the start of the PhD.

Quality system

PhD courses are evaluated via a centralized model and used by the PhD committee to make recommendations on future courses and generally by the course directors/teachers to improve individual courses. Overall, there was satisfaction with the courses offered through the GSHS but given short planning horizon it was not possible to make a meaningful course portfolio for the duration of the PhD study at the time of enrolment, which was thus seen as a waste of time. It is thus recommended to abandon this requirement.

There was strong support of the 2. regular assessment model (the midway examination) whereas the 1. and 3. regular assessment was seen as administrative 'ticking boxes' with limited value for the PhD student beyond ensuring they are on track with the obligatory components of the PhD programme. While many PhD students do get structured/formative feedback on their scientific progress by other means during the PhD programme, it could be considered to make it mandatory to write a progress report and get feedback from the supervisors at the 1. and 3. regular assessment to ensure this happens for all PhD students. It could be done in a flexible way so other forms of structured/formative feedback already happening is acknowledged as such scientific assessments.

The 'ticking boxes' in the 1. and 3. regular assessment is in part to ensure compliance with the requirements of the Danish Qualification Framework, but awareness of this is low and the model does not ensure that all learning goals have been obtained. It is thus recommended to make a more systematic approach and align the quality assessment systems with the Danish Qualification Framework requirements. Moreover, it is recommended to increase awareness of the Danish Qualification Framework requirements, which should be used in planning and follow-up at all levels of the organization.

The 'PhD planner' is used as the main quality control system, but was generally seen as being outdated and more an e-portfolio tool than a planning tool as the name infer. It is thus more a list of conducted activities than articulation of skills the PhD students have obtained (in accordance with the Qualifications Framework). Alternative programs were used for actual time/milestone planning. It is thus recommended to develop a new IT system where planning, reporting and self reflections can be conducted on one platform.

3. Background

Key facts about the Graduate School and its organization

The GSHS is lead by the Head of Graduate School and is organised into three Graduate Programmes:

1. Biomedicine
2. Clinical Medicine, Forensic Medicine and Dentistry and Oral Health ("ClinFO")
3. Public Health

The *Graduate Programmes* are headed by a Head of Graduate Programme (HGP) which is either a full time (ClinFo) or 50% FTE position (Biomedicine and Public Health). In addition, ClinFo has a 80% FTE coordinator assisting the HGP.

The Faculty of Health is divided into five *Departments*:

- Department of Clinical Medicine
- Department of Biomedicine
- Department of Public Health
- Department of Dentistry and Oral Health
- Department of Forensic Medicine

Upon enrolment in the GSHS, the PhD student is affiliated with one of the Graduate Programmes and one of the departments.

A *PhD committee* with elected PhD students and academic staff members is an advisory committee to the GSHS.

An experienced PhD supervisor serve as *PhD counsellor* providing confidential advice to PhD students and supervisors.

All PhD students become members of the *PhD Association*, which is an independent organization with the purpose of improving the conditions for the PhD students.

The GSHS receives administrative support from the *PhD Administration at Health* unit embedded in the PhD Administration at Health, Natural Sciences and Technical Sciences serving three Faculty graduate schools.

In 2020 the GSHS had 591 enrolled PhD students affiliated as follows:

- Biomedicine: 77
- ClinFo 443
- Public Health 71

In the period 2015-2020 the enrolled PhD students were 64% female and 36% male with 16% international PhD's (64% from Europe, 36% the rest of the World). Almost half the enrolled PhD students have MD degree (47% in 2020).

Recruitment is typically either through a centralized biannual Faculty funded scheme where the PhD student is the applicant (with research project and supervisor team) or via continuously advertised positions based on external funding obtained by the supervisors.

PhD students are mainly employed at Departments at Aarhus University or the hospitals in the Central Denmark Region. It follows that the PhD students and supervisors are spread over a relatively large geographical area across the Region, in particular for the ClinFo programme.

There is no formal requirement for publications embedded in the PhD thesis, but the vast majority of PhD students compose their thesis as a synopsis/review with embedded submission-ready manuscripts and published papers. A survey found that GSHS PhD graduates from 2019 had published an average of 3 peer reviewed contributions to journals.

The assessment of the PhD thesis and format of the oral PhD defence is highly regulated by the ministerial PhD Order. From the description in the self-evaluation report it is evident that the GSHS follows these requirements and e.g. have at least one international assessor on 98,8% of PhD defences (31,2% have two international assessors). About $\frac{1}{3}$ of the assessors are female. The main criteria used to assess the PhD thesis corresponds to the criteria stipulated in the PhD Order: the PhD thesis "must document the PhD student's/author's ability to apply relevant research methods and to conduct research work meeting the international standards for PhD degrees within the field in question".

PhD graduates have very high employments rates (97% one year after graduation in 2020) and are mainly employed in the public sector (85% in 2020). Average completion time for regular PhD students is only slightly above the 3-year programme (3.3 years in 2020) and dropout rate is very low (17 PhD students in 2020).

Key recommendation from international evaluation in 2015

The GSHS was previously evaluated by an international panel in 2015. The main recommendations in that report were as follows:

- provide better evidence for the bibliometric statistics and scientific quality of the PhD theses' content
- continue emphasizing the 'dual purpose' nature of PhD studies: publications and the graduates' contributions to the health care system's general quality and to the promoting of evidence-based medicine
- establish a project proposal review process that includes the use of external peer reviewers to further strengthen an already strong evaluation process
- enhance the transparency of the assessment processes and especially of the stipend allocation distribution process
- initiate a survey of how current international PhD students managed to identify a supervisor and to compose the PhD project proposal that is a requirement for applying for PhD enrolment
- provide the skills needed in work outside of university in addition to expertise in research work
- continue the good work with progress evaluations, but enhance information provided to both supervisors and PhD students

- enhance mobility by better advertisement of the ample funding possibilities and publicising some of the good examples
- encourage research units to set up exchange agreements with likeminded research units abroad
- support good supervisors by giving proper credit for their work
- limit the number of PhD students per supervisor and/or limit the number of faculty stipends allocated per supervisor
- promote interdisciplinary research
- add courses in career planning and in writing grants proposals to the course programme
- allocate more resources to the enhancement of information to supervisors, applicants and other stakeholders about processes and initiatives in the GSHS
- further improve collaboration with other graduate schools, locally, nationally, and internationally

From the self-evaluation report and site-visit it is evident that many of these recommendations have been followed in the interim period, while some issues such as recruitment of international PhD students still remain.

4. Summary of key points and reflections from meeting with stakeholders

Summary of key points and reflections from meeting with GSHS management

The Panel initially praised the self-evaluation report, which was found to be comprehensive, well documented, and ambitious. Overall, processes were well described and gave an impression of a well-functioning GSHS with high level of services and no major gaps.

The Head of Graduate School presented key content of the self-evaluation report as well as extra materials answering written questions raised by the panel before the site visit, which confirmed the abovementioned impressions of a well functioning and well organized GSHS with a high engaged management team.

Organization:

The key points noted by the panel was the highly uneven size of the GPs and the fragile organization of the PhD counsellor function, which the GSHS could thus consider strengthening or re-organize. The Head of GPs found that they had the resources needed to conduct their duties, but the full-time position of the Head of ClinFo might pose challenges with peer recognition over time, and/or the large ClinFo might 'squeeze' the smaller GPs.

The large administration covering multiple graduate schools was also not seen as being a problem as it was compartmentalized towards the individual graduate schools (HEALTH, NAT, TECH) giving 'personalized' service while allowing for sharing best practices across the compartments. Overall, the panel got the impression of a well functioning administration, which was well liked by the different stakeholders, with the notable exception of the PhD Planner administrative platform, which was generally seen as archaic and not user friendly.

Internationalization:

Increased internationalization is a key point of attention of the GSHS as they would like to increase recruitment of international PhD students. Several obstacles such as the Faculty/Department financing model and the requirement to speak Danish for MDs seeing patients during the PhD studies were identified. The management team and other stakeholders did not want to change the financing model as it was seen to have many advantages, so the focus was on strengthening international recruitment by other means.

Supervision:

Overall, the management team was very satisfied with the introductory PhD supervisor course, but found it problematic that some supervisors did not want to participate in the course despite it being mandatory for them. It was evident that there was a large lack of continued professional development activities for PhD supervisors beyond the introductory course. It was thus recommended to develop such activities as they could both support already engaged supervisors and serve as an alternative for the 'resistant' supervisors if tailored to their needs.

Employment:

Overall, the management team was very satisfied with the very high employment rates of their PhD graduates. However, the panel noted a relatively low employment rate in the private sector compared to the Regions (mainly hospitals) and State (mainly universities). This

was in part explained by the lack of large pharmaceutical companies in the region and low mobility of the PhD graduates towards other regions in Denmark. The panel recommends to focus more on employment opportunities in the private sector during the PhD programme e.g. via strategic collaborations with private companies or foundations (e.g. exchange programmes or industry co-funded PhD scholarships) to increase awareness of private sector employment opportunities.

Summary of key points and reflections from meeting with supervisors

This summary is based on the key points raised at stakeholder meetings and four pillars for consideration which arose from these discussions. These include; Organisational Support, Professional Development, Recognition and Reward and Building a Sustainable Community of Practice. **Considering the question, why would a supervisor want to work in Aarhus University? is helpful when examining areas for improvement.**

Organisational Support:

- **Access to clear, dedicated supports via website.** There is currently a section on the website for staff. The panel would suggest developing a section which specifically supports research supervisors. They can use this part of the website for guidance on regulations, available training and workshops. This would be especially important for clinical supervisors who spend the majority of their time in hospitals and out of the university environment.
- **Clarification on roles and responsibilities** of research students and supervisors (main supervisors and co-supervisors). Even if this information is available on the website, some workshops on these topics could be provided to both students and staff for example.
- **Clarity on conflict management/ resolution process** ‘What to do if things go wrong’ in support of the PhD Counsellor role, which is in itself vulnerable. This point came up from different stakeholders. The process to follow when things go wrong should be transparent and easy to locate.
- Infusion of **Danish Qualifications framework** in backbone of all supports - the targets for PhD qualification need to be crystal clear. What the doctoral outcomes are should be evident to all stakeholders.
- **Incentives** for Danish supervisors to work with international students and supervisors should be considered. For example, internationalisation can be supported through PI collaborations across different universities, which will naturally draw international students to study.
- **Clear signposting** for supervisors to university supports, particularly around career development, would assist them in career conversations with students, which many find challenging.

Professional Development:

- The **training programme is excellent** and has been received very positively. This good will should be built upon and developed to relate to the supervisors’ career stage/level of experience. **Ongoing continued professional development** such as induction and mandatory refresher courses/programmes for more experienced supervisors should be considered. Content should reflect needs of those in clinical practice as well.

- Demonstration of **International best practice** including familiarity with the Danish Qualifications Framework via supervisor training programme and website would be valuable.
- **Supervisor of the Year** recipients should feed back into training initiatives, crucial at induction and to more experienced academics (who need advice just as much).
- The implementation of a **process for non-engagement with mandatory training** should be carried out. This could be done by carrot (perhaps inclusion in funding initiatives if training is engaged with) and stick (withholding research student assignment for 6 months or until training is finished, whichever comes first for example).
- The **PhD Counsellor** should feed into the training programme at induction and more experienced supervisor engagement points.
- The introduction of a regular **survey for research supervisors**, will identify key bottlenecks and training needs and also facilitates stakeholder consultation and investment.

Recognition and Reward:

- Supervisors are aware of the *Supervisor of the Year Award*, but do not know the criteria being measured in this competition. The **Danish Qualifications Framework** should be a key pillar in the quality assurance approach to supervision. Clarity around requirements for award will change culture around quality assurance
- Showcasing of recipients of **supervisor of the year award** should be prevalent on the website.
- **Financial incentives** should be considered for new supervisors as well as experienced supervisors and those who are well published.
- Consideration should be given to an approach to deal with **poor supervisory practice**, this is a challenge for many universities.

Building a Community of Practice:

- Research supervisors should feel **valued by the university, a sense of belonging** and clarity around the university's expectations of supervisors, professional development and recognition, all contribute to the university's ethos of support and development.
- **Recognition of different cohorts of supervisors**, those who have heavy research loads and those who have clinical practice. Identify and meet specific needs, but maintain an inclusive approach i.e. all are supervisors at the University of Aarhus
- Some **data analysis of existing supervisor population** is required. A clear identification of total numbers of supervisors, how many are main supervisors, how many are co-supervisors, how many engage in training, what is the level of experience of each supervisor, completion rates etc. This data will enable the graduate school to identify needs and supports more effectively for this community.

Summary of key points and reflections from meeting with PhD committee

- The PhD committee consists of elected faculty members and doctoral students from all of the scientific fields and the departments in the Graduate School.
- The PhD committee is a well-functioning element in the operations of the Graduate School. Besides the defined advisory role, the committee and its subcommittees have

defined allocated tasks, such as the approval of courses, credit transfers and exemptions, and guidelines for PhD supervision.

- The members of the committee are a combination of veterans and newly elected members. The committee members state they have gotten involved in the committee work through their interest in developing doctoral education. The mix of participants ensures both continuity and a steady inflow of new ideas and visions for the development of the Graduate School.
- The doctoral student representation in the PhD committee ensures that doctoral students can take an active role in the operations and the development of the Graduate School.
- The committee members including the doctoral student participants feel that they have a strong platform in the form of the PhD committee, and that they can have their voice heard in the matters concerning doctoral education in the Graduate School.
- The committee is well-supported by the Graduate School administration, and the communication with the leadership of the Graduate School is efficient.
- The PhD committee with its doctoral student representatives has an important role in initiatives aimed at support for stress and mental health issues of doctoral students
- In the context of the pronounced aims of the Graduate School in internationalization, it is important that the PhD committee has representation that includes international doctoral students to ensure that the challenges of providing adequate support to all doctoral students are properly identified and addressed.

Summary of key points and reflections from meeting with PhD students

The representatives, both Danish and international PhD students, were unanimously very positive in their over-all judgement of the Graduate School. In particular, the university's flexibility and financial support regarding delays caused by the covid-19 crisis were appreciated.

Supervision was mostly sufficient both in quality and quantity, although it was noted that this could be challenging in case of supervisors with substantial clinical duties. The midterm evaluation was considered to be most useful as a formative feedback moment. To safeguard a uniform quality of the midterm evaluation, we suggest to provide evaluators with a standard form to address all relevant topics like progress, critical thinking, background knowledge, communication skills, statistics, and career development. The first- and third-year evaluations were not deemed useful but rather an administrative burden without the face-to-face meeting. The absence of a requirement for one or more publications at the time of defence was supported by the PhD students. It reduced stress, yet the peer pressure and personal ambition has kept publication output at 2-3.

Critical comments were made about the functionality of the 'PhD planner', which was not only considered archaic but was also more like a portfolio than a planner. The IPTO plan was suggested as a user-friendly alternative. The offer and capacity of skills courses was considered sufficient, especially with the additional possibility to follow courses at other universities or through NorDoc.

The students were overwhelmingly positive about teaching and considered it an opportunity rather than a duty. A more formalized structure to indicate responsibility for initiation in the

specific course and the feedback on their performance, as well as a broader announcement of the teacher training course would be useful.

The students felt that the administrative and financial support to obtain international experience was sufficient. All agreed that international experience was an asset for PhD researchers although parenthood could limit the options.

Altogether, the PhD-student representatives felt that an acceptable work-life balance could be achieved in combination with the research and additional requirements for the doctoral training.

Summary of key points and reflections from meeting with department's management team

Organization:

Overall, the department's expressed that they had a well functioning collaboration with the GPs and GSHS. However, some concern was expressed that the large size of the clinical programme might 'squeeze' some areas such as qualitative research.

Internationalization:

The departments do get strategic resources that they *could* use to promote international recruitment. However, they were generally used so support other strategic focus areas. Some areas already had significant international recruitment, so the issue was not universal. It was thus stressed that it was important to define what 'internationalization' means and explain why it is important to target the mission efficiently and get all onboard. Several good reasons for raising international recruitment was mentioned so it is evident that the awareness it present but needs to be better and more uniformly communicated across the organization.

Content of PhD programme:

Some concerns were raised about the obligations during the PhD (e.g. to teach and do an international stay) and the relatively short 3-year programme with regards to meeting the international standards at the end of the PhD. In general, it was seen as a waste of time to make a plan for PhD courses and teaching at enrolment as they rarely unfold as planned due to the short horizon of teaching and course offers. The first and third assessment was also seen as unfruitful in its current form as it was mainly bureaucratic

Teaching:

Overall, the Departments found that they provided adequate support to the supervisors for their supervision duties and teaching on PhD courses. Departments sometimes found it challenging to match their teaching needs with the PhD students teaching obligations and area of expertise. It was the obligation of the Course Directors and main supervisors to instruct the PhD students prior to the teaching but this was not always done. Despite this, the PhD students generally did fine as they did not want to fail, but they could then end up using too much time on preparation compared to the norm. It should thus be considered to increase focus on formal pedagogic training and better introduction to the courses e.g. by the Course Directors or experienced teachers.

5. List of materials

The following documents were provided before the site-visit:

- Self-evaluation report (2021)
 - Appendix 1. Quality Framework for Doctoral Education. 2013
 - Appendix 2. Basic principles of PhD education at Aarhus University. 2019
 - Appendix 3. Quality in the PhD Process. 2021 A survey among PhD students at Aarhus University. (In Danish: Kvalitet i ph.d.-uddannelsen KIP)
 - Appendix 4. The employment survey 2020. (In Danish only: Beskæftigelseundersøgelse 2020. Rapport for ph.d-dimittender)
 - Appendix 5. Annual report for talent development, Aarhus University, Appendix Health report. (In Danish only: Årsrapport talentområdet på Aarhus Universitet 2020. Appendix Health rapport)
 - Appendix 6. Annual report 2020. Enrolment at GSHS 2015-2020. (In Danish: Årsrapport vedr. Appendix 7. Overview of application procedure 2020-indskrivninger på Healths ph.d.-skole i 2020)
 - Appendix 8. Final Course plan Spring and Autumn 2020
 - Appendix 9. The GSHS action plan for internationalization of PhD education 2020-2022. (in Danish: Ph.d.-skolens handlingsplan for internationalisering af ph.d.-uddannelsen 2020-2022)
 - Appendix 10. NorDoc summer school and conference 2021

- 4 representative PhD theses

The following documents were provided after the site-visit:

- Minutes from the stakeholder meetings by Lene Bøgh Sørensen
- PowerPoint presentations from meeting with Graduate School management team
- Evaluation report from 2016

Punkt 7: Til orientering: Health's økonomi (16.05-16.20)

Det indstilles at

- Akademisk Råd tager orientering til efterretning

Baggrund

På forrige møde i Akademisk Råd var der ønske om en orientering om økonomien på Health. Administrationschef Nikolaj Harbjerg deltager i mødet og giver en status på økonomi og budget for det kommende år.

Punktejer

Nikolaj Harbjerg/Caroline Bendixen

Punkt 8: Mundtlig orientering ved dekanen (16.20-16.35)

Det indstilles

- At rådet tager orienteringen til efterretning

Baggrund

Anne Mette Hvas præsenterer sig selv og orienterer om aktuelle forhold.

Ansvarlig/sagsbehandler

Anne-Mette Hvas/Caroline Bendixen

Punkt 9: Nyt fra forpersonen for Akademisk Råd (16.35-16.45)

Det indstilles

- At rådet tager orienteringen til efterretning

Baggrund

Tine Brink Henriksen orienterer om aktuelle forhold, herunder orientering om kommentare til bestyrelsen ang. reduktion og udflytning.

Ansvarlig/sagsbehandler

Tine Brink Henriksen/Caroline Bendixen

Kommentar fra Akademisk Råd Health

Kommentar fra Akademisk Råd Health til udkast til institutionsplan for den politiske aftale Flere og bedre uddannelsesmuligheder i hele Danmark

Det Akademiske Råd på Health har haft udkastet institutionsplan for AU til kommentering. Der er indkommet skriftlige tilbagemeldinger, dels fra medlemmer af akademisk råd og dels fra medarbejdere på den berørte institution.

Rådet takker for muligheden for at kommentere udkastet til institutionsplanen. Rådet har nedenstående kommentarer til udkastet:

Generelt mener Rådet, at det er en forstemmende politisk udvikling med store konsekvenser for undervisning, forskning og miljøerne generelt.

Rådet anerkender at fase opdelingen i fase 1 og 2 vil give politikerne mulighed for at overveje, hvorvidt fase 2 skal realiseres.

Den bundne opgave taget i betragtning, ser det overordnet ud til at Health udelukkende bliver ramt på et område (Institut For Folkesundhed (IFS)).

Det fremgår således af det udsendte udkast, at hele reduktionen på Health er lagt på Institut for Folkesundhed (IFS); i alt 114 studiepladser fordelt på en reduktion på 28 på idræt, en reduktion på 11 på folkesundhed samt en nedlukning af kandidatuddannelsen i sygepleje i Emdrup (75 studiepladser). Det er ikke helt klart hvad der skal ske med de 31 studiepladser, der står som 'Ekspansion' på Health.

Da den største reduktion er på kandidatuddannelser og da der er et vist frafald kan man regne med at IFS, når det hele er implementeret, mister 2 stå/studieplads dvs. samlet mellem ca. 230 og 280 stå/år (takst i 2022 46800 kr) ud af ca. 1200 stå/år. For de uddannelser, der skal reduceres, skal man være klar over, at der ikke er reduktioner i de uddannelses- og undervisningsopgaver, der modsvarer det økonomiske tab ved reduktion af uddannelsespladser.

Fakultetssekretariat,
Health

Caroline Søndergaard
Bendixen
Rådgiver

Dato: 1. december 2021

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Side 1/2



En nedlukning af kandidatuddannelsen i sygepleje i Emdrup kan også blive dyr, da der i afviklingsperioden gradvist vil være færre studerende end normalt på nogle af kurserne, da der skal gives tid til at alle studerende kan afslutte deres uddannelse; også med forsinkelse.

Da en relativ stor del (sammenlignet med de to store institutter på Health) af IFS's indtægter kommer fra undervisning er IFS i forvejen blevet hårdt ramt af de årlige 2% besparelser på undervisningsområdet de foregående år.

Der er desuden pålagt de videnskabelige medarbejdere en stor mængde studieadministrativt arbejde på grund af mange uddannelser (8 uddannelser (2 bachelor og 6 kandidat), 3 studienævn, 3 studieledere, et antal uddannelsesledere samt bidrag til medicinuddannelserne (bachelor og kandidat). Disse opgaver vil ikke ændre sig væsentligt med den foreslåede reduktion og nedlukning.

Det faglige miljø bag kandidatuddannelsen i sygepleje i Emdrup har indsendt kommentarer til nedlukningen af den uddannelse. Disse er vedlagt som bilag.

På vegne af Det Akademiske Råd på Health



Tine Brink Henriksen
Formand

Den politiske aftale "Flere og bedre uddannelsesmuligheder i hele Danmark".

Konsekvenser af en lukning eller overdragelse af kandidatuddannelse i Sygepleje, Emdrup

Kommentarer til indstilling: Med venlig hilsen det fastansatte sygeplejefaglige VIP personale, der underviser ved kandidatuddannelsen i sygepleje samt Masteruddannelsen i klinisk sygepleje, Institut for Folkesundhed

Aarhus, den 26. november 2021

3 gode grunde til **ikke** at lukke 75 pladser i Emdrup:

1. Der er ingen arbejdsløshed blandt kandidatuddannede sygeplejersker
2. Kandidatuddannede sygeplejersker varetager samfundskritiske funktioner i et sundhedsvæsen, der i forvejen er "helt i knæ"
3. Det får økonomiske konsekvenser, hvis 75 fremtidssikre uddannelsespladser nedlægges

Konsekvenser af en lukning

Det giver rigtig god mening at lukke eller reducere uddannelser i de tilfælde, hvor man uddanner til arbejdsløshed – MEN det er på ingen måde et problem for kandidatuddannelsen i sygepleje hverken Nursing Science (NS) eller Advanced Practice Nursing (APN), snarere tværtimod.

Aftagerne: Syge- og ældreplejen og forebyggelse af indlæggelser er en stor, kompleks og udfordrende opgave for velfærdsstaten og det nære, sammenhængende sundhedsvæsen. Derfor er og har APN-uddannelsen også været et stort ønske fra aftagernes side. Det er ikke Institut for Folkesundhed, der har "opfundet" behovet for uddannelsen. Men da kravet fra aftagerne blev en realitet, bakkede Fakultet op om dette og for AU blev det en strategisk satsning.

En af de store aftagere er Københavns Kommune, som har udvist stort engagement i, at APN uddannelsen er placeret i København med den begrundelse, at København har det højeste befolkningstal i forhold til resten af landet, og ikke mindst fordi der er flere ældre borgere i København, der har behov for kvalificeret sygepleje grundet stigende kompleksitet i sygdom og livssituation. Det er netop en sådan kompleksitet, der adresseres i APN-uddannelsen, og som dermed sikrer, at sygeplejersker har de nødvendige kompetencer til at løse denne kliniske opgave.

På mødet med aftagerpanelet i sidste uge kommenterede aftagerne eksplicit det faglige løft, som APN-uddannelsen har medført ift. at rekruttere kvalificerede sygeplejersker til bl.a. primær sektor. Med en lukning vil det derfor få betydelige negative konsekvenser for den sygeplejefaglige kvalitet til syge borgere i kommunerne. Det vil således få mærkbare konsekvenser for denne samfundskritiske opgave.

At nedlukke 75 pladser i Emdrup vil forværre den nuværende situation i hele sundhedsvæsenet. Uddannede fra APN-sporet varetager mange sundhedsfaglige opgaver primært i kommunerne. Uddannede fra NS-sporet varetager mange sundhedsfaglige opgaver i hospitaler. De ansættes ofte som kliniske sygeplejespecialister, der medvirker til at sikre et højt kvalificeret fagligt niveau samt skaber et fagmiljø, hvor den nyeste viden anvendes. En reduktion af kandidatuddannelserne i sygepleje vil være yderst problematisk for både kommuner og hospitaler.

Uddannede fra begge spor er også "fødekanal" til university colleges, som varetager grunduddannelsen af sygeplejersker. Beskæftigelsesstatistikken fra AU (tal fra 2016) viser, at 25 % af kandidaterne fra NS bliver ansat i stillinger som undervisere. Ved en reduktion af uddannelsespladser på kandidatuddannelsen kommer landets university colleges til at mangle undervisere, der kan varetage bacheloruddannelsen til klinisk praksis på et højt og acceptabelt fagligt niveau.

Aftagerne har ligeledes en stor interesse i at fremme rekrutteringen af kvalificerede sygeplejersker. Aftagerne pointerer, at det spiller en stor rolle, at der er ansat sygeplejersker med en kandidatuddannelse, som kan varetage og udvikle sygepleje af høj kvalitet i såvel det nære sundhedsvæsen som i de højt specialiserede hospitaler. Det er en samfundskritisk opgave, da seneste tal fra grunduddannelsen viser, at der falder 24 % fra på bacheloruddannelsen på grund af et presset og stresset sundhedsvæsen, hvor der ikke findes mulighed for at sikre kvalitet og sikkerhed. Det er den kvalitet og sikkerhed, som de kandidatuddannede sygeplejersker hjælper med at opretholde.

Velfærdsstaten/den samfundskritiske opgave: De bachelorstuderende, der ønsker videreuddannelse, finder andre uddannelsesveje "ud af faget", hvis mulighederne for videreuddannelsen inden for eget fag er begrænsede. Det viser erfaringerne fra før kandidatuddannelsen i sygepleje blev etableret. En alvorlig konsekvens af reduktionen af uddannelseskapaleten svarende til 50 %, kan medføre en nedlæggelse af et fag med egne begreber, teorier og metoder. Men velfærdsstaten har i høj grad behov for høj kvalitet i sygepleje. Det være sig på det udførende (det forebyggende og behandlende borgernære niveau, samt det højt teknologiske behandlende patientnære niveau), og det være sig på sygeplejelærer niveau, så disse undervisere kan medvirke til at der uddannes dygtige kliniske sygeplejersker, som der er så stor mangel på.

Fortsat udvikling af sygepleje er en forudsætning for at bevare velfærdsstaten. Hvis samfundet vil have primærsektoren til at overtage flere komplekse, syge borgere fra hospitalerne for dermed at aflaste og udnytte alle ressourcer, er der et stort behov for kvalificerede sygeplejersker (fx APN) til at varetage plejen af disse ekstra sårbare borgere, der tidligere forblev indlagt, indtil de var klar til at kunne klare sig i eget hjem. APN sygeplejerskerne understøtter hjemmesygeplejerskerne i at imødekomme de problemer og dilemmaer som kan opstå i komplekse sygdomssituationer. De er bindeleddet som skal holde primærsektoren sammen, således sygehusene aflastes.

Per Okkels, tidligere departementschef i Sundhedsministeriet, har udtalt, at den største opgave i fremtiden bliver syge- og ældreplejen, herunder forebyggelse af indlæggelser (Altinget, 24. februar 2021). Det er dette fremtidsprojekt, som APN uddanner til.

Linda Aiken, amerikansk sygeplejeforsker, har gennem mange år forsket i sammenhængen mellem uddannelsesniveau for sygeplejersker og lav dødelighed hos patienter og bidraget til, at der er evidens for, at ansættelse af sygeplejersker med en bedre uddannelse betyder, at der er behov for færre ansatte.

Økonomisk rentabilitet: Ved at lukke 75 pladser ved kandidatuddannelsen i sygepleje fratages Institut for Folkesundhed en væsentlig indtægt og Aarhus Universitet frasiger sig et fremtidssikret økonomisk fundament.

Masteruddannelsen i Klinisk Sygepleje har vi ikke set eller hørt nævnt i AUs indstilling. Såfremt 2. og 3. semester af Masteruddannelsen i Sygepleje ikke udbydes i Emdrup kan det blive vanskeligt at opretholde et økonomisk incitament for Masteruddannelsen i Klinisk Sygepleje. Det betyder endnu

en økonomisk nedgang for Institut for Folkesundhed, da den uddannelse er meget eftertragtet hos især hospitalerne, som betaler for den.

Konsekvenser af en overdragelse

Studerende som kritisk masse: Karakteristik af en kandidatstuderende i sygepleje: Størsteparten af de studerende er kvinder med et familiært bagland, der kommer fra et job i klinikken med lønindkomst. Derfor kombinerer de fleste studerende også studie med arbejde. En del studerende har aftenvagter og efter studie i Emdrup tager de fleste direkte på arbejde i cykelafstand. De studerende tilhører gruppen af modne unge mennesker med uddannelsesrelateret erhvervsarbejde, som er afhængige af korte afstande og god infrastruktur for at nå frem til deres uddannelsesinstitution.

Hvis uddannelsen i Emdrup, der ligger centralt for de studerende, overføres til universitære uddannelsesinstitutioner rundt om på fx Sjælland, vil en del studerende forsvinde, da de har brug for tæt afstand mellem bolig, uddannelse, børnepasning og job. Der vil være meget få, der har plads til transport oveni deres hverdag.

En udflytning af uddannelsen har konsekvenser for studiemiljøet: Der er en grund til at de unge søger de store byer. Erfaringer viser, at de studerende kommer til at pendle til uddannelsesstedet og når undervisningsdagen er slut pendler de hjem igen. Hvis den politiske strategi er, at de unge flytter til de mindre byer på grund af uddannelse, viser erfaringerne til det modsatte.

Undervisere som kritisk masse:

Kandidatuddannelsen i sygepleje ved Aarhus Universitet har gennem ca. 30 år opbygget et internationalt anerkendt og akkrediteret uddannelsesniveau, og en dyb og bred sygeplejeforskningstradition, der ikke findes andre steder i landet og som i 2018 var placeret som en af de 11 områder i top 100 på QS World University Rankings by Subject.

Der findes sygeplejefaglige forskere i Region Sjælland, som først og fremmest er forskere. Med den ny stillingsstruktur for universiteterne, 1. januar 2020 er der stillet nye og større krav til videnskabeligt personales kompetencer inden for undervisning. Forskning og forskningsbaseret undervisning er ligestillede. Det betyder, at der foruden forskning skal være en substantiel undervisningsportefølje. Ved at flytte uddannelsen kan dette blive et kritisk punkt.

Akkurat som det tager år at nedlægge en uddannelse, så vil det også tage år at opbygge tilsvarende fundament som ved kandidatuddannelsen i sygepleje ved Aarhus Universitet.

Kliniske faciliteter:

For APN-uddannelsen er målet, at den studerende efter afsluttet uddannelse skal kunne undersøge patienter, behandle og ordinere medicin inden for et afgrænset område. Samt trænes i at udvikle kompetencer, der understøtter, at patienter oplever et sammenhængende forløb. For at nå disse klinisk orienterede mål skal der tilgås simulationslaboratorier. Det er kompetencer som bør understøttes af et sundhedsvidenskabeligt fakultet.

Universitetsledelsen,

Aarhus Universitet

Aarhus d 22.11.21

Vedr. indstillingen om nedlukning af cand.cur. uddannelsen i Emdrup

Undertegnede lektor og studieleder Kirsten Beedholm samt uddannelsesleder og professor Annelise Norlyk har nedenstående kommentarer til Aarhus Universitets indstilling om nedlukning af cand. cur. uddannelsen i Emdrup og evt. udflytning til andre institutioner. Aarhus Universitet mister en velfungerende uddannelse og samtidig løses ikke det problem, man ønsker at løse – at få unge til at flytte til mindre byer.

Nedlukningen løser ikke det problem, som regeringen ønsker at løse

Vores studerende er modne studerende, som allerede er bosat og etableret med familie typisk i store byer, hvor hospitalerne er. De flytter ikke familien ud af København for at bosætte sig i et yderområde, fordi de skal tage en toårig kandidatuddannelsen. Så det løser ikke den problemstilling, politikerne ønsker – tværtimod risikerer vi, at uddannelsesniveaueet i første omgang falder, hvis cand. cur.-uddannelsen fremover skal udbydes fra en universitet, som ikke har et stort og veletableret sygeplejevidenskabeligt forskningsmiljø.

Uddannelsen i Emdrup blev etableret i 2012 pga. stor efterspørgsel fra københavnske hospitaler, hvor uddannelsesniveaueet var lavere end i provisen. Det er nu højnet. Der er ansat mange kandidater på de københavnske hospitaler, som, aftagerne siger, løfter kvaliteten af plejen. Forskning viser tilsvarende, at der er en klar sammenhæng mellem sygeplejerskers uddannelsesniveaue og patienters dødelighed og komplikationer.

På Aarhus Universitet er der gennem 30 år blevet opbygget et robust sygeplejevidenskabeligt miljø. Samtidig har vi løbende opbygget og revideret kandidatuddannelsen i sygepleje, så den sygeplejefagligt modsvarer aktuelle samfundsmæssige behov.

Nedlukningen er i strid med AUs strategi om at uddanne til fremtidens arbejdsmarked

Den nye APN-linje (Advanced Practice Nursing) blev etableret i september 2019 på baggrund af efterspørgsel og en konkret henvendelse fra aftagere i det kommunale område, som blev inddraget i udviklingen af uddannelsens faglige profil, og som også bidrog til finansiering af uddannelsens etablering. Uddannelsen blev således udviklet som respons på behovet for nye kompetencer i det nære sundhedsvæsen, og vi uddanner sygeplejersker til at varetage opgaver på et avanceret sygeplejefagligt niveau. Den er etableret med bl.a. simulations-praktiske, kliniske øvelser. Uddannelsen ligger under Det sundhedsfaglige fakultet og har et klart sundhedsfagligt afsæt. Den er veletableret og allerede velrenommeret.

Nedlukningen rammer procentvis urimelig højt med en reducere på 50%

Idet læge-og tandlægeuddannelserne ikke kan reducere i uddannelsespladser, har det reelt den konsekvens, at vores uddannelser rammes procentvis meget højt. Vi kan i øvrigt tilføje, at stort set alle vores dimittender er i arbejde.

Samlet set er prisen for at nedlægge og udflytte cand. cur.-uddannelsen i Emdrup således urimelig stor ikke kun for det sygeplejevidenskabelige miljø i Danmark, men også for det kommunale og regionale sundhedsvæsen – ikke mindst i lyset af, at hele manøvren ikke løser det problem, man ønsker at løse: at få unge til at flytte til mindre byer.

Venlig hilsen

Studieleder, lektor Kirsten Beedholm og

Uddannelsesleder, professor Annelise Norlyk

Punkt 10: Nye bedømmelsesudvalg til 2022 (16.45-16.50)

Det indstilles

- at rådet drøfter og godkender nye medlemmer af høringsudvalget.

Sagsfremstilling

På Akademisk Råds møde den 22.9.20 blev besluttet at nedsætte et høringsudvalg - en lille VIP-gruppe på tre medlemmer af rådet - der for et halvt år ad gangen har initiativpligt og ansvaret for aktivt at forholde sig til alle høringer om bedømmelsesudvalg, der tilgår Akademisk Råd i perioden vedrørende stillinger og tilknytninger som: adjunkt, tenure track adjunkt, lektor, adjungeret lektor, adjungeret professor, klinisk professor og professor. Akademisk Råd besluttede desuden at høringsudvalget også tager sig af Ph.d.- bedømmelser.

Der skal nu nedsættes høringsudvalg, som kan varetage opgaven i 2022. Det foreslås, at der bruges samme grupper som 2021. Proceduren fra 2021 er vedlagt som bilag.

Punktejer

Tine Brink Henriksen/Caroline S. Bendixen

Procedure for høringsprocessen i Akademisk Råd, Health

For at sikre en enkel og effektiv arbejdstilrettelæggelse af høringsprocessen i Akademisk Råd, Health aftales følgende procedure:

- For hver valgperiode nedsætter Akademisk Råd en VIP-gruppe bestående af tre VIP-medlemmer af rådet, der for et halvt år af gangen har initiativpligt og ansvaret for aktivt at forholde sig til alle høringer om bedømmelsesudvalg, der tilgår Akademisk Råd i perioden.

For den gældende valgperiode er sammensætningen af grupperne følgende:

Fra nu til 28. februar 2021:

Professor Nanna Finnerup (IKM)
Lektor Niels Trolle Andersen (IFS)
Lektor Golnoush Bahram Møller (IOOS)

Fra 1.marts 2021 til 31. august 2021:

Lektor Hanne Bjerregaard Møller (IBM)
Lektor Steffen Sinning (IRM)
Professor Bente Nyvad (IOOS)

Fra 1. september 2021 til 31. december 2021:

Professor Søren Dinesen Østergaard (IKM)
Professor Ebbe Bødtkjær (IBM)
Lektor Mette Hansen (IFS)

Forud for en ny valgperiode nedsættes en ny gruppesammensætningen og denne kommunikerer videre til HR til orientering.

Intern kommunikation blandt rådets medlemmer sker ved at videresende mailen modtaget fra HR til akademiskraad.he@list.au.dk eller ved brug af funktionen 'Svar alle'. Ved brug af funktionen 'Svar alle' sendes der svar til den pågældende HR-supporter, en Empty no-reply mail samt akademiskraad.he@list.au.dk.

- Spørgsmål og/eller indsigelser til bedømmelsesudvalget sendes til HR ved at videresende mailen til empty.he.hr@au.dk inden for 3 arbejdsdage. HR videreformidler spørgsmål og/eller indsigelser til institutleder.

Mens HR indhenter svar fra institutleder sættes høringsprocessen på pause.

HR sender institutleders svar til hele rådet på mailen akademiskraad.he@list.au.dk. Rådet har igen 3 arbejdsdage til yderligere kommentering regnet fra det tidspunkt, hvor HR sender institutlederens svar.

- Hvis HR har brug for at få afklaret eller præciseret spørgsmål og/eller indsigelser fra Akademisk Råd inden henvendelse til institutleder, tager HR kontakt til den udvalgte VIP-gruppe. Hvis medlemmer af Akademisk Råd, som ikke sidder i den udvalgte VIP-gruppe, retter henvendelse til HR, afklarer HR med den udvalgte VIP-gruppe inden der sker henvendelse til institutleder.

Punkt 11: Eventuelt (16.50-17.00)

Eventuelt