

NEW STRATEGY WILL RAISE THE QUALITY OF TEACHING AT UNIVERSITY COLLEGE COPENHAGEN

University College Copenhagen has formulated a new strategy, which aims to raise the quality of teaching. To realise the strategy, Vice-Chancellor, Stefan Hermann says we need closer partnerships with key partners in the industries.



During the past six months, more than 300 students, employees, stakeholders, and partners have contributed to the process of formulating a new strategy with great energy, knowledge, and opinions. The strategy will guide us in raising the quality of education towards 2023.

Vice-Chancellor of University College Copenhagen, Stefan Hermann, says:

“University College Copenhagen must not only *meet* the otherwise reasonable expectations and demands set by our external environment, partners, and stakeholders. We also have to formulate, define, and develop opportunities and solutions, which will have an impact on our professions in the future. For that reason, from a strategic perspective, we will change bits and pieces of our ways of working. Specifically, changing and leading the way we develop and perform our teaching. The strategic change takes inspiration from some of the best features of both former UCC and Metropolitan University College.”

United on Excellent Teaching

Starting from our strategic direction ‘United on Excellent Teaching,’ University College Copenhagen puts every ounce of energy into supporting and enhancing the quality of teaching. The increasing demands to professionals are constantly in change – and at a faster rate than ever – and much research indicate that nurses and occupational therapists, teachers and social educators, and management and administrative staff will face many and more complex tasks with fewer resources.

In other words, new graduates will have to perform in the job on a high level from day one. That takes greater teaching than ever before. Stefan Hermann elaborates:

“Teaching is not only the daily heartbeat, but also the greatest source and inspiration for change. The all-important force for change in the strategy is to develop, support, and raise the quality of teaching. The everyday learning processes are central to students becoming qualified professionals. That takes not only good, but also excellent teaching if our students are to succeed with and in practice. “

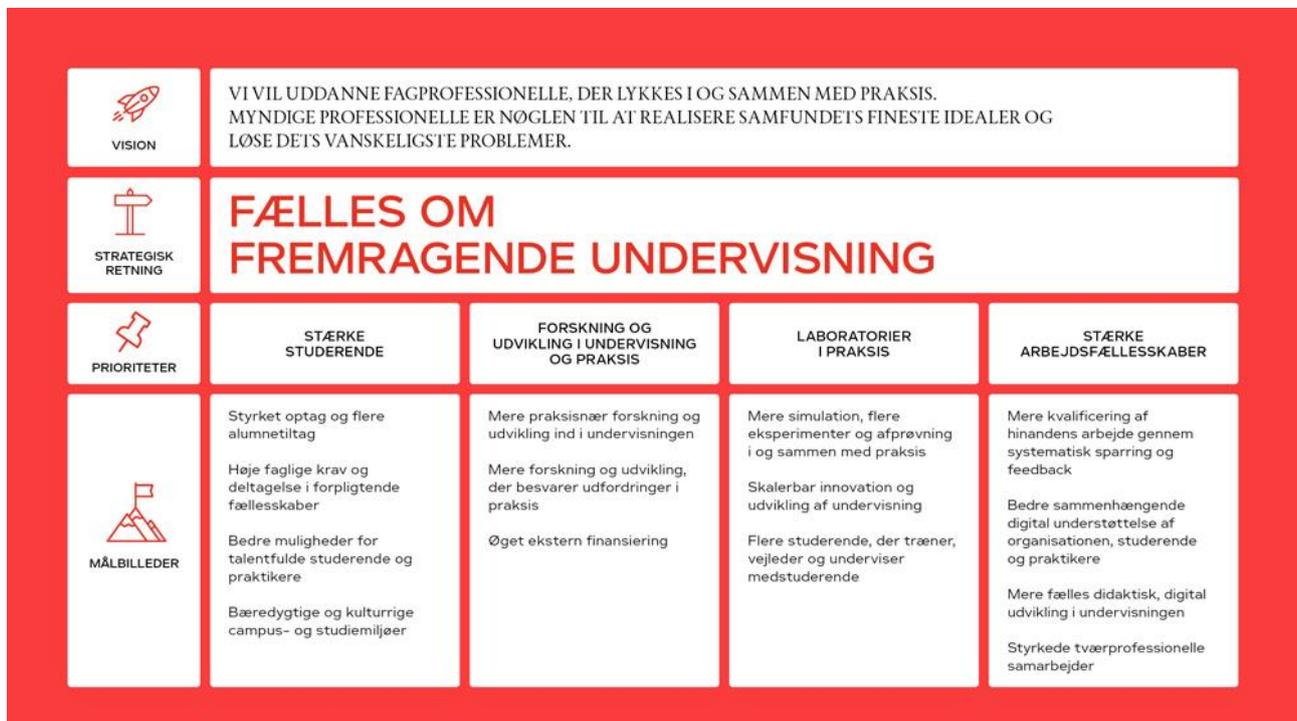
Closer Partnerships premise for success

The strategic direction is based on four base pillars of priority, which are all important in the process of realising our ambition for excellent teaching. The base pillars of priority will set the direction for more tangible actions in the coming years. The most important aspect of all of the four pillars is built on University College Copenhagen strengthening the relationships with industries and stakeholders, employees and students, local governments and the Danish Regions, secondary and tertiary education institutions, organisations and businesses, and society as a whole.

“The ambition to be united on excellent teaching is only powerful, if University College Copenhagen enters into more and stronger partnerships and collaborations with those who are more capable and knowledgeable than us. And the ambition is only effective, if we achieve and sustain even closer partnerships and collaborations.

In other words: We need each other. We need to be united on excellent teaching,” concludes Stefan Hermann.

In the coming months, the strategic direction is further concretised and specified into operational initiatives and actions. The final strategy will be fully formulated in the first quarter of 2019.



The Four Pillars of Priority:

#1 Pillar of Priority: Qualifying and Qualified Students

Industries and employers demand graduates have more and better competencies.

Objectives:

- Attracting the most talented students. Creating more alumni initiatives
- High degree of professional requirements and participation in committed partnerships
- More and better opportunities for talented students and practitioners.
- Sustainable and culturally inspiring campus and study environment.

#2 Pillar of Priority: Research and Development in Teaching and Practice

Assuming and improving the role of an educational institution focused on applicable and practice-oriented research and development.

Objectives:

- More practice-oriented research and development in teaching
- More research and development in response to practice-oriented challenges.
- Increased external funding

#3 Pillar of Priority: Laboratories in Practice

Practice-oriented research and development central to students, employees, and stakeholders.

Objectives:

- More experiments, simulation, and testing in and with practice.
- Scalable innovation and development of teaching
- More students who tutors, guides, and teaches fellow students.

#4: Pillar of Priority: Stronger and Closer Partnerships

Collaboration and partnerships, sparring and feedback. The base for success.

Objectives:

- Mutually improving each other's work through systemic sparring and feedback
- Improving the coherence in digital support to the organisation, students, and practitioners.
- More qualified, shared, and common didactic and digital development in teaching
- Stronger inter-profession partnerships

You can read more about the strategic direction and the four pillars of priority here:

http://fusionsinfo.dk/wp-content/uploads/2018/11/Faelles-om-fremragende-undervisning_webversion.pdf (In Danish)