Research-basis of education programmes at Roskilde University
According to the University Act, the task of universities is to conduct research and offer research-based education at the highest international level within its disciplines.

It is a strategic ambition at RUC, formulated in Strategy 2020, that the university should have a clear link between research and education: The education programmes are research-based, and the research is often based on the education. This means that the research is often inspired by the teaching during the concept phase and it involves the students in the development and implementation phases.

RUC’s programmes are rooted in international research and education environments, and are developed on this basis in dialogue with the surrounding community.

To ensure a research-based education, we emphasize the following:

- The programmes are offered in close association with active research environments
- The teaching is directed and organised by active researchers
- The teaching is conducted to a large extent by active researchers
- The teaching is organised based on pedagogical theory

The research basis contributes to high quality in the programmes, and the international orientation of the research establishes a solid foundation for critical and committed education that provides the graduates with academic skills and qualifications to enter an internationally oriented labour market, whether at a regional, national or international level, in the private or public sectors.

RUC’s approach to learning, with its focus on problem-oriented project work, is modelled on research projects and for at least half of their total education, the students are engaged in processes which either approximate or constitute authentic research projects. While the students are instructed in research approaches and methods, they use and test them and thereby acquire skills to assess and choose from among the scientific theories and methods of the disciplines and to formulate new analysis and solution models on a scientific basis (refer to the Qualifications framework for higher education programmes, graduate level).
Indicators for the research basis for education programmes at RUC

At RUC, we use four indicators to evaluate the strength of a programme’s research basis. The research basis can thus be formulated in four descriptions, where standards have been incorporated that allow the management to decide whether there is a need for greater stringency or development within the individual programme.

1. The education is linked to an active research environment
This indicator is measured in the teachers’ research publications, where the research basis is reflected in:

- the education programme’s researchers on average publish 3 BFI (Bibliometric Research Indicator) points or 6 BFI-recognized publications within a period of three consecutive years, in accordance with RUC’s publishing strategy.

2. The education’s course content is compiled by active researchers
This indicator is measured in the course descriptions, where the research basis is reflected in:

- There are active researchers who are responsible for drawing up the course description.

3. Teaching is conducted to a large extent by active researchers who teach and/or supervise within their respective field of research
This indicator is measured in the allocation tables, where the research basis is reflected in:

- That the ratio between teaching measured in hours performed by full-time and part-time academic staff respectively, the so-called VIP/DVIP ratio, must be in line with the average ratio within the specific main area. The Danish Accreditation Institution calculates these averages each year and presents them in a memorandum on their website.

The field of research is defined within the academic sub-area or the entire area of the subject/education programme. Thus, research-based teaching does not mean that the teacher only delivers his/her own research results, but that the researcher teaches and supervises the students in academic analysis and scientific methodology, based on the entire knowledge area of the subject.

4. The organisation of the education programme is based on university educational theory, research results and didactic principles
This indicator is measured in the study regulations and in the general rules, where the research basis is reflected in:

- Use of the project form of working in 50% of the education activities, cf. the description above and the framework paper on Pedagogic Profile.

- Use of feedback and dialogue with the students within the framework of the project supervision and through dialogue-based evaluation of the teaching.

- Use of relevant forms of examination that ensure the testing of the education programme’s learning objectives and competence profile.
FRAMEWORK DOCUMENTS

Three framework documents describe RUC’s philosophy and practice in key areas:

- Pedagogical profile
- Researched-based education
- Interdisciplinarity

The documents form a common foundation for education programmes across the university.