THE PORTFOLIO GUIDE –

GUIDELINES FOR STUDY PORTFOLIO DEVELOPMENT

NTNU 2023

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1. About using the document

This portfolio guide should be used as a basis

- when faculties wish to develop new programmes of study resulting in credits
- in the quality work and programme description process, and when developing and revising existing programmes of study as part of
- quality assurance, for example during periodic evaluations.

The *Guidelines for study portfolio development ('the Portfolio Guide'*) document operationalises regulatory requirements and parts of NTNU's Quality Assurance System for Education that are relevant to portfolio development. The Portfolio Guide is also viewed in connection with *Guidelines for the design of programmes of study and courses at NTNU* ('the Programme Description Guide') and *Guidelines for the periodic evaluation of programmes of study.*

This Portfolio Guide describes the quality assurance of the study portfolio in general, and in particular the two application stages used by the faculties when creating and discontinuing programmes of study.

The application process for changes to the programme of study portfolio is carried out in KASPER's portfolio module. Chapters 3 and 4 of the Portfolio Guide are specially adapted to KASPER's functionality regarding applications for the establishment and discontinuation of programmes of study.

The Portfolio Guide includes requirements for all programmes of study resulting in credits at NTNU.

This includes programmes of study leading to a degree as well as shorter studies such as one-year programmes, further education and courses offered individually which do not form part of a programme of study.

Programmes of study at doctoral level include both the training element and the academic thesis. When accrediting a doctoral programme, it must be clearly stated which subject areas are covered by the doctoral programme.

2 Strategic development of NTNU's study portfolio

2.1 Framework conditions

Strategic guidelines

NTNU's study portfolio is developed in accordance with general strategies and policy guidelines.

Strategic management signals for portfolio development are given in:

- The Ministry of Education and Research's letter of allocation (annually) and development agreement for 2023-2026
- NTNU's strategy *Knowledge for a better world* (2018-2025)
- NTNU's period plan 2023-2026 and development plans
- Policy on quality in and development of the study portfolio (Portfolio Policy)
- Faculty strategies

NTNU'S POLICY ON QUALITY IN AND DEVELOPMENT OF THE STUDY PORTFOLIO

The portfolio development must reflect NTNU's strategic development goal of raising the quality of the study portfolio through coordination and concentration, and based on international trends in the education and labour market. The Portfolio Policy supports the strategy and provides a basis for making good strategic choices that strengthen the quality of the study portfolio. The policy will promote a quality culture in areas that are essential for the students' learning outcomes.

The Portfolio Policy's five quality areas are key to strategic development work: *strategic importance, one university in three cities, the learning environment, academic sustainability and financial sustainability.* A quality area is a thematic area that NTNU prioritises in order to ensure high quality in programmes of study and the study portfolio. In addition to regulatory requirements, each quality area has a set of requirements which must be met when establishing, continuing, amending and discontinuing programmes of study.

Formal requirements

The strategic development work on the study portfolio takes place within the framework pursuant to legislation and regulations, where the requirements stipulated in the Regulations on the supervision and control of the quality of Norwegian higher education and associated annotations take precedence. The statutory quality requirements for programmes of study are intended to ensure that the content and structure of the programme, as well as the competence of the academic environment, facilitate students in achieving the intended learning outcomes of the programme.

NTNU is self-accrediting, with the authority to establish programmes of study at all levels, and a duty to ensure that all formal quality requirements are followed. In accordance with Section 3.2.4 in NTNU's Delegation Regulations, faculties must meet all formal requirements and have good quality control to ensure compliance with legal requirements, regulations and guidelines.

The programmes of study at NTNU must meet all requirements in relevant laws and regulations, including associated supplementary rules and guidelines. Within some subject areas, there are also National Curriculum Regulations and circulars that regulate the programmes of study. In addition, some educational programmes have certification requirements established by various sector

ministries, subordinate agencies or other external actors. A complete overview of applicable rules and frameworks can be found on NTNU's webpage "General laws and regulations – studies"

ABOUT QUALITY ASSURANCE OF ACADEMIC ENVIRONMENTS

Universities must have documented procedures and practices for quality assurance of the formal requirements for programmes and academic environments regarding new and existing programmes of study, cf. annotations to Section 4-1 (3) of the Regulations on the supervision and control of the quality of Norwegian higher education. NTNU's procedures and practices for both the new establishment and revision of already accredited programmes of study must ensure that they, as a minimum and at all times, meet the national requirements for academic environments in sections 2-3 and 2-4 of the Regulations on the supervision and control of the quality of Norwegian higher education. The provisions stipulate requirements regarding the composition of expertise, size and stability of the academic environment.

NTNU has the following main principles regarding quality assurance of the formal requirements for academic environments:

1. Quality assurance of all requirements for academic environments is carried out in connection with new establishment and in connection with periodic evaluation of programmes of study (minimum every five years).
2. During the annual adoption of programme descriptions, the programme description authority confirms that all formal requirements for programmes and academic environments have been met. If there is doubt as to whether any of the requirements have been fully met or not, mapping must be carried out more frequently than periodic evaluation. The frequency and action plan depend on the type of non-conformity, and any actions must be documented.

A function has been developed in KASPER to document the quality assurance of requirements for the academic environment associated with programmes. See sections 5.8 and 5.12 in the programme description guide and the website Mapping and documentation of requirements for academic environments associated with programmes of study for further information.

2.2 NTNU's education quality processes

NTNU's field of education is largely regulated and developed by means of general processes within the organisation. These processes are commonly referred to as NTNU's ongoing education quality processes, and they aim to ensure and document quality and systematic development, dimensioning, evaluation and revision of NTNU's programmes of study. This work and the processes must be viewed in connection with and supported by the common guidelines.

The study portfolio undergoes development and quality assurance by means of:

- long-term portfolio development plans
- dimensioning of admission capacity
- establishment and discontinuation of programmes of study
- annual course and programme description revision
- ongoing and periodic evaluation of courses and programmes of study.

The ordering process and annual cycle

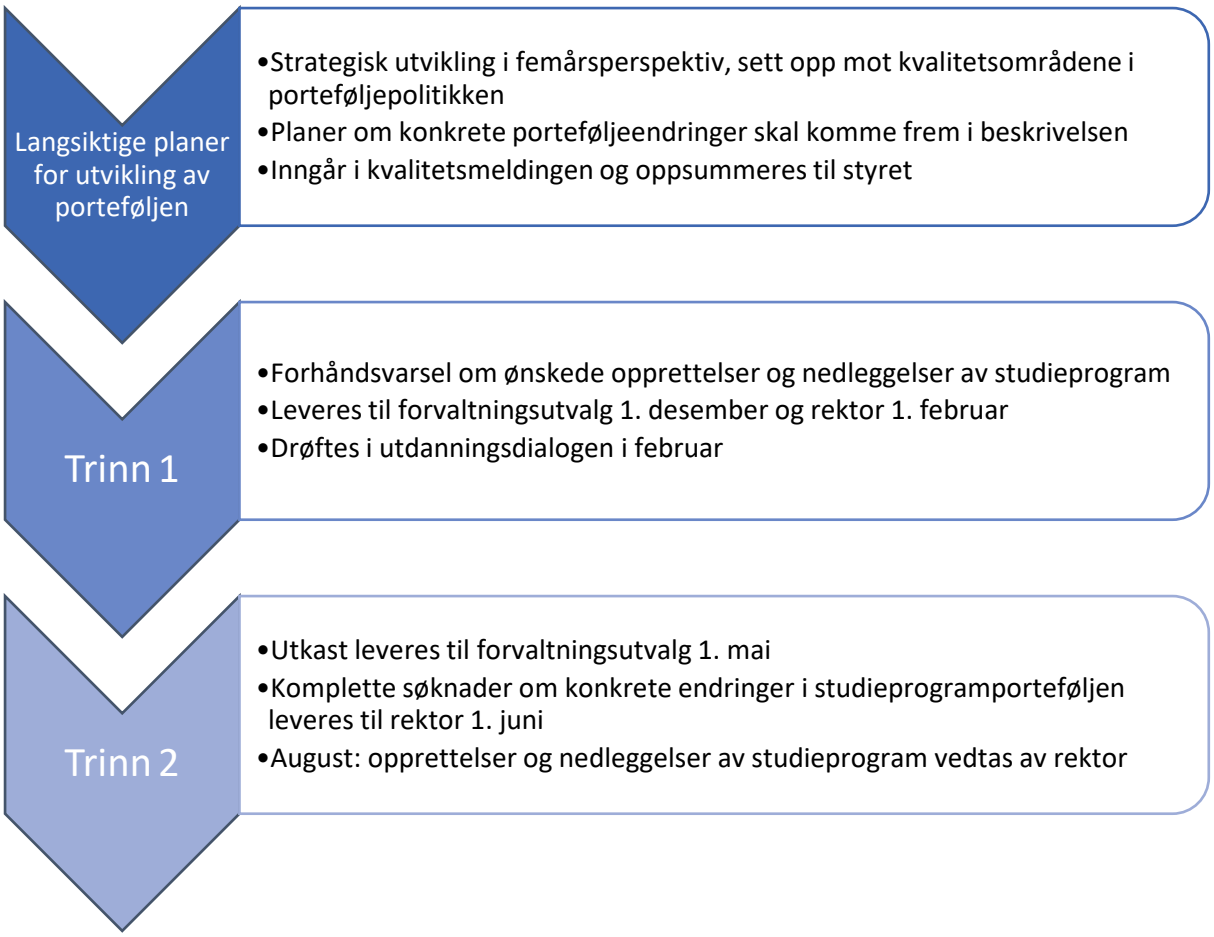
The Pro-Rector's annual '*Collective order for the education quality processes*' provides strategic guidelines and a timeline for the work in the coming academic year. Appendices provide further details on the following annual cycle processes:

A) Quality reporting for education, with long-term study portfolio development plans
B) Establishment and discontinuation of programmes of study over 60 credits
C) Admission capacities (programme dimensioning)
D) Programme description and course revision

The collective order is sent to the faculties and the administration committees in ePhorte and can also be found as an attachment to the listing 'Pro-Rector's collective order' here: Annual cycle for the education quality processes.

2.3 Portfolio development processes

Summary of context and progress in NTNU's processes for strategic, long-term and concrete change of the programme of study portfolio:



2.3.1 Long-term portfolio development plans

The faculties' summary of their long-term strategic plans for the development of the study portfolio form part of the quality report to the Rector, linking quality analyses and the development-oriented perspective at portfolio level. The evaluation work provides a basis for long-term portfolio development at the faculties, viewed in connection with strategic guidelines and society's competency needs.

The faculties' long-term plans are updated annually and describe plans in a five-year perspective for the development of the faculty's collective study portfolio. NTNU's strategy and portfolio policy, as well as goals in the development agreement with the Ministry of Education and Research and NTNU's periodised plan for follow-up, form the basis for the strategic portfolio development (see 2.1). The faculties' long-term portfolio development is devised in close connection with long-term budgeting, strategic personnel planning and dimensioning of admission capacities. The ongoing revision and dimensioning of the programmes of study is a key element in quality assurance work and efforts to scale the study portfolio in accordance with goals and guidelines.

Results from quality assurance work must be included in the platform of knowledge for assessment and strategic development at both programme and portfolio level. Periodic evaluations of programmes of study are a particularly important source of knowledge for the development of the programme of study portfolio, especially with regard to social relevance in and collaboration on programmes of study.

The process for establishment and discontinuation of programmes of study is initiated through the long-term plans, and is concretised via the annual rolling process for establishment and discontinuation of programmes of study (see Section 2.3.2). Plans for development work and concrete portfolio changes must be included in the description of the long-term plans in order to facilitate the investigation of interfaculty collaborative relationships and potential, and the involvement of relevant administrative committees as early as possible.

The Pro-Rector for Education and the administrative committees assess the strategic relevance of the faculties' long-term portfolio development plans and discuss this at the annual education dialogue meetings. The Rector's overall assessment of the development of the study portfolio is also summarised in the Rector's quality report to the University Board.

2.3.2 Specific establishment and discontinuation of programmes of study of 60 credits or more

The Rector has been delegated authority to establish and discontinue programmes of study of 60 credits or more, cf. Section 4-1 (1) of NTNU's Academic Regulations. Changes in the programme of study portfolio are made according to proposals from faculties and, if applicable, administrative committees.

The process for establishment and discontinuation of programmes of study is initiated through the faculties' long-term portfolio development plans (cf. 2.3.1). There are then two stages for the specific application and adoption process for making such changes to the study portfolio.

When faculties wish to make such specific changes to the programme portfolio, they must prepare an advance notice (stage 1) and an application to the Rector (stage 2) in KASPER's portfolio module The application process is detailed annually in Appendix B of the Pro-Rector's collective order (cf. 2.2).

Stage 1:
1 February is the annual deadline by which the faculties have to register a brief advance notice of planned establishment and discontinuation of programmes of study to the Rector, in accordance with the template in this guide and in KASPER. Strategic reasons, including a general description of the profile and guidelines of the programme of study, are required in terms of content.

In the Pro-Rector's educational dialogue meetings with the faculties in February, any wishes for the establishment, discontinuation or coordination of programmes of study will be discussed.

As a follow-up to Stage 1, the 'portfolio team' in the Education Division conducts faculty portfolio meetings. This takes place during the period following the Pro-Rector's dialogue meetings, and well before 1 June, the final deadline for applications. The portfolio team also has an ongoing dialogue with the faculties about application development and quality assurance of formal requirements.

Stage 2:
1 June is the annual deadline for the faculties' completed applications for establishment and discontinuation of programmes of study in accordance with the template in this guide and in KASPER. The Education Division performs quality assurance of the applications and the Rector makes decisions in August. The Rector's decision on accreditation assumes that the proposed, new programmes of study meet the requirements laid down in legislation and regulation, as well as NTNU's regulations. Otherwise, see Section 4-1 of NTNU's Academic Regulations on quality assurance of the establishment and discontinuation of programmes of study.

2.3.3 Establishment and discontinuation of programmes of study of less than 60 credits

The faculties or administrative committees themselves decide on the establishment and discontinuation of programmes of study of less than 60 credits.

The same requirements apply to the accreditation of such programmes of study as for programmes of 60 credits or more. The faculties and administrative committees must therefore ensure and document that all formal requirements are met at the time of the decision. See more detailed description in chapter 3 in the programme description guide.

2.3.4 The administrative committees' responsibilities in the portfolio process

The administrative committees (FUI, FUL and FUS) must advise the Rector on the structure, dimensioning and development of the programme of study portfolio in line with their areas of responsibility. The administrative committees ensure inter-faculty coordination and quality development, and assess each faculty's long-term portfolio development plans and proposals for specific changes to the programme of study portfolio. The Rector attaches great importance to the committees' views on academic profile and possible collaborative opportunities in the breadth of the organisation.

When establishing and discontinuing programmes of study that fall under the responsibility of one of the administrative committees, the faculty must obtain the committee's assessment of the proposed change. This applies to both Stage 1 and Stage 2. The administrative committee is notified via KASPER and links its assessment to the faculty's application there.

The administrative committees have set common deadlines for the faculties' notifications:

- Stage 1 (advance notice): 1 December
- Stage 2 (final application): 1 May

The Pro-Rector and the administrative committees perform a general assessment of the collaborative relationship and strategic relevance of the proposals before the advance notice is discussed at the Pro-Rector's annual education dialogue meeting held with the faculties in February.

At stage 2 of the portfolio process, a draft of a virtually complete application is submitted for committee processing. In the draft application, all matters that fall under the committees' mandate must then be sufficiently clarified. The administrative committees must specifically assess the academic profile and the structure and learning outcomes of the programme of study in accordance with the National Curriculum, and any adaptation of development plans (e.g. future programmes), learning and assessment methods, and whether the proposed naming of the programme of study is adequate. The committees are also asked to give their views on the dimensioning of places, and whether the composition of the academic environment is appropriate in relation to the profile and courses of the programme (see requirements in Section 2-3 (1) of the Regulations on the supervision and control of the quality of Norwegian higher education).

2.3.5 Clarifications related to collaborative relationships, adjacent academic environments and related programmes of study

NTNU's Portfolio Policy states that programmes of study must be established in the academic environment with the greatest academic activity in relevant subject areas, and that academic collaboration is prioritised over internal competition. Prior to the establishment of a new programme of study, it must be explicitly assessed whether the educational provision can instead be offered within or in collaboration with existing programmes of study, or whether mergers or other changes can be made. The host faculty that is assessing new establishment or changes must take the initiative to explore interfaculty collaboration opportunities at an early stage. In the event of discontinuation plans, the host faculty must enter into dialogue with affected partners as early as possible in order to clarify consequences and agree on solutions.

2.3.6 Tool support

The portfolio module in KASPER contains tool support for the design of proposals for new programmes of study and the discontinuation of existing programmes of study, and must be used for all applications. See also the website about training resources associated with KASPER.

2.3.7 Process following adopted changes to NTNU's study portfolio

REGISTRATION AND PUBLICATION

After accreditation, KASPER automatically sends a notification to the Unit for FS and Exam Administration that the new programme of study can be registered in the Common Student System (FS). The FS group then involves the Communication Division, which creates a URL for each programme of study and notifies the Unit for FS and Exam Administration as soon as this is ready. The FS group links the URL to the programme of study and notifies the host faculty that they can create websites for the new programme of study.

The host faculty is responsible for designing the programme of study's website. All programmes that are made available for admission, both in NTNU's Søknadsweb and in the Norwegian Universities and Colleges Admission Service, are linked to the programme of study's website. It is therefore important that this is quickly put in place with regard to admissions and applicants' need for correct information. For undergraduate studies through the Norwegian Universities and Colleges Admission Service, the website must be in place no later than 1 December for upcoming admissions. For two-year master's degree programmes, the website must be established by 1 November at the latest.

FINALISE THE PROGRAMME DESCRIPTION AND ADMISSION CAPACITY

Following the Rector's decision on the establishment and discontinuation of programmes of study (in August), the faculties and administrative committees finalise and adopt the programme description and course descriptions for newly established programmes. The requirements for the final programme description, including descriptions of the programme and courses, can be found in The Programme Description Guide - Guidelines for the design of programmes of study and courses at NTNU.

Please note that the programme description for newly established programmes *must not* be finalised in KASPER's programme description module, but under the process step 'Programme description development' and the tab 'Programme description development' on the programme's application page in the portfolio module.

The portfolio team at the Education Division attends faculty portfolio meetings during the autumn semester to assist with completion of the design of the new programmes of study. The full description of the programme of study must be completed and adopted by the faculty by **1 April.** The courses must be fully approved by the faculty by **15 January**.

The deadlines for completing the programme description and the course descriptions respectively also apply to programmes and courses at PhD level. However, there may be room for somewhat greater flexibility here. In special cases, the faculty administration may grant exemptions from the deadlines.

The University Board makes decisions on the admission capacity for each programme of study at the board meeting in December, based on the faculties' and administrative committees' deliveries in the admission capacity case. Faculties and, if applicable, the administrative committees report the desired admission capacity for existing and new programmes in accordance with Appendix C in the Collective Order (cf. Section 2.2).

3 Stage 1 – advance notice of establishment and discontinuation

The faculties must submit advance notice of the establishment and discontinuation of programmes of study of 60 credits or more, with a deadline for the Rector of 1 February. The applicable application template and guidance texts are the same in the Portfolio Guide and in KASPER's portfolio module.

Section 3.1 below provides further information on the content of the faculties' advance notice of establishment. Section 3.2 applies specifically to consortium applications, while 3.3 deals with advance notice of discontinuation. For programmes that fall under one of the administrative committees' areas of responsibility, the respective committee must issue a statement before the faculty finalises and approves the advance notice (cf. 2.3.4).

In addition to the actual advance notices, the faculties must submit an overall assessment of the notifications. This is done via *the 'The faculty's assessment of the notifications'* in KASPER.Here, the faculty must provide brief information about the background for proposed portfolio changes and how the studies fit into the context of other portfolios, both at the faculty in question and elsewhere at NTNU. It is natural here to refer to the long-term plans for portfolio development that the faculty has delivered in the quality report for education. When establishing programmes, faculties must also describe where the places are obtained from.

The Pro-Rector and the administration committees perform a general assessment of the strategic relevance of the proposals before the advance notices are discussed at the annual education meeting held with the faculties in February.

3.1 Template for content in the faculties' advance notice of establishment

The advance notice must provide strategic grounds for the preferred change, along with a brief general description of the profile, content and nature of the programme of study. This advance notice is viewed in connection with the faculty's long-term portfolio development plans, as described in the quality report. The advance notice must have an estimated scope of three to four pages.

3.1.1 The programme's design and strategic relevance

Strategic importance involves assessment of the programme of study's social grounds and significance, contributions towards implementation the UN's Sustainable Development Goals, relevance in respect of NTNU's strategic development and follow-up of national guidelines. NTNU's strategy, periodic plan and portfolio policy must form the basis for the faculties' strategic assessments (see Section 2.1).

Fundamental prerequisites for the development of high quality education are that the programme of study must be of relevance to future working life and help create a sustainable society, offer a good learning environment, be established in good academic environments that are of sufficient size, be internationally oriented and encourage interdisciplinary interaction. The academic environments must have a high level of academic expertise, good educational expertise and relevant work experience.

3.1.2 Programme of study frameworks

Submitted by stage 1 (and specify and justify any changes in stage 2)
Provide a general description of the programme of study

Guidance:
Provide a brief general description of the profile, content and nature of the programme of study, as well as the host faculty and study location.

3.1.3 Strategic assessments

Submitted by stage 1 (and specify and justify any changes in stage 2)
Explain the faculty's assessment of the topicality and relevance of the programme of study in question

Guidance:
Provide the faculty's assessment of the extent to which the proposed programme of study is in accordance with the strategies of the faculty and NTNU, including links to research strategies. Corresponding links to other types of steering documents, such as NTNU's main priorities in the annual plan, study portfolio policy, development plans or other guidelines, must also be highlighted. If the programme of study has a point of contact with one of NTNU's strategic areas of focus (TSO), or centres of excellence in education/research/innovation (SFU/SFF/SFI), this must be described here. Also describe how results from quality work are included in the platform of knowledge.

Submitted by stage 1 (and specify and justify any changes in stage 2)
Explain the faculty's assessment of similar programmes of study, potential mergers and relevant collaborations

Guidance:
The portfolio policy states that programmes of study must be established in the academic environment with the greatest academic activity in relevant subject areas. Courses are conducted by academic environments with relevant expertise. Academic collaboration takes priority over internal competition.

Provide the faculty's assessment of whether there are similar existing studies at NTNU or other educational institutions, first and foremost nationally, but also internationally where relevant. This also includes looking at whether similar studies are being planned.

Before the establishment of new programmes of study, an explicit assessment must be made with regard to whether the planned programme can instead be offered within or in conjunction with existing programmes of study, or whether any mergers or other changes can be made. Initiatives for collaboration with other faculties that have similar programmes of study must be taken by the host faculty assessing the new establishment.

Submitted by stage 1 (and specify and justify any changes in stage 2)
Any other remarks about the faculty's strategic assessments of the programme of study in question

3.2 Application for participation in a consortium for joint degrees

The establishment of joint degrees must be registered in advance at stage 1 in accordance with the descriptions provided in Section 3.1. If a joint degree is to be established, the faculty must *also* submit an application for participation in a consortium.

Higher education institutions may join forces in a consortium and apply for support to establish and run a joint programme of study. Participation in a consortium is of particular relevance in the case of joint degrees within Erasmus Mundus Joint Master Degree (EMJMD)[1] or equivalent international schemes. Creating joint degrees is not recommended for PhD programmes, cf. Cotutelle and Joint Doctoral Degrees

The establishment of clear responsibilities between the parties is vital for the institutions to be able to exploit their advantages to the benefit of programme quality. Such division of responsibilities is ensured through a consortium made up of representatives of the collaborating institutions and any other actors. The aim of establishing a consortium is to ensure an integrated programme description, maintain general responsibility for quality assurance of the joint degree, and ensure equal responsibilities between the partner institutions.

Participation in a consortium requires the Rector's approval. In order for the Rector to make such a decision, the faculty must submit a short application for consortium participation. This application should be about two pages in length, and great emphasis must be placed on the strategic grounds for consortium participation and the added value this will provide. The Education Division organises the Rector's decision. The Unit for International Relations provides guidance during the process.

The application must be established in the faculty management (host faculty) c/o the dean. A written commitment from deans at other faculties that will be contributing must be attached. A brief assessment of the consortium participation of the committee in question must be attached if the programme of study falls within the remit of one of the administrative committees.

When the Rector has approved participation in a consortium, the Admissions Office and the Unit for International Relations will submit a consortium application to the EU or another external actor, where applicable.

[1] See https://diku.no/programmer/erasmus-2021-2027-fellesgrader-erasmus-mundus and https://innsida.ntnu.no/wiki/interne prosedyrer for erasmus mundus

See information on additional requirements and special notes for joint degrees, double degrees, etc. in Section 4.21.

3.2.1 Template for application for participation in a consortium

The application must be submitted in KASPER. This normally takes place at the same time as stage 1, with a 1 February deadline. The faculties will be made aware of an alternative deadline if external deadlines for applications are different to NTNU's regular annual cycle.

The template for applying for consortium participation can be found in KASPER, as part of the template for advance notice at stage 1. The application must include the following:

Submitted by stage 1	
Name of the programme of study	
Describe how the name is applicable to the programme of study's profile and level[2]	
Degree designation[3]	
Educational area[4]	
Scope (credits)	
Admission requirements and ranking	
Stipulated number of students	
List of institutions forming part of a consortium, including the identity of the coordinator	
Brief strategic grounds, stating the anticipated academic value added to the faculty due to the establishment and collaboration	
Brief summary of the application outlining the arrangement (the semesters in which it is appropriate for students to study at NTNU, any supervised professional training, etc.)	

A collaboration agreement regulating responsibilities between the parties (consortium agreement) must be enclosed with the application at stage 2 (see Section 4.21).

[2] Cf. Section 2-2 (1) of the Regulations on the supervision and control of the quality of Norwegian higher education

[3] Cf. Sections 2-10 to 2-12 of the Academic Regulations

[4] Cf. Norwegian Universities and Colleges Admission Service

3.3 Template for content in the faculties' application for discontinuation

This template is to be used in stages 1 and 2. If providing additional information is of relevance at stage 2, this can then be supplemented and submitted using the same template. See also *Guidelines for periodic evaluation of programmes of study*[5]. The faculties clarify matters amongst themselves if the programme of study involves a number of faculties. When proposals fall within the mandate of one of the administrative committees, the administrative committees must be involved at an early stage.

When a programme of study is discontinued, good transitional arrangements must be drawn up so as to ensure that students who have been admitted to the programme of study are given the opportunity to complete their education, cf. Section 3-1 (4) of NTNU's Academic Regulations. Separate requirements for transitional arrangements also apply to programmes governed by the national curriculum.

Please note that faculties must also apply for discontinuation of joint degrees within the Erasmus Mundus scheme and similar schemes when the programme period comes to an end.

Submitted by stage 1
Explain the faculty's strategic assessments in respect of the programme of study in question, and provide a description of the challenges that make discontinuation necessary:

Submitted by stage 1
Describe assessments made regarding continuation of the programme of study in another form, and how results from quality work are included in the platform of knowledge.

Submitted by stage 1
Describe any collaborative relationships with other educational institutions, how these will be affected and how any contractual obligations for NTNU will be met:

[5] A periodic evaluation may form a basis for a decision to discontinue a programme due to a lack of quality (cf. Policy for quality in and development of the study portfolio at NTNU). If this is the case, the faculty's plan of action will describe how the programme is to be discontinued following periodic evaluation.

4 Stage 2 – applications for the establishment and discontinuation of programmes of study

The faculties must submit applications to the Rector for preferred changes to programmes of study of 60 credits or more by the annual deadline of **1 June**. The faculties must then account for the conditions set out in the regulations and NTNU's Quality Assurance System for Education that must be present and quality-assured before accreditation can take place. The template from stage 1 is to be used for applications to discontinue programmes of study.

Further details for the case officer are provided in Appendix B of the Rector's annual collective order letter, cf. Section 2.2.

See section 2.3.4 for a description of the responsibilities of the administrative committees in stage 2.

Before submission, the faculty must quality assure the applications drawn up by the academic environments before they are sent to the Rector. When new programmes of study are established, this entails:

- an assessment of whether the accreditation requirements in the Regulations on the supervision and control of the quality of Norwegian higher education are met
- an assessment of whether any requirements in framework plans/national curriculum etc. are met
- a check that all points in the portfolio guide have been answered
- a proofreading of the documents in the case

In addition to the applications themselves, the faculties must submit an overall assessment of the notifications. This is done via *'The faculty's assessment of the notifications'* in KASPER. This is where the faculty provides a brief summary of the programme of study's strategic added value. In addition, the faculty assesses the strengths and weaknesses of the applications in question, and summarises any plans for improving the conditions. In the case of establishments, information must be provided about where the places are obtained from, and in the case of discontinuations, a description of where the places are moved to must be given.

4.1 Changes following advance notice at stage 1

Describe any changes made to information between stage 1 and stage 2
See the stage 1 advance notice templates: specify and give reasons for any amended assessments and relationship to stage 2

4.2 Programme of study frameworks

The information described in Section 4.2 of the portfolio guide is edited in a separate tab in KASPER's module for establishing programmes of study. The *Frameworks* tab has the sub-tabs *Name and Ownership, Programme Properties,* and *Funding.*

TAB IN KASPER	CONTENT
Name and ownership	Name of new programme (Norwegian Bokmål, Norwegian Nynorsk, English)
	Campus/Place of study
	Host faculty
	Host department/institute
	Any collaborating faculty
	Other departments/institutes that contribute
	Any collaborating institutions and external actors
	Programme of study coordinator
	Proposed programme code
Properties	Primary subject area
	Educational area[6]
	Level of study (one-year programme, bachelor's degree, master's degree[7], PhD)
	Level of education (see Norwegian qualifications framework for lifelong learning)
	International programme?
	Degree designation and title of the candidate (where applicable)[8]
	Does the programme lead to a qualification?
	Reference to national curriculum/reference to regulation
	Admission requirements and ranking rules[9]
	Language requirements
	Does the programme include supervised professional training?
	Medical requirements
	Authorisation requirements for certificate of good conduct from the police[10]
	Non-disclosure agreement
	Suitability assessment[11]
	Authorisation scheme[12]
	Certification scheme
	Stipulated number of students
	Type of teaching (Online, decentralised, session-based, campus-based)
	Teaching organisation
	Language of instruction
	Offered from (year/semester)
	Duration (number of semesters)
	Scope (credits)
	Percent full-time/part-time
	Nominal length of study (full-time or part-time)

[6] Cf. Norwegian Universities and Colleges Admission Service

[7] Specify which master's degree is established: see sections 3-5 of the Regulations on requirements for a master's degree

[8] Cf. sections 2-10 to 2-12 of the Academic Regulations

[9] Reasons must be given for admission requirements and ranking requirements. Reference to national or local admission schemes must be provided.

[10] Cf. Section 6-1 of the Regulations on admission to higher education

[11] Cf. Section 1 of the Regulations on the assessment of suitability for higher education

[12] Cf. Section 48 of the Health Personnel Act

	Student workload[13]
Funding	Is the programme fully funded over the institution's basic budget?
	Funding category

4.3 Description of the programme of study

Provide a brief general description of the programme of study's academic profile

Guidance:
Provide a general introductory description of the programme, ideally corresponding to the "about the programme of study" in the programme description, which will be informative for relevant applicants, students and employers. Using plain language, the text must describe the academic profile and distinctive character of the programme of study. For example, this may include perspectives related to relevance to working life, sustainability and innovation, as well as other relevant factors that characterise the programme.

Please note that it is not necessary to describe the organisation and structure of the courses in the programme, as this is covered by other fields in the application.

Describe how the name is applicable to the programme of study's profile and level

Guidance:
See Section 2-2 (1) of the Regulations on the supervision and control of the quality of Norwegian higher education and NOKUT's guidelines on accreditation requirements, page 13.

Describe how the name of the programme of study is applicable to the programme's profile, level and the key parts of the programme's academic content. It is important that applicants, students and society at large get a good understanding of the programme's content through the name. The name of the programme of study should hold relevance over a lengthy period of time and should indicate the subject area as clearly as possible. The programme's English name must correspond to the Norwegian name. See also the website Naming programmes of study.

[13] According to Section 3-8 (1) of the Act relating to Universities and University Colleges, a full academic year is standardised at 60 credits. A programme of study of 60 credits on a full-time basis normally has a collective work scope of approximately 1500 to 1800 hours per year, divided into the categories of organised learning activities, self study and examination preparations. This means that a full-time student with the stated scope of work/work effort should normally be able to achieve the learning outcome and complete the programme in the standard time.

4.4 Learning outcomes

Specify the expected learning outcomes in terms of the categories "knowledge", "skills" and "general competence"	
Knowledge	
Skills	
General competence	

Guidance:
Learning outcomes must be described as what a candidate is to have achieved when completing their education. The learning outcomes for programmes of study with vocational requirements, such as programmes with national curricula, must meet both the vocational requirements and the requirements stipulated in the National qualifications framework for lifelong learning (NKR). NTNU's distinctive character must be expressed in the programme of study's descriptor, cf. Portfolio Policy

If the programme of study is a joint degree in collaboration with one or more foreign institutions, indicate which country's qualifications framework is used to formulate the descriptor for the joint degree.

4.5 Programme of study structure

Describe how the content, structure and infrastructure of the programme of study is to be adapted to the learning outcomes of the programme.
Provide an overview of the planned course structure and course portfolio. If the programme of study contains specialisations, this should be stated here.
Specify which common NTNU courses are included in the programme of study. Describe which variant is planned: ex.phil, area course and EiT (intensive/longitudinal).

Guidance:
According to Section 2-2 (4) of the Regulations on the supervision and control of the quality of Norwegian higher education, the content, structure and infrastructure of the programme of study must be adapted to the programme's learning outcomes. The fields above must be completed by stage 2. See the programme description guide for a more detailed description of content requirements.

The portfolio guide and programme description guide have a matrix attached showing the programme of study's overall learning outcomes broken down into courses, and faculties are encouraged to use this matrix. In connection with application development in KASPER, the descriptor matrix can also be created from the template in the module for establishment.

When applying to establish new programmes of study, the faculties are asked to only provide a general description of the course portfolio planned for the programme of study by stage 2 (cf. portfolio guide 2.3.7). The preliminary course wall (composition and structure of courses in the programme description) can advantageously be illustrated by adding graphics or tables to the application, alternatively uploaded under the tab files related to the application in KASPER. Tentative course name and credit weighting must be specified.

Note: If it is relevant to apply for programme exemption from NTNU's common courses (Examen Philosophicum, area course and/or Experts in Teamwork), faculties must be aware that their exemption application for this must be submitted by the application deadline of 15 June, cf. NTNU's guidelines. In the accreditation application in stage 2, faculties must then ensure that the programme of study is described sufficiently so that the exemption criteria can be assessed. In the event of exemption being rejected, there must be room for the relevant common course in the subsequent programme description process.

The full description of the programme of study must be completed and adopted by the faculty by 1 April. The course descriptions must be completed by 15 January. The faculty must ensure in the programme description process that consistency between the descriptor, the content and the structure is documented. See chapter 3 of the programme description guide on responsibilities and formal requirements.

4.6 Relevance to society and academic relevance

Describe how the programme of study ensures academic relevance for working life and further studies:

Guidance:
The requirement for the programme of study to be updated academically means that it is relevant to the development of knowledge in academia and professional life, working life and/or society. This is ensured by means of arrangements for interaction with working life and society that are adapted to the programme of study's content and level.

Cf. NOKUT's guide on accreditation of educational provision, p. 14: "Relevance, on the one hand, relates to the extent to which education offered meets the needs of working life and society, but also takes into account the fact that the development of knowledge in academia helps to shape future needs. Relevance also relates to how the educational provision's content, structure and forms of teaching, learning and assessment provide students with good learning outcomes for the working life and society targeted by their studies, and/or further studies. The ways in which vocational and more theoretical education can be of relevance to working life and society and their actors span a wide area. This is why documentation of relevance will also vary depending on the profile of the programme of study."

4.7 Further studies

Give specific examples of possible further studies at NTNU and/or other educational institutions.

Guidance:
In cases where the programme of study is relevant for further studies, it is important to have a realistic and specific description of this that is communicated to students. This type of description should be based on good communication with relevant educational institutions where students will be able to apply for admission for further studies, or with working life actors, cf. NOKUT's guidance on accreditation requirements (page 14)

4.8 Career opportunities

Describe how the programme of study is academically relevant to working life, with specific examples of possible career paths.

Guidance:
It is important to have a realistic and specific description of career opportunities that are communicated to the students. This type of description should be based on good communication with relevant working life actors. See pages 13-14 of NOKUT's guidelines on accreditation requirements for further clarifications.

4.9 Recruitment base and the labour market

Provide a reasoned assessment of the recruitment base and demand:

Guidance:
An assessment of the recruitment base on the basis of anticipated demand/needs and the total capacity for the same or similar programmes of study must be submitted at one's own institution and other institutions.

In addition, it is important to demonstrate that one has assessed that society and working life have a need for the type of competence one wishes to provide. The programme of study must clearly be of relevance to working life and/or further studies.

Statements from collaboration forums, trade and industry circles, the Council for Collaboration with the Labour Market, relevant customer companies, candidate surveys or similar may be used in the report as regards relevance to working life.

4.10 Number of students

Specify the number of students and explain how stipulated student numbers provide a satisfactory learning environment

Guidance:
Enough students must be recruited to the programme of study in order for the institution to establish and maintain a satisfactory learning environment and a stable provision of education. A description must be provided of how the faculty intends to maintain a stable and robust learning environment over time. Reasons must be given if a programme of study is planned with relatively few students, e.g. if the assessment of the labour market indicates that not too many candidates should be educated each year.

4.11 Learning environment

Describe the measures that are of relevance to ensure a satisfactory learning environment, including a digital learning environment

Describe the measures implemented in order to ensure an equivalent learning environment if the same programme of study is offered in several student cities and/or is mainly provided online

Guidance:
Creating a high-quality learning environment involves assessing whether digital, physical, organisational, educational and psychosocial conditions provide good conditions for students' learning and attainment of expected learning outcomes. The programme of study must maintain a holistic perspective on the learning environment and students' academic development, and be characterised by student involvement.

For programmes with few students and/or student groups spread over a wide geographical area, this means that measures must be implemented in order to ensure a good study environment that facilitates academic interaction between students and/or between students and the academic environment.

4.12 Teaching and learning methods

Learning activities

1. Give a general description of the types of learning and work methods used in the programme of study. Use the learning and work methods as a point of departure in the course descriptions for the programme of study. **2. Specify how students are facilitated in taking an active role in the learning process in the programme and how the learning methods are adapted to a digitalised society.** **3. Describe how students encounter research and/or artistic development work as part of their studies.**

Guidance:
The various teaching and learning methods must be adapted to the content, structure and expected learning outcomes in the programme of study, cf. the annotations to Section 2-2 (5) of the Regulations on the supervision and control of the quality of Norwegian higher education. Teaching and learning methods must be adapted to a digitalised society. For programmes of study with few students and/or student groups spread over a wide geographical area, measures must be implemented to ensure a good study environment that facilitates academic interaction between students and/or between students and the academic environment. Please note that if supervised professional training is part of the learning activities in the programme of study, this must be described in more detail in Section 4.18.

Excursions

Describe any excursions in the programme of study.

Guidance:

Be aware that students cannot be required to pay for compulsory study trips. Any alternatives to voluntary study trips must be described in accordance with applicable guidelines.

The Rector's decision on *Clarification of the regulations on payment of fees for study trips etc*. can be found under 'Other provisions' on the website General laws and regulations – studies.

4.13 Forms of assessment

Provide a summarising description of the forms of assessment used in the programme of study and explain why these measure the attainment of the programme's learning outcomes.

Guidance:
Assessment is defined as "*all types of testing of the students' knowledge, skills and general competence that form the basis for determining a grade in a course",* cf. Section 1-2 of NTNU's Academic Regulations. Partial assessment is defined as a "*performance that is graded and which is included in the calculation of the final grade in the course*".

Students should encounter varied forms of assessment during their studies. This regulation is given in Report to the Storting 16 (2016–2017) - Quality Culture in Higher Education. Varied forms of assessment can stimulate in-depth learning and ensure that students achieve the expected learning outcomes. The regulations do not require that students must meet varied forms of assessment. The regulatory requirements are that the form of assessment must be academically sound (Section 3-9 of the Act relating to Universities and University Colleges), and that it must be suitable for measuring whether the student has achieved the programme's learning outcomes (cf. the annotations to Section 2-2 (5) of the Regulations on the supervision and control of the quality of Norwegian higher education.

The programme's forms of assessment may include both midway and final assessments of the students' achieved learning outcomes. Examples of this may be written examinations, practical assignments, presentations, portfolio submissions etc.

4.14 Internationalisation

What arrangements are in place in the programme of study for academically relevant international student exchange?

What other arrangements for internationalisation, *other than student exchange*, does the programme of study have? These must be adapted to the programme of study's level, scope and distinctive character.

What updated and binding agreements guarantee student exchange opportunities? The relevance of the student exchange must be ensured by the programme of study's academic environment.

Guidance:
All educational programmes leading to a degree must offer student exchanges through updated and binding agreements, adapted to the programme of study's level, scope and distinctive character. In cases where several short programmes can be combined into a degree programme, the requirement applies that there must be exchange agreements that are academically relevant to the programme as a whole. In the case of PhD programmes, students may be offered this type of mobility by means of research visits of both short and longer duration.

The academic relevance of the exchange must be ensured by the programme's academic environment, cf. the annotations to Section 2-2 (8) of the Regulations on the supervision and control of the quality of Norwegian higher education. It is not required that the agreements must be at programme of study level. The agreements can be at institution/faculty/department level or similar, as long as they are academically relevant. There are no requirements regarding the length of exchange. Exchange must take place during the ordinary study period, and the institution must ensure that exchanges can be incorporated into the programme. It is important to organise student exchange so that it is predictable for the students. Although the agreements do not have to be at programme of study level, it is a requirement that the programme's academic environment ensures that the individual student exchange is academically relevant.

The programme of study must also have internationalisation arrangements other than student exchange. The arrangements must be adapted to the programme's level, scope and distinctive character, and may include a number of activities such as the use of international literature, international guest lecturers, foreign students, participation in international conferences etc., cf. Section 2-2 (7) of the Regulations on the supervision and control of the quality of Norwegian higher education.

All graduates from NTNU must have acquired international competence relevant to the subject area. Strategic goals and development goals related to internationalisation can be found in NTNU's International Development Plan 2022-2025.

See also pages 19-20 of NOKUT's guidelines on accreditation requirements.

4.15 Academic management of the programme of study

Describe how the programme of study's academic management is organised, and explain the academic management's assignments that are related to the programme

Guidance:
The programme of study must have clear academic management, with defined responsibility for quality assurance and development of the programme. All programmes of study must have a programme of study council and a programme of study coordinator. Several programmes of study may have a joint programme of study council as long as it meets the requirements for composition and duties in accordance with NTNU's quality assurance system. See further description in the mandates for programme of study councils and programme of study management.

4.16 Academic environment associated with the programme of study

In stage 2 of the application process, the academic environment's academic contribution to the programme of study must be clarified, and information under *the academic environment tab* in the module for establishment in KASPER must be described in accordance with the requirements stipulated in Section 2-3 of the Regulations on the supervision and control of the quality of Norwegian higher education. More detailed information about the academic environment must be provided in the text fields in Section 4.16 of the application template in KASPER.

National requirements for academic environments are specified in sections 2-3 and 2-4 of the Regulations on the supervision and control of the quality of Norwegian higher education and associated annotations. For further information, see also sections 5.8 and 5.12 in the programme description guide, the website Mapping and documentation of requirements for academic environments associated with programmes of study, and Section 2.1 in the portfolio guide.

4.16.1 Size and competence of the academic environment

Describe the collective competence of the academic environment; both formal competence and fields of study, and how this covers the programme of study's subject area.

Elaborate on any need for supplementary competence and capacity necessary to ensure that the programme's subject area and topics are covered

Elaborate on any need to adapt the size of the academic environment to the number of students and the distinctive nature of the programme, and to ensure that the academic environment is competently stable over time

Guidance:
One important prerequisite for quality in the programme of study is to ensure that students encounter an academic environment that is big enough and stable. Academic sustainability involves assessing the academic environments' prerequisites for the development and implementation of future-oriented education of high quality and relevance. The foundation for the study portfolio is provided by the quality, size, activity and development orientation of the academic environments in terms of both research and education. Emphasis is placed on the fact that programmes of study should be established in the academic environment with the greatest academic activity in relevant subject areas. Courses are conducted by academic environments with relevant expertise, and learning activities and forms of assessment must be rooted in educational research.

Requirements relating to academic environments associated with the programme of study are specified in Section 2-3 of the Regulations on the supervision and control of the quality of Norwegian higher education and annotations to Section 2-3 of the Regulations on the supervision and control of the quality of Norwegian higher education. The academic environment associated with the programme of study includes individuals who contribute directly and regularly to the development, organisation and implementation of the programme. It includes individuals who make different types of contributions to the programme of study besides teaching, academic supervision or other learning facilitation. These contributions may, for example, include laboratory work, research, development work, transfer of experience from the field of practice, practical teaching, educational and academic utilisation of digital technology, innovation and collaboration with working life and trade and industry. Note that the academic environment associated with the programme of study also includes contributions made by educators from other departments/institutes and/or faculties. This may be relevant to common courses offered in several programmes of study.

The academic environment associated with the programme of study must have relevant educational competence. This means university pedagogy and didactics, as well as competence in utilising digital technology to promote learning. Universities Norway's guidelines for basic educational competence state a reasonable standard for the educational competence employees must have. These guidelines operate with a *minimum scope of 200 hours*, which is equivalent to NTNU's provision in the field of basic education competence.

For programmes with compulsory supervised professional training, the academic environment associated with the programme must have relevant and updated knowledge from the field of practice,

and the supervisors in charge of this professional training[14] must have relevant competence[15] and experience in the field.

4.16.2 The academic environment's links to research

The academic environment's links to research are described under *the academic environment tab* in the establishment module in KASPER. All fields must be completed by stage 2.

Guidance:
The programme of study must have relevant links to research and/or artistic development work and academic development work. Greater activity is required in research and/or artistic development work related to a master's level programme of study than is the case with a bachelor's level programme of study. Similarly, greater activity is required at PhD level than at master's level.

NB! In order to document the research and/or academic development work being performed/performed by the academic environment, publication lists for the last five years must be attached. A *collective document* with the publication lists for the academic environment associated with the programme of study must be uploaded under the 'Files' tab in KASPER's application module for establishment. Note that a link to Cristin etc. is not sufficient documentation.

4.16.3 The academic environment's national and international networks

The academic environment's network is described under the academic environment tab in the establishment module in KASPER.

Guidance:
"Collaboration and networks relevant to the programme of study" means collaboration and networks that provide the academic environment with experiences that can be used in the programme of study and contribute to the quality of education. For example, this may include research collaboration, participation in international conferences, collaboration on educational quality, etc.

4.17 Internal collaboration on the programme of study at NTNU

Account for searches/reviews of relevant collaborative relationships and dimensions

Describe the relevant collaboration with the adjacent academic environments

[14] 'Supervisors in charge of professional training' means individuals who facilitate and guide students throughout their supervised professional training.
[15] 'Relevant competence' means relevant academic knowledge and supervisory competence.

Which faculties contribute to the programme of study? Attach collaboration agreement(s) or a statement from the dean of the faculty involved.

Guidance:
One of the development goals in NTNU's strategy is to raise the quality of the study portfolio through coordination and concentration. Prior to the establishment of a new programme of study, explicit assessment must be made as to whether the planned programme can instead be offered within or in collaboration with existing programmes of study, or whether any mergers or other changes can be made. The host faculty that is assessing new establishment or changes must take the initiative to explore interfaculty collaboration opportunities at an early stage. See also Section 3 on strategic assessments, and the stage 1 template, which clarifies the prerequisites for collaboration and consolidation.

NB! Collaboration agreement(s) or statements from the dean of the faculty involved should be uploaded under the 'Files' tab in KASPER's application module for establishment.

4.18 Supervised professional training

Give reasons as to why supervised professional training is academically relevant and helps students to achieve their learning outcomes

Describe the scope and organisation of the supervised professional training.

Guidance:
Section 2-2 (9) of the Regulations on the supervision and control of the quality of Norwegian higher education stipulates that a supervised professional training agreement must be drawn up between NTNU and the practical training institution for programmes of study that involve supervised professional training. These agreements must regulate essential matters of significance to students' learning outcomes and the quality of the professional training. This means that the agreements must describe the rights, responsibilities and duties of the parties. Pay particular attention to professional training agreement guidelines for programmes that are regulated by the national curriculum and national guidelines. See also page 20 of NOKUT's guide on accreditation requirements.

Professional training studies can form a course in their own right, or form part of the learning activities in the course. The learning outcomes of the supervised professional training must correspond to the descriptors for the programme of study in which they are included. Evaluation of courses with supervised professional training studies follows the course evaluation methodology. The faculties must have arrangements in place to ensure quality requirements in supervised professional training stipulated in the Regulations on the supervision and control of the quality of Norwegian higher education and in the National Curriculum Regulations for various vocational programmes.

Development of the quality of supervised professional training must be based on discussions between the course coordinator, the programme of study coordinator, students and the field of practice.

NB! Attach supervised professional training agreements These are uploaded in KASPER under the 'Files' tab in KASPER's application module for establishment.

4.19 Programmes of study with external funding

If the programme of study is funded externally, give reasons for this. Attach a collaboration agreement if the programme of study is commission-funded.

Guidance:
Programmes with external funding may be experience-based master's programmes, further education programmes, specially commissioned teaching or international collaborative programmes with external backing. The description here applies only to *programmes of study* with external funding. This does not apply to *individual candidates* with external funding, such as PhD candidates or citizens of countries outside the EEA and Switzerland subject to tuition fees. See sections 7-1 and 7-1 a of the Act relating to Universities and University Colleges, the Regulations relating to fees for universities and university colleges and the Rector's decision on guidelines for the introduction of tuition fees at NTNU.

NTNU cannot demand tuition fees for regular education leading to a degree or vocational training (the 'free of charge principle'). The Ministry of Education and Research has defined some exceptions in the Regulations relating to fees for universities and university colleges, including experience-based master's degree programmes and commission-funded studies. Cf. Section 4-1 (6) of the Academic Regulations states that faculties decide whether an experience-based master's programme will charge tuition fees and the level of such fees. The determination of tuition fees must take place in accordance with guidelines from Universities Norway (UHR).

See also websites about Continuing and Further education (EVU) and financing and Amendments to tuition fee regulations for further information.

NB! Upload collaboration agreement under the 'Files' tab in KASPER's application module for establishment.

4.20 Costing and funding – assessment of economic sustainability

Account for the programme of study's financial sustainability

Guidance:
Faculties must assess the financial sustainability of the programme of study when proposals are submitted for the establishment of a new programme. The decision basis in the BEVISST Plan ('Development paths – income indicators' or 'Simulation – VFM') must form the basis for the report.

Financial sustainability involves assessment of the programme of study's finances and resource utilisation, including teaching, learning and human resources. Issues related to the recruitment basis, sustainable number of students and, if applicable, tuition fees are also relevant in the report.

As a general rule, programmes of study must be financially sustainable, i.e. fully funded. Appropriate division of labour and use of resources will prevent overlapping programmes of study and promote good resource management.

A framework distribution model has entered into force (see S-case 2/17 and the Framework distribution model). Note that when the present version of the portfolio guide was adopted, NTNU's *Funding Committee* worked on a proposal for a revised funding model for NTNU. Any changes as a result of this work will be incorporated into the next revision of the portfolio guide.

4.21 Joint degrees

Describe the scope and type of collaboration and explain which parties are responsible for which parts of the programme of study. Attach a draft collaboration agreement.

Describe how students are ensured studies of a certain scope at the collaborating institutions.

Describe procedures for the quality development and quality assurance of the joint degree[16].

Guidance:
The portfolio guide's templates and deadlines also apply to applications for joint degrees. In addition to the ordinary requirement specifications for the establishment of programmes of study, the host faculty planning the joint degree must submit an application for consortium participation at stage 1 (see 3.2). The fields above must be filled in at stage 2.

NB! The draft collaboration agreement is uploaded under the 'Files' tab in KASPER's application module for establishment.

About quality assurance of joint degrees, double degrees, etc.

When applying for joint degree collaboration, the templates and deadlines for stages 1 and 2 must be followed, in addition to these applications being subject to some additional requirements at both

[16] Satisfactory procedures involve developing and implementing a strategy for the development and assurance of quality at consortium level. If the programme is a joint degree in collaboration with one or more foreign institutions, it must be specified which country's qualifications framework is used to formulate the descriptor for the joint degree. If the collaborating country does not have its own qualifications framework, it may follow the European Qualifications Framework for Lifelong Learning (EQF).

stages (see sections 3.2 and 4.21). The Norwegian regulations contain special provisions on joint degrees, and apply to those study collaborations that fall under the definition of a joint degree. Double degrees and all other forms of programme collaboration will be regarded as ordinary studies, and they must therefore comply with all ordinary provisions on accreditation.

Joint degrees are resource-intensive to develop and implement, and are prioritised primarily because of strategic added value. It is usually necessary to calculate extra capacity for administration and follow-up on the part of the host faculty.

If it is a question of developing a joint degree with foreign partners, the Admissions Office and the Unit for International Relations will be able to provide guidance to the faculties on external application processes, etc. The 'portfolio team' at the Education Division assists the faculties with guidance and quality assurance up to the two stages of the accreditation process (see Section 2.3.2), and the division's lawyers assist the faculties' work on drafting specific collaboration agreements (e.g. in accordance with the EU's commitment to applications for EMJMD).

About additional requirements for the establishment of a joint degree

NTNU is able to provide degrees and vocational training in collaboration with other Norwegian or foreign institutions in the form of joint degrees. A joint degree is a collaboration in which two or more educational institutions join forces to develop a single integrated programme description which is jointly implemented and owned by the partner institutions. Joint degrees are not generally recommended for doctoral programmes at NTNU[17].

It is necessary to ensure that the partner institutions are accredited or publicly approved to provide higher education in accordance with the applicable systems in the country in question, and that the studies in question are accredited as higher education at joint degree level.

All the requirements stipulated by NOKUT with regard to quality of education in sections 2-1 to 2-3 in the Regulations on the supervision and control of the quality of Norwegian higher education must also be met within a joint degree collaboration. In the case of joint degree collaboration between Norwegian and foreign institutions, this means that *the Norwegian element(s)* must meet all the requirements for accreditation in Norway. Joint degree collaboration between Norwegian institutions assumes that collectively, the institutions meet the standards and criteria for accreditation of studies as defined by NOKUT.

The parts of the joint degree for which the various collaborating institutions are responsible must be clear, and satisfactory procedures must be in place for the development and quality assurance of the joint degree as a whole, cf. Section 2-5 of the Regulations on the supervision and control of the quality of Norwegian higher education. It must also be specified how students are ensured periods of study of a certain scope at the collaborating institutions.

The institutions awarding the joint degree must enter into a collaboration agreement regulating the responsibilities between the parties, including the awarding of degrees and the formulation of diplomas. A collaboration agreement or confirmation of collaboration must be attached to the application for establishment of a joint degree.

[17] See https://i.ntnu.no/wiki/-/wiki/English/Cotutelle+and+joint+doctoral+degrees

Universities Norway has drawn up a joint degree handbook containing useful information when establishing joint degrees. See also webpage about joint degrees and joint guidance (cotutelle) on PhD programmes.

'Simplified accreditation' after rejection by the EU or consortium expiry

In parallel, the faculty can plan for the establishment of a joint degree both with and without a successful Erasmus Mundus application. If the EMJMD application is rejected by the EU, the faculty can ask the Rector to make a simplified accreditation based on the content of the EMJMD application. The programme of study will then be established as an international programme with a joint degree. Simplified accreditation requires that all partners in the consortium of the EMJMD application are included in the joint degree collaboration, and that the accredited programme of study will essentially correspond to what is described in the EU application. In the application for consortium participation and in the EMJMD application, it must be stated that the consortium participants plan to establish the programme of study using self-funding if the application for EMJMD is not successful.

For the Erasmus Mundus programme, it may be relevant in some cases to continue the programme of study after funding from the EU has stopped. The consortium parties can then enter into an agreement for the continued operation of the programme, as the original agreement period will have expired and the prerequisite for the agreement has changed when the programme is no longer an Erasmus Mundus programme. If the programme of study is continued with the same partners and the same academic organisation, the Rector can carry out a simplified accreditation based on the parties entering into a new agreement stating that the collaboration will be extended on the same terms. This type of simplified accreditation means that the original programme is registered for technical discontinuation as opposed to new establishment, in accordance with stages 1 and 2 of NTNU's portfolio process.

Please note: in both cases, if there are more fundamental changes, such as a change in the composition of partners, a changed profile or a change in the structure of the programme, a new accreditation must take place. The prerequisites for learning outcomes and integrated programme description will then have been changed so much from what was previously accredited that there will be a need for a complete review of whether the programme of study meets the requirements for accreditation.

Funding and tuition fees

Students participating in the Erasmus Mundus joint degree collaboration are exempt from tuition fees. If a joint degree programme *is not* Erasmus Mundus but is to be offered in collaboration with a foreign educational institution, NTNU may, according to Section 2-2 of the Regulations relating to fees, make an exemption from the tuition fee requirement. In such cases, it is up to NTNU whether to charge tuition fees to students from outside the EEA and Switzerland. Please also note that the right to charge students tuition fees will be governed by the regulations that apply to tuition fees in the parties' respective countries. Other countries may have different rules than Norway for this. If a programme of study has an EMJMD application rejected and is to be established as a self-funded programme of study, the faculty must therefore consider whether to exempt students from outside the EU/EEA/Switzerland from paying tuition fees. If this is the case, an application to the Rector to grant exemption from this must be attached, at the same time as the Stage 2 registration in KASPER.

In the Erasmus Mundus joint degree programme, the EU has a scheme where students can receive grants. If it is not an Erasmus Mundus programme, NTNU cannot provide grants to students to finance their education. Other countries may have different rules for this.

Appendices: The programme of study's learning outcomes distributed by course

<PROGRAMME OF STUDY>																		
The programme of study's learning outcomes (K=Knowledge, S=Skill, G=General Competence)	**The programme of study's courses and the learning outcomes at programme level that these courses help to attain**																	
	Course 1	Course 2	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
K-1																		
K-2	X		X	etc.														
K-3		X	X															
K-4			X															
K-5																		
S-1																		
S-2																		
S-3																		
S-4																		
S-5																		
G-1																		
G-2																		
G-3																		
G-4																		
G-5																		