



THE PORTFOLIO GUIDE –
GUIDELINES FOR STUDY PORTFOLIO DEVELOPMENT
NTNU 2022

Adopted by the Rector in December 2015. Modified by the Rector in June 2022.

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1 Strategic development of the NTNU study portfolio

1.1 About this document

The *Guidelines for study portfolio development* (“the Portfolio Guide”) document operationalises regulatory requirements and parts of the NTNU education quality system that are relevant to portfolio development.

The Portfolio Guide includes requirements for all educational provision resulting in credits at NTNU. This includes programmes of study leading to a degree as well as shorter studies such as annual units, further education and courses offered individually which do not form part of a programme of study. The educational provision at doctoral level includes both the training element and the academic thesis. Accreditation of a doctoral programme must make it clear which subject areas are covered by the doctoral programme.

The Portfolio Guide is also viewed in the context of *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 document describes the quality assurance of the study portfolio in general, and in particular the two application stages applied by the faculties when creating and closing programmes of study.

The Portfolio Guide is used

- when the faculty wishes to develop new educational provision resulting in credits
- in the process relating to quality work and programme description during maintenance of existing educational provision
- for quality assurance of the educational provision by means of periodic evaluations, for example

1.2 About framework conditions for study portfolio development

The study portfolio is being developed in accordance with NTNU’s general strategies and policy management signals. Development must take place within the guidelines provided by the law and regulations, as well as policy conditions and strategic conditions. [Regulations concerning quality provision in higher education](#) (the Study Supervision Regulations) are in a special position.

Framework conditions¹ that govern development can be found in:

- The letter of award (annual) by the Ministry of Education and Research
- NTNU strategy *Knowledge for a better world* (2018-2025)
- NTNU’s annual plan (annual)
- Policy on quality in and development of the study portfolio (the NTNU study portfolio policy)

¹ Strategies, steering documents, policies and development plans can be found here: <https://www.ntnu.no/strategier>

- Development plans
- Faculty strategies

NTNU's study portfolio policy must assist in the development of a culture of quality and promote shared values and understanding of what is expected of each individual educational provision. This policy provides a basis for strategic decisions concerning the development of quality in the study portfolio. The five quality areas² in the study portfolio policy are key to strategic development work: strategic importance, one university in three cities, the learning environment, academic sustainability and financial sustainability.

1.3 About the 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 auditing of NTNU's educational provision. This work and the processes must be viewed in context and supported by [joint guidelines](#).

1.3.1 The ordering process and annual cycle

Strategic conditions, a timeline and deadlines for NTNU's education quality processes are provided by the Pro-Rector's annual collective order, entitled "*Pro-Rector's order for quality reporting, study portfolio, admission capacities and programme description auditing*". Appendices provide details of the following sub-processes:

- A) Quality reporting for education, with long-term study portfolio development plans
- B) Creation and closure of educational provision above 60 credits
- C) Admission capacities (study dimensioning)
- D) Programme description and course audit

The Pro-Rector's collective order is sent to the faculties towards the end of the spring semester, and Appendices A to D indicate the content and deadlines in addition to ePhorte numbers for deliveries.

The annual cycles and timelines showing the process milestones can be found here: [Annual cycle for the education quality processes](#).

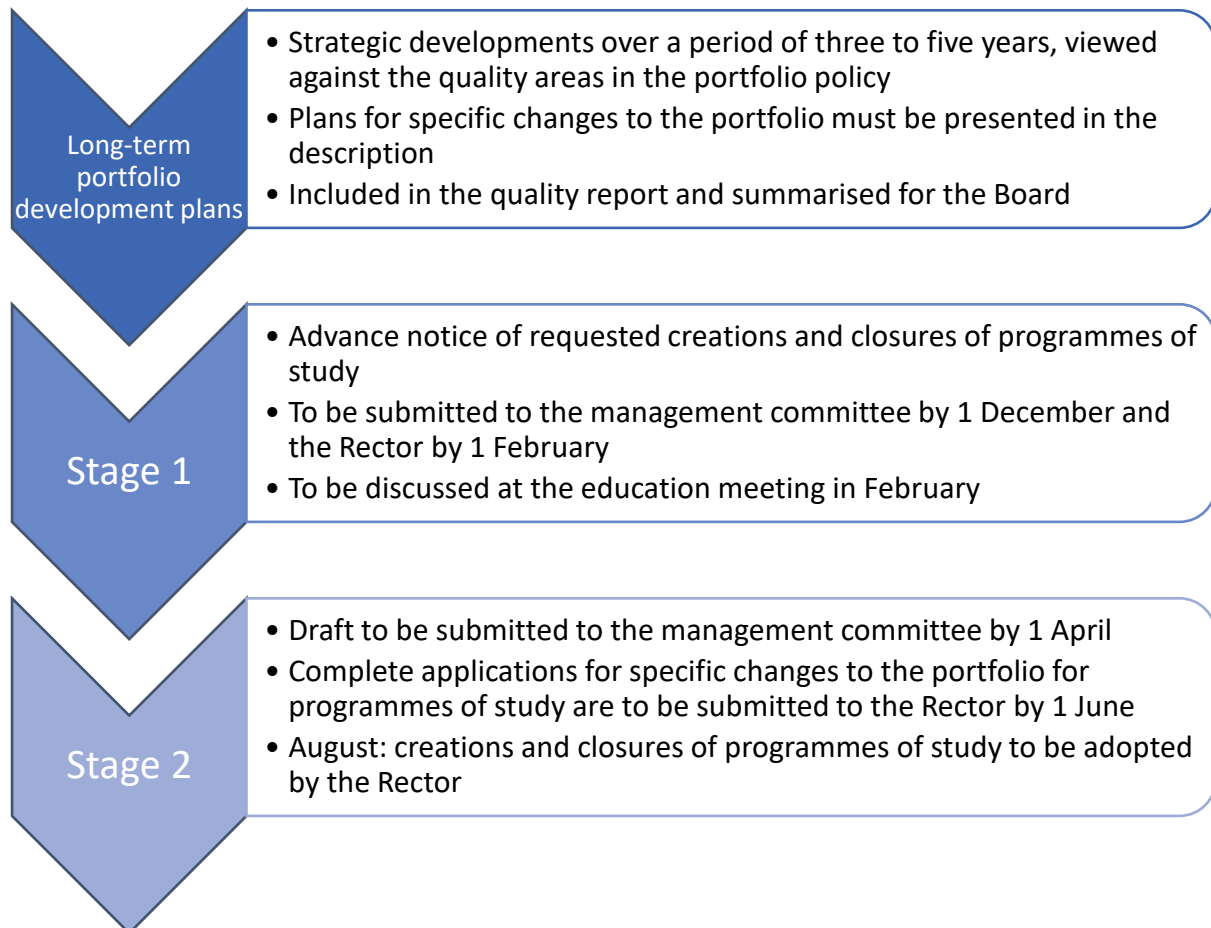
1.4 About the portfolio development processes

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

- long-term portfolio development plans
- dimensioning of admission capacity
- creation and closure of programmes of study
- annual course and programme description audit
- ongoing and periodic evaluation of courses and programmes of study.

² A quality area is a thematic area that must be prioritised by NTNU so as to ensure high quality in educational provision and the study portfolio. Every quality area has a set of requirements that go beyond the regulatory requirements, and emphasis must be placed on these when creating, continuing, amending and closing educational provision.

This section of the document specifically describes the processes for strategic long-term planning of changes to the portfolio for programmes of study and specific applications for the same.



1.4.1 Long-term portfolio development plans

The long-term plans for the faculties are updated each year and describe plans for the next three to five years for the development and follow-up of the faculty's collective study portfolio, viewed against the quality areas in [NTNU's study portfolio policy](#). Long-term portfolio development is devised in close connection with quality development in the existing study portfolio, long-term budgeting, strategic personnel planning and dimensioning of admission capacities, for instance. The ongoing auditing and dimensioning of the educational provision is a key element in quality assurance work and efforts to scale the study portfolio in accordance with targets and guidelines.

The long-term 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 the context of strategic conditions and society's need for qualifications.

Outcomes from the quality work must be included in the platform of knowledge during the assessment and strategic development of the institution's collective study portfolio: see Section 4-1 (6) of the Study Supervision Regulations. Systematic quality work must make contributions to the platform of knowledge for strategic development at both programme and portfolio level. Periodic evaluations of programmes of study are a particularly crucial source of knowledge for development of the study portfolio. Analyses and conclusions from periodic evaluations must be applied when developing the study portfolio, particularly with regard to the relevance of the educational provision to society and cooperation on the educational provision.

The process for creation and closure of programmes of study is initiated by means of the long-term plans, and attempts are made to concretise and implement this process by means of the annual rolling process for creation and closure of programmes of study (see the section below on stages 1 and 2 of the application process). Plans for development work and specific changes to the portfolio must be presented in the description of the long-term plans so that strategic relevance can be discussed during the education dialogue and relevant management committees can be involved in the process early on. Inter-faculty collaboration opportunities must also be examined early on in the development process when plans are afoot for specific changes to the portfolio.

Relevant management committees must provide advice on both long-term and specific plans for changes to the portfolio, in accordance with their mandate. The management committees must advise the Rector on the structure, dimensioning and development of the study portfolio in line with their areas of responsibility. The management committees will ensure inter-faculty coordination and quality development and assess each faculty's long-term portfolio development plans and proposals for specific changes to the study portfolio. The management committees have the authority to adopt the programme description (including the creation/closure of courses, specialisations and main profiles) and learning outcomes according to proposals from the faculties.

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

1.4.2 Specific creation and closure of educational provision offering 60 or more credits

In accordance with Section 4-1 (1) of NTNU's Academic Regulations, the Rector will adopt the creation and closure of educational provision offering 60 or more credits. This is done according to a proposal from the faculty and the management committee, where applicable.

The process for creation and closure of programmes of study is initiated through the faculties' long-term portfolio development plans, as described in the section above. There are then two stages for the specific application and adoption process for making such changes to the study portfolio. When the faculties wish to make such specific changes to the programme portfolio, they draw up advance notice (stage 1) and an application to the Rector (stage 2) in accordance with the template in this guide. See also Appendix B of the Pro-Rector's annual main order (see section 1.3).

Stage 1: 1 February is the annual deadline by which the faculties have to register a short advance notice of requested creation and closure of programmes of study to the Rector in accordance with the template in this guide. Strategic reasons, including a general description of the profile and guidelines of the study, are required in terms of content. The management committees have defined 1 December as the collective deadline for each faculty's registration of advance notice with them.

The Pro-Rector for Education holds education meetings with the faculties in February, following up on the theme in the annual order letter. The quality report, the faculty's long-term plans for study portfolio development and any requests for the creation, closure or coordination of educational provision are also discussed.

Portfolio development meetings are also conducted with each faculty. This takes place during the period following the Pro-Rector's meetings, and well before 1 June, the final deadline for applications. The specialist team for quality development at the Education Quality Department then assists the faculties with application development and quality assurance of regulatory requirements.

Stage 2: 1 June is the annual deadline for the faculties' complete applications for creation and closure of programmes of study in accordance with the template in this guide. The Rector performs quality assurance of the applications and makes decisions in August. The Rector's decision on accreditation assumes that the new educational provision meets the requirements laid down in laws and regulation, as well as NTNU's own regulations. Otherwise, see Section 4-1 of NTNU's Academic Regulations on quality assurance of the creation and closure of studies. The management committees have defined 1 April as the collective deadline for each faculty's registration with them.

1.4.3 Creation and closure of educational provision offering fewer than 60 credits

The faculties or management committees themselves decide on creation or closure for educational provision offering fewer than 60 credits.

However, these same requirements are applicable to the accreditation of such educational provision and programmes offering 60 or more credits. The faculties and management committees must therefore ensure that all requirements set out in Chapter 2 of the Study Supervision Regulations, in addition to requirements in any national curricula or suchlike, are met at the time of adoption and documented accordingly.

1.4.4 Process following adopted changes to the NTNU study portfolio

Following the Rector's decision on creation and closure of programmes of study (in August), the faculties and management committees stipulate and adopt the programme description and course descriptions for newly created programmes in accordance with procedures in the programme description process. The portfolio team at the specialist quality development team 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**³.

Section 4-2 of NTNU's Academic Regulations regulates the minimum requirements for programme descriptions and course descriptions. The requirements for the final programme description, including descriptions of programme and courses, can be found in *Guidelines for the design of programmes of study and courses at NTNU* (the Programme Description Guide). The descriptions of programmes of study and courses are mandatory and legally binding on NTNU and must be correct at all times. Students require clear, precise information about how they are to plan and conduct their courses of study, as well as their rights and obligations. That said, NTNU must have arrangements in place to systematically check that all educational provision is compliant with relevant regulatory requirements: see Section 4-1 (3) of the Study Supervision Regulations. The faculties or management committees must confirm in the programme description decision that the educational provision meets all formal requirements, and they must be capable of documenting this.

What the faculties and management committees are to supply in respect of admission capacities is detailed in Appendix C to the main order (see section 1.3 of this guide). The Board makes decisions on the admission capacities for each element of educational provision at the Board meeting held in December.

1.4.5 Development of tool support

Work is in progress on developing a module in KASPER for the portfolio process. This module must include tool support for the formulation of proposals for new programmes of study and closure of existing programmes of study, along with functions for ongoing documentation of compliance with the requirements set out in the Study Supervision Regulations. We aim to ensure that a new module can be deployed from 2023. The guidelines for periodic evaluation of the programme of study, the programme description guide and the portfolio guide with the attached Excel file will be used until further notice to document the fact that all formal educational provision requirements have been met.

2 Stage 1 – Advance notice of creation and closure of programmes of study

NTNU has devised templates for stages 1 and 2 of the portfolio process, which specify requirements in terms of content in the faculties' applications for changes to the portfolio for programmes of study. These templates are organised according to the stages and thematic question categories. The faculties have to clarify matters amongst themselves if any educational provision involves a number of faculties. The management committees must be involved in plenty of time beforehand when proposals fall within the mandate of one of these committees, and a statement from the management committee in question must be enclosed with the application at stage 2.

³ The deadlines for completing the programme description and the course descriptions respectively also apply to programmes and courses at PhD level. There may nevertheless be scope for slightly more flexibility here. The faculty administration may grant exemptions from the deadlines in special cases.

2.1 Template for content in the faculties' advance notice of creation of programmes of study

The faculties will submit to the Rector advance notice of preferred changes to educational provision offering 60 or more credits by the annual deadline of 1 February⁴. The faculties must then provide strategic grounds for the preferred change, along with a brief general description of the profile, content and nature of the educational provision⁵. This advance notice is viewed in the context of 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.

The management committees have defined 1 December as the collective deadline for each faculty's registration with them at stage 1.

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

2.1.1 Strategic assessments

Strategic importance involves assessment of the social grounds and significance of the educational provision, contributions towards implementation the UN's Sustainable Development Goals, relevance in respect of NTNU's strategic development and follow-up of national conditions. *Policy on quality in and development of the study portfolio* is expected to be used as a basis for strategic assessments at the faculties. Fundamentally, to develop high quality education, the educational provision must be of relevance to future working life and help to create a sustainable society, offer a good learning environment, be deeply rooted in good academic environments that are of sufficient size, be internationally oriented and encourage interdisciplinary interaction. The academic environments must demonstrate outstanding academic competency, good educational competency and relevant work experience.

To be submitted by stage 1 (and specify and justify any changes at stage 2)

Explain the faculty's assessment of the topicality and relevance of the educational provision in question

Provide the faculty's assessment of the extent to which the proposed study is in accordance with the strategy of the faculty and NTNU, including links to research strategies. Corresponding links to steering documents of other types, such as NTNU's main priorities in the annual plan, study portfolio policy, development plans or other conditions, must also be highlighted. If the study has a point of contact with one of NTNU's thematic focus areas (TSO), or centres of excellence in education/research/innovation (SFU/SFF/SFI), this must be described here.

⁴ Further details for the case officer are provided in Appendix B of the Rector's annual order letter, which is sent to the faculties in September.

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To be submitted by stage 1 (and specify and justify any changes at stage 2)

Explain the faculty's assessment of similar educational provision, potential mergers and relevant collaborations

The portfolio policy indicates that programmes of study must be deeply rooted in the academic environment, with the greatest academic activity in relevant subject areas. Courses are conducted by academic environments with relevant expertise. Professional cooperation 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 in the pipeline.

There must be explicit assessment in advance of the establishment of new educational provision with regard to whether the planned provision can instead be offered within or in cooperation with existing educational provision, or whether any mergers or other changes can be made. Initiatives for collaboration with other faculties that have similar educational provision must be taken by the host faculty assessing the start-up.

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Any other remarks about the faculty's strategic assessments of the educational provision in question

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specialist team for quality development at the department of education quality ensures that the Rector can make a decision.

The application must be rooted in the faculty management (host faculty) and signed by the Dean. A written commitment from the Dean at any other faculty that will be contributing is also 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 management committees.

When the Rector has approved participation in a consortium, the International section will submit a consortium application to the EU or another external stakeholder, where applicable.

The International section provides guidance as the process continues.

2.2.1 Template for application for participation in a consortium

Applications are submitted to the specialist team for quality development at the department of education quality. 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 application must include the following:

<i>To be submitted by Stage 1</i>	
Name of the programme of study	
Describe how the name is applicable to the profile and level of the study⁷	
Degree designation⁸	
Educational area⁹	
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 creation and collaboration	
Brief summary of the application outlining the	

⁷ See Section 2-2 (1) of the Study Supervision Regulations

⁸ See Sections 2-10 to 2-12 of the Academic Regulations

⁹ See [Coordinating admissions](#)

arrangement (the semesters in which it is appropriate for students to remain at NTNU, any supervised professional training, etc.)	
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A cooperation agreement regulating responsibilities between the parties (consortium agreement) must be enclosed with the application at stage 2. See also section 3.19.

2.3 Template for content in the faculties' application for closure of programmes of study

This template is deployed in stages 1 and 2. If adding extra 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](#)¹⁰. The faculties clarify matters amongst themselves if the educational provision involves a number of faculties. The management committees must be involved in plenty of time beforehand when proposals fall within the mandate of one of the management committees. A statement from the management committee in question must be enclosed with the application at stage 2.

When a programme of study is closed, 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: see Section 3-1 (4) of NTNU's Academic Regulations. Separate requirements for transitional arrangements also apply to studies driven by a national curriculum.

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

<i>To be submitted by Stage 1</i>
Explain the faculty's strategic assessments in respect of the educational provision in question, and provide a description of the challenges that make closure necessary:

<i>To be submitted by Stage 1</i>
Describe the assessments made concerning continuation of the educational provision in another form:

¹⁰ A periodic evaluation may form a basis for a decision to close the programme due to a lack of quality (see Policy on quality in and development of the study portfolio at NTNU). In this case, the faculty's plan of action will describe how the programme is to be phased out. following periodic evaluation.

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To be 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:

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3 Stage 2 – Applications for the creation and closure of programmes of study

Templates have been devised for stages 1 and 2 that specify requirements in respect of the content of the faculties' applications. These templates are organised according to the stages and thematic question categories. The faculties are asked to clarify matters amongst themselves if any educational provision involves a number of faculties. The administrative committees must be involved when proposals fall within the mandate of one of the management committees. A statement from the management committee in question must be enclosed with the application at stage 2.

The ¹¹faculties will submit to the Rector applications for preferred changes to educational provision offering 60 or more credits by the annual deadline of **1 June**. The faculties must then explain the conditions set out in the regulations and NTNU's education quality system that must be present and quality-assured before accreditation can take place. The template from stage 1 must be used for applications to close programmes of study.

The management committees have defined 1 April as the collective deadline for each faculty's registration with them at stage 2. The management committees must ensure inter-faculty coordination and quality development and advise the Rector on the structure, dimensioning and development of the study portfolio in line with their areas of responsibility. At stage 2, the management committees assess a specific academic profile that includes a name, forms of learning and assessment, follow-up of development plans where applicable (see Future studies), learning outcomes in accordance with the national curriculum, structure and dimensioning. The management committees adopt, as delegated, the programme descriptions (including the creation/closure of courses, specialisations and main profiles) and learning outcomes according to proposals from the faculties.

¹¹ Further details for the case officer are provided in Appendix B of the Rector's annual order letter, which is sent to the faculties in June.

3.1 Changes following after advance notice at stage 1

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

3.2 Guidelines for the programme of study

Name of the study (Norwegian Bokmål, Norwegian Nynorsk, English)	
Describe how the name is applicable to the profile and level of the study¹²	
Degree designation and title of the candidate (where applicable)¹³	
Host faculty	
Host institute	
Campus	
Educational area¹⁴	
Level of education (see NKR)	
Level of study (one-year programme, Bachelor's degree, Master's degree¹⁵, PhD)	
Nominal length of study (full-time or part-time)	
Student's workload¹⁶	
Language of instruction	
Scope (credits)	
Starting date (year/semester)	
Admission requirements and ranking requirements¹⁷	

¹² See Section 2-2 (1) of the Study Supervision Regulations

¹³ See Sections 2-10 to 2-12 of the Academic Regulations

¹⁴ See [Coordinating admissions](#)

¹⁵ State which Master's degree is created: see Sections 3-5 of the Regulations on requirements for a Master's degree

¹⁶ According to Section 3-8 (1) of the Act on universities and university colleges, a full academic year is standardised at 60 credits. An educational provision of 60 credits on a full-time basis normally has a collective work scope of around 1500 to 1800 hours per year, divided into the categories of organised learning activities, self study and preparations for examinations. 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 course in the standard time.

¹⁷ Reasons must be given for admission requirements and ranking requirements. Reference to national or local admission schemes is provided.

Authorisation for certificates of good conduct¹⁸	
Campus-based, decentralised, session-based, web-based teaching	
Reference to national curriculum/reference to regulation	
Suitability assessment¹⁹	
Authorisation scheme²⁰	

3.3 Description of the programme of study

Provide a brief general introductory description of the study, ideally corresponding to the “introduction” in the programme description, which will be significant to relevant applicants, students and employers.

Provide a brief general description of the programme of study

3.4 Learning outcomes

Learning outcomes must be described as what a candidate is to have achieved when completing their education. The learning outcomes for educational provision with vocational requirements, such as studies with national curricula, must meet both the vocational requirements and the requirements of the [National qualifications framework for lifelong learning](#) (NKR). The nature of NTNU must be expressed in the descriptor for the study.

If the 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.

Indicate the expected learning outcomes in terms of the categories “knowledge”, “skills” and “general competency”	
Knowledge	
Skills	
General competency	

3.5 Programme structure

¹⁸ See Section 6-1 of the Regulations on admission to higher education

¹⁹ See Section 1 of the Regulations on the assessment of suitability for higher education

²⁰ See Section 48 of the Act on health professionals

According to Section 2-2 (4) of the Study Supervision Regulations, the content, structure and infrastructure of the educational provision must be adapted to the learning outcomes of the educational provision. The following fields must be populated by stage 2. See the programme description guide for a more detailed description of content.

Describe how the content, structure and infrastructure of the study is to be adapted to the learning outcomes of the study.
Provide an overview of the planned course structure and course portfolio²¹. If the study contains specialisations, this should be stated here.
Indicate which common NTNU courses are included in the programme of study. Describe which variant is planned: ex.phil, area course and EiT (intensive/longitudinal).²²

3.5.1 About the learning outcomes, programme description and course descriptions for the educational provision

When applying to create new studies, the faculties are merely asked to provide a general description of the course portfolio planned for the educational provision by stage 2 (see 2.3).

A full description of the programme of study must be completed and adopted by the faculty by 1 April and the course descriptions must be completed and adopted by 15 January: see NTNU's internal deadlines for the programme description process. See also section 1.3 of this guide.

The course description must meet certain requirements in respect of content: see Section 4-2 (2) of the Academic Regulations, the Study Supervision Regulations and the programme description guide. The portfolio guide and programme description guide are enclosed together with a matrix showing the study's collective learning outcomes broken down into courses, and the faculty is encouraged to use this matrix.

²¹ The provisional course wall (composition and structure of courses in the programme description) may be provided as an illustration or table, indicating a tentative course name and the number of credits. If applying for exemption for common courses is applicable, the application for stage 2 must provide an overview showing the planned course portfolio and programme description structure both with and without common courses.

²² NTNU's common courses in this context are Examen Philosophicum (ex.phil.), area course and Experts in Teams (EiT). If applying for exemption for common courses is applicable, it is necessary to note the [Rector's decision](#), with the procedure and deadline for the same. Any applications for programme exemption must be submitted to the department of education quality by 15 September for the following academic year. The faculty must ensure that course content is prepared sufficiently in advance to allow the exemption criteria to be assessed. See also footnote 23.

The faculty must ensure in the programme description process that consistency between the descriptor, the content and the structure is documented. In line with section 3.2.4 of [NTNU's Delegation Regulations](#), it is assumed that the faculties meet all formal requirements and have good quality control to ensure compliance with regulations and guidelines.

3.6 Relevance to society and academic relevance

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

Describe how the study ensures academic relevance for working life and further studies²³:

3.7 Professional and occupational prospects/further studies

What students will be able to use their competency for after completing their course of study must be stated clearly. In cases where the study should be relevant for further studies, it is important to have a realistic and specific description of this that is communicated to students.

Describe the professional and occupational prospects of relevance when students complete their course of study.

Describe further studies that are of relevance after students complete their course of study.

3.8 Recruitment base and the labour market

An assessment of the recruitment basis on the basis of anticipated demand/needs and the total capacity for the same or similar educational provision must be submitted at your own institution and other institutions.

²³ See [the Norwegian Agency for Quality Assurance in Education'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 work 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 content, structure and forms of teaching, learning and assessment for the educational provision provide students with good learning outcomes for work and society aimed at by their studies, and/or further studies. The ways in which professional and more theoretical education can be of relevance to work and society and their stakeholders span a wide area. This is why documentation of relevance will also vary depending on the profile of the study."

It is also important to demonstrate that society and working life have been assessed to need the type of competency that you wish to provide. The educational provision must clearly be of relevance to working life and/or further studies.

Statements from cooperation 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.

Provide a reasoned assessment of the recruitment base and demand:

3.9 Number of students

Enough students must be recruited to the study to allow the institution to establish and maintain a satisfactory learning environment and a secure educational provision. A description must be provided of how the faculty intends to maintain a secure and robust learning environment over time. Reasons must be given if an educational provision is planned with relatively few students, e.g. if the assessment of the labour market indicates that not too many graduates should be educated each year.

State the number of students and give reasons for which student numbers provide a satisfactory learning environment

3.10 Learning environment

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 educational provision must maintain a holistic perspective on the learning environment and students' academic development and be characterised by involvement of students.

For studies 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.

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 educational provision is offered in several study cities and/or is mainly provided online

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3.11 Forms of learning and assessment

Describe the type of forms of learning and working that are used in the study and how these are adapted to a digitalised society. Specify how student activities are facilitated.

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Describe the various forms of assessment used, and explain why these measure attainment of learning outcomes in the study.

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3.12 Internationalisation

The educational provision must have arrangements in place for internationalisation adapted to the level, scope and nature of the educational provision. This requirement involves placing the study in an international context in which students are exposed to a variety of perspectives in different ways. Other internationalisation arrangements include the measures that can be derived from NTNU's plan of action for internationalisation and where the study is at the heart of internationalisation, for example. The arrangements may include activities such as international literature, international visiting lecturers, exchanges and suchlike: see Section 2-2 (7) of the Study Supervision Regulations.

Students working on educational provision that leads to a degree must also be offered student exchanges through updated and binding agreements, and the relevance of student exchanges must be ensured by the academic environment for the programme of study. 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. Please see also Chapter 3 of NTNU's international development plan for 2022-2025.

What other arrangements for internationalisation, *other than student exchange*, does the programme of study have? These must be adapted to the level, scope and nature of the educational provision.

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

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What updated and binding agreements guarantee students exchange offerings? The relevance of the student exchange must be ensured by the academic environment for the educational provision.

3.13 Academic management of the educational provision

The educational provision must have clear academic management, with defined responsibility for quality assurance and development of the study. All educational provision must have a council and a manager for programmes of study. Multiple educational provision initiatives may have joint councils for their programmes of study as long as this meets the requirements in respect of composition and assignments in accordance with NTNU's quality assurance system. See the description and mandate for [councils](#) and [management](#) for programmes of study.

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

3.14 Academic environment associated with the educational provision

One important prerequisite for quality in the educational provision is to ensure that students encounter an academic environment that is secure and big enough. Academic sustainability involves assessing the prerequisites of the academic environments for development and implementation of future-oriented education of high quality and relevance, along with their ability to achieve this. 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 deeply rooted 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 for the academic environment associated with the study are stated in Section 2-3 of the Study Supervision Regulations. The academic environment associated with the study includes individuals who contribute directly and regularly to the development, organisation and implementation of the educational provision. It includes individuals who make different types of contributions to the educational provision 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 supervised professional training, practical teaching, educational and academic utilisation of digital technology, innovation and cooperation with the working life and trade and industry. Note that the academic environment associated with the study also includes contributions made by teaching staff from other departments and/or faculties. This may be relevant to common courses offered for several programmes of study, for example.

The academic environment associated with the educational provision must have relevant educational competency. This means university pedagogy and didactics, as well as competency in exploiting digital technology in order to promote learning. [Universities Norway's guidelines for basic educational competency](#) set out a reasonable standard for the educational competency employees must have. These guidelines operate with a *minimum scope of 200 hours*, which is equivalent to [NTNU's offering in the field of basic education competency](#).

For studies with compulsory supervised professional training, the academic environment associated with the educational provision must have relevant and updated knowledge from the field of supervised professional training, and the supervisors in charge of this professional training²⁴ must have relevant competency²⁵ and experience in the field.

3.14.1 Size and competency of the academic environment

The academic contribution of the academic environment to the educational provision must be clarified for stage 2 of the application process, and table ²⁶ must be completed in accordance with the requirements of the Study Supervision Regulations: see Section 2-3.

Describe the collective competency of the academic environment; both formal competency and areas of study, and how this covers the subject area of the study, as well as the need for supplementation of competency and capacity

Describe how the size of the academic environment is adapted to the number of students and the nature of the study, and how it is ensured that the academic environment is secure over time in terms of competency and has a composition that covers the courses included in the study

Describe the educational competencies of the academic environment, including the competency to exploit digital technology in order to promote learning²⁷

²⁴ "Supervisors in charge of professional training" means individuals who facilitate and guide students throughout their professional training.

²⁵ "Relevant competency" means relevant academic knowledge and supervision competency.

²⁶ Excel file; retrieved on the [Guidelines overview page in the quality system](#)

²⁷ The requirements for educational competency include "university pedagogy and didactics, as well as competency in exploiting digital technology in order to promote learning". The institution is obliged to ensure that all teaching staff at universities and colleges have educational competency. [Universities Norway's guidelines for basic educational competency](#) set out a reasonable standard for the minimum competency that academic employees must have

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Elaboration of table²⁸ - explain the proportion of work years for employees in full-time positions²⁹

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Explain the proportion of work years for employees with associate professor competency³⁰

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Explain the proportion of employees with professor competency

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Describe the requirements defined for the competency and experience of the supervisors of professional training from the field of supervised professional training

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Describe the extent to which the academic environment has relevant knowledge from the field of supervised professional training and keeping this knowledge up to date is ensured.

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3.14.2 The academic environment's links to research

The study must have relevant links to research and/or academic development work and development work in creative or performing arts. Greater activity is required in research and/or development work in creative or performing arts related to a Master's level educational provision than is the case with a Bachelor's level educational provision. Similarly, greater activity is required at PhD level than at Master's level.

All fields must be completed by stage 2.

²⁸ Excel file; retrieved on the [Guidelines overview page in the quality system](#)

²⁹ At least 50% of work years associated with the study must involve employees in full-time positions (where the institution is the main employer). For joint degrees, the participating institutions are considered to be "the institution", which means that 50% of the collective academic environment contributing towards the joint degree must be made up employees in full-time positions at one or more of the participating institutions.

³⁰ For studies at Bachelor's level, the academic environment associated with the study must consist of at least 20% employees with associate professor competency. At Master's level, at least 50% associate professor competency is required, of which at least 10% of employees must have professor competency. For educational provision at doctoral level, the academic environment associated with the study must comprise employees with associate professor competency, of which at least 50% have professor competency.

Describe how the study has a satisfactory link to research and/or development work in creative or performing arts that is adapted to the level, scope and nature of the study, and how students will be involved in this.

Describe the research and/or academic development work that the academic environment conducts and has conducted over the last five years. Attach lists of publication.

3.14.3 The academic environment's national and international networks

“Collaboration and networks relevant to the study” means cooperation and networks that provide the academic environment with experiences that can be used for the study and contribute to the quality of education. For example, this may be research cooperation, participation in international conferences, cooperation on educational quality, etc.

In which national and international networks does the academic community actively participate? Describe why the networks are relevant to the study

3.15 Internal cooperation on the study at NTNU

NTNU must continue to work on making coordination gains across NTNU by means of its work on the educational provision. See the template for stage 1, and section 2.1.1 on strategic assessments, which clarifies the prerequisites for cooperation and consolidation.

Explore the explanations of current collaborative relationships and dimensions

Describe the collaboration in question, with the adjacent academic environment

Which faculty is contributing to the study? Attach cooperation agreement(s) or a statement from the Dean of the faculty involved.

3.16 Supervised professional training

There must be agreements between NTNU and the site for supervised professional training in the case of educational provision with 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 assignments of the parties. Pay particular attention to conditions for professional training agreements for education that are regulated by the national curriculum and national guidelines.

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 professional training studies must correspond to the descriptors for the programme of study in which they are included. Evaluation of courses with professional training studies follows the course evaluation methodology. The faculty must have arrangements in place to ensure quality requirements in supervised professional training in the Study Supervision Regulations and the Regulations on the national curriculum for various professional education programmes. Development of the quality of supervised professional training must be based on discussions between the person with course responsibility, the director for the programme of study, students and the field of supervised professional training.

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

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Describe how the implementation of supervised professional training in the study is facilitated

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Attach professional training agreements

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3.17 Educational provision with external funding

Studies with external funding may be experience-based Master's programmes, further education offerings, specially commissioned teaching or international collaborative programmes with external backing. The description here applies only to *educational provision* with external funding. *Individual candidates* with external funding who are taking a PhD are not included.

NTNU is unable to demand 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 on fees at universities and colleges, including experience-based Master's degree studies and assignment-funded studies. A further description for these regulations is provided in "Interpretation of the regulations for the funding of continuing and further education (CVT). Indicative recommended guidelines for the funding of continuing and further education"³¹. The faculty itself has the authority to adopt fees, as well as setting the level of fees: see Section 4-1 (6) of the Academic Regulations. We would like to point out that the Government has tabled an amendment to the regulations on fees, which is scheduled to come into force on 1 January 2022. The faculties will be informed of any consequences in detail.

If the study is funded externally, give reasons for this. Attach a cooperation agreement if the study is commission-funded.
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3.18 Costing and funding – assessment of economic sustainability

A framework distribution model (RFM) has entered into force (see S-case 2/17). Financial sustainability involves assessment of the finances and resource utilisation of educational provision, including teaching, learning and human resources. Appropriate work sharing and use of resources must prevent overlapping educational provision. Educational provision must be financially sustainable, i.e. fully funded, as a general rule. The faculty must assess the financial sustainability of the programme of study when proposals are submitted for the creation of a new study. The faculty must explain the financial sustainability of the educational provision in the field below, based on the decision data in the BEVISST Plan ("Development pathways – revenue indicators" or "Simulation – VFM" in the BEVISST Plan).

Explain the financial sustainability of the educational provision
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³¹ https://innsyn.uhr.no/notat_fra_arbeidsgruppe_15_juni_2018

3.19 Joint degrees

NTNU is able to provide degrees and vocational training in cooperation with other Norwegian or foreign institutions in the form of joint degrees. A joint degree is a cooperation 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 NTNU³².

3.19.1 Creation of joint degrees

The templates and deadlines for the creation of programmes of study as described in Chapters 2 and 3 are also applicable to joint degrees. Therefore, the faculty must complete items 3.1 to 3.16 above when applying to create a joint degree.

This section describes specific additional requirements for joint degrees, and conditions that should be taken into account when creating such educational provision.

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 imposed by the Norwegian Agency for Quality Assurance in Education with regard to quality of education in Sections 2-1 to 2-3 in the Study Supervision Regulations must also be covered 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 the Norwegian Agency for Quality Assurance in Education.

The parts of the joint degree for which the various cooperating 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: see Section 2-5 of the Study Supervision Regulations.

If the study is a joint degree, it is necessary to specify the parts of the programme of study for which the various collaborating institutions are responsible, and how students are guaranteed studies of a certain scope at the institutions with collaboration is taking place.

The institutions awarding the joint degree must conclude a cooperation agreement governing the responsibilities between the parties, including the awarding of degrees and the formulation of diplomas. A cooperation agreement or confirmation of cooperation will be attached to the application for creation of a joint degree.

³² 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 creating joint degrees. See also [webpage about joint degrees and joint guidance \(cotutelle\) on PhD program](#).

The International section will be able to provide guidance to the faculties if the joint degree involves foreign partners.

The faculties must submit a programme proposal that follows the template in Chapter 2.2 by stage 2, with a 1 June deadline. The following must also be filled in by the same deadline:

Describe the scope and type of collaboration and explain which parties are responsible for which parts of the study.

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

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Describe procedures for development and assurance of the quality of the joint degree³³.

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Attach a draft cooperation agreement.

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³³ Satisfactory procedures involve developing and implementing a strategy for the development and assurance of quality at consortium level. If a joint degree is awarded in cooperation with one or more foreign institutions, it is necessary to indicate which country's qualifications framework is used to formulate the descriptor for the joint degree. The partner country may follow the European Qualifications Framework for Lifelong Learning (EQF) if it does not have its own qualifications framework.

Appendices: Collective learning outcomes of the programme of study, broken down into courses

<PROGRAMME OF STUDY>																
Learning outcomes for the programme of study (K=Knowledge, F=Skill, G=General Competency)	The courses for the programme of study and the learning outcomes at programme level that these courses help to attain															
	Course 1	Course 2	:	:	:	:	:	:	:	:	:	:	:	:	:	:
K-1																
K-2	X		X	et												
K-3		X	X													
K-4			X													
K-5																
F-1																
F-2																
F-3																
F-4																
F-5																
G-1																
G-2																
G-3																
G-4																
G-5																