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Teaching Environment Assessment for Animation and Grafisk Fortælling

Follow-up on the Danish Student Survey 2023

VIA has recently carried out a joint study environment survey and teaching environment assessment in connection with the national quality measurements in the The Danish Student Survey 2023. Follow-up on the results will take place locally at the education programmes – apart from the results regarding the physical facilities at campus. These results will be processed by the campus managements in dialogue with representatives of students and teachers.

Time, place, and participants at the follow-up meetings:

Time and place	Participants	
1st meeting - follow-up of results	Students:	Teachers and management:
Date: E2024 Meeting forum: Student Council og uddannelsesudvalgene.	[Insert names]	[Insert names]
2nd meeting - status of actions	Students:	Teachers and management:
Date: Meeting forum:	[Insert names]	[Insert names]

TEA action plan for 2024-2025

	[Initiative # 1]
1. Theme	1.15 Mental health/impairments
<i>Insert the theme/questions from the survey that the planned action/initiatives part from</i>	
2. Analysis	
<i>Describe the problem in the theme/question response results. Why is it necessary to act on it? And what sustains the problem?</i>	The proportion of students with mental impairments is higher among TAW students than in the rest of VIA. This is an area we have been aware of for a long time, and data from the student survey supports this. There has been an increase in students with special needs, and this is a societal trend we also expect to see in the future. The dropout rates for the programs are very good, and well-being measurements indicate that students are doing well in the program. Data from the study environment survey also shows that the factors stressing students are outside the education. However, it is important to maintain our focus on this area to ensure the continued high quality of education for all groups of students, including considering the expected increase in the number of this student group. Likewise, there is also a resource perspective to consider so that TAW can receive SPS support for the students who are eligible.
3. What action are we taking?	
<i>Describe what you intend to do, including who does what, when and how - specify the start and end time of the initiative.</i>	Part of the concept for admission interviews at TAW is expectation alignment, so we can already become aware of students with special challenges and help them from day one. TAW's programs have hired a student counselor with competencies related to students in distress. The student counselor also informs students about the possibilities for SPS and is a continuous person in the students' education. We have good experiences with this and will therefore continue this effort. In connection with the evaluation of teaching, we have started asking about the students' well-being to remain proactive. We will continue this. TAW is also awaiting a joint initiative from VIA regarding lifting capacity.
4. What do we want to achieve with this initiative?	
<i>Describe the purpose of the initiative, including what effect you want it to have for the students.</i>	We want to continue to have good well-being, high lifting capacity, and good quality in our programs. Our students' possible mental impairments should, as far as possible, not hinder them from a good education.
5. What signs tell us if we are on the right track?	
<i>How will you assess whether the initiative is having the desired effect? Type the characters you expect to see.</i>	What signs tell us if we are on the right track? Ongoing qualitative data collected from students in everyday life, e.g., through the student counselor and in the Student Council, showing continued well-being and quality. We will also continue to see positive quantitative data from various surveys and data, including teaching evaluations, dropout data, and the study environment survey.
6. Status of the initiative	

Fill in when a status is taken after e.g. 6 months or 1 year. Describe the status of the planned action.

As mentioned above - ongoing and at the next Tal-om-Tal in F2025.

	[Initiative # 2]
1. Theme	1.2 Belonging and community
<i>Insert the theme/questions from the survey that are the background for your initiatives.</i>	"I sometimes doubt whether I belong in my education"
2. Analysis	Belonging and communities are strong values at TAW. We are known for our strong community which we treasure and nurture. Present is two conditions which we would like to take care of:
<i>Describe the problem in the theme/question response results. Why is it necessary to act on it? And what sustains the problem?</i>	<p>When we evaluate our teaching we also ask the students (anonymously) how they thrive at school. The results show us, that your students generally thrive, but some ask for more community across classes.</p> <p>We also see that political conflicts in the world have impact on our community. Some students feel uncertain of their to belonging to our community if they take a part in i conflict or come from an area with political conflicts, e.g. Israel-Palestine, Russia-Ukraine.</p>
3. What action are we taking?	Student Council take a very active part in creating social activities to knit the community closer together across classes and across students and staff.
<i>Describe what you intend to do, including who does what, when and how - specify the start and end time of the initiative.</i>	<p>We are implementing activities related to a project aimed at strenghtening their feeling of belonging throughout the first academic year (Lang studiestart/long study start).</p> <p>The leadership group initiates town hall meetings for alle students and staff at TAW to promote a conversation about community and belonging at TAW despite political conflicts in the world: How can we co-exist and thrive even though we come with very different backgrounds, political opinions etc.</p>
4. What do we want to achieve with this initiative?	Support the students' academic and social community at TAW and their sense of belonging.
<i>Describe the purpose of the initiative, including what effect you want it to have for the students.</i>	
5. What signs tell us if we are on the right track?	Positive quantitative data from various surveys as well as positive ongoing qualitative data collected from students in everyday life, through study counsellor and in the Student Council.
<i>How will you assess whether the initiative is having the desired effect? Type the characters you expect to see.</i>	
6. Status of the initiative	August 2025?
<i>Fill in when a status is taken after e.g. 6 months or 1 year. Describe the status of the planned action.</i>	December 2024 student council

	[Initiative # 3]
1. Theme	2.3 Professional identity
<i>Insert the theme/questions from the survey that are the background for your initiatives.</i>	<p>"I have a clear picture of the type of professional I want to be"?</p> <p>2.1 Using experience from internship</p> <p>"My teachers are good at helping me put my internship experiences into an academic context in the classroom"?</p>
2. Analysis	
<i>Describe the problem in the theme/question response results. Why is it necessary to act on it? And what sustains the problem?</i>	The programs will investigate the possible impact between 2.3 and 2.1 and also the connection with the programs' unemployment rate. Can strengthening the students' work with their internship experiences into an academic context in the classroom increase their understanding of their professional identity and possibly also increase employment? It is assumed that many of TAW's graduates get employment based on their internship, including the placement of the internship at the end of the education program. Would it therefore be counterproductive to change the organization? Can we therefore do something during the program or immediately after the internship?
3. What action are we taking?	
<i>Describe what you intend to do, including who does what, when and how - specify the start and end time of the initiative.</i>	We will initially investigate how many graduates get employment based on their internship. We will also investigate the possibilities for changes in the organization of the internship, and in connection with the ongoing development of the program's progression, content, and didactics, changes to the internship will be included - however, awaiting the reform. See also the programs' strategic development plans regarding the career center's efforts to strengthen the students' professional identity and increase employment.
4. What do we want to achieve with this initiative?	
<i>Describe the purpose of the initiative, including what effect you want it to have for the students.</i>	That the students get a clearer professional identity and that it helps ease the way to employment.
5. What signs tell us if we are on the right track?	
<i>How will you assess whether the initiative is having the desired effect? Type the characters you expect to see.</i>	A positive development in the next student survey on (current) questions 2.1 and 2.3. Evaluation of the students' internship.
6. Status of the initiative	
<i>Fill in when a status is taken after e.g. 6 months or 1 year. Describe the status of the planned action.</i>	E2025