HANDBOOK FOR QUALITY ASSURANCE OF UNIVERSITY PROGRAMMES OF STUDY

UNIVERSITY OF BERGEN

Handbook for quality assurance of university education

Fourth Edition, May 2013

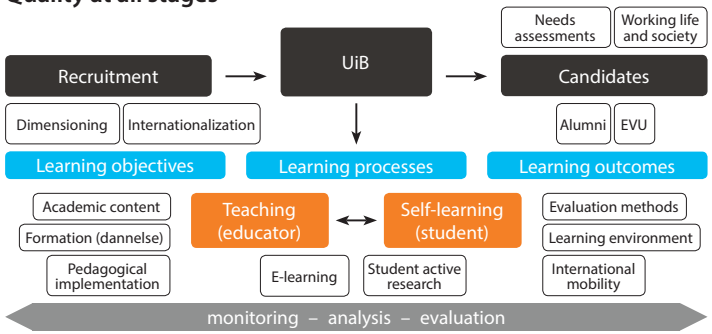
UNIVERSITY OF BERGEN

Preface

The basis for quality in education at the University of Bergen is that education is founded on research – that is, both teachers and supervisors are themselves active researchers.

High quality in education is dependent upon a learning environment that stresses updated knowledge in all disciplines and the will to achieve quality in teaching. Evaluation and the interpretation of evaluation measures are important preconditions for quality development. At the University of Bergen, quality assurance of research and education is part of the ongoing academic debate conducted through seminars and other forms of critical examination and dialogue.

Quality at all stages



This figure identifies the elements that are important for focus on quality in education, from the recruitment of new students to the candidates have completion of their final examinations. The figure further illustrates central elements in the learning process. From the definition of good learning objectives via well-considered teaching and assessment methods through to achieved learning outcomes.

The *Handbook for Quality Assurance of University Education* is designed to provide guidelines for practical and systematic quality assurance. The subsidiary areas, processes and measures detailed in this handbook are the cornerstones of the quality assurance system, and the University Board has adopted this handbook in order to provide a basis for the university's systematic effort by the university to maintain and further develop the quality of education. The handbook was first published in 2004. This is the fourth edition, and is the result of an internal review in 2013 to update the manual.

The University of Bergen's system for quality assurance of education was approved by the Norwegian Agency for Quality in Education (NOKUT) on 29 March 2007.

Bergen, May 2013

Sigmund Grønmo
Rector

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Content Division of Student Affairs, UiB **Layout** Communication division, UiB
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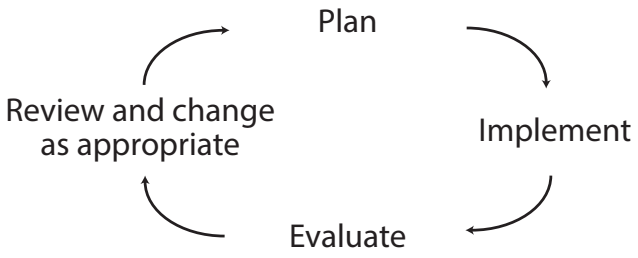
1. The quality assurance system

The university's quality assurance system was established to maintain and further develop the quality of study programmes in a manner that can be documented. The system is wide ranging and comprises all processes that affect the quality of the education that we offer. Maintenance and further development of the quality in education can be achieved through a quality assurance system that:

- Systematizes knowledge of activities and improving the circumstances that permit students and employees better understand these activities and each others' views and perspectives
- Encourages work on learning issues
- Produces the information necessary to be able to propose and implement measures to improve the quality of education and study performance
- Clarifies the responsibilities of students and staff to ensure that efforts to improve the quality of education succeed
- Helps to ensure that sufficient resources are made available for study programmes and support systems

A well-functioning quality development system emphasises the responsibility each of us has for the institution's activities, and involves all groups in the university community in the educational process. It is therefore a precondition and goal that all significant information about planned and implemented evaluation measures be made freely available and communicated to the students and staff concerned.

Quality assurance takes place in accordance with a plan that ensures continuity and an overview. Schematically, it can be described as a recurring process consisting of four phases. During the planning phase, the educational objectives are defined and teaching planned. In the implementation phase, knowledge, skills and general competence are acquired, and evaluations are carried out to determine whether the work's progress and direction are in accordance with the objectives. On completion of a course or study programme, evaluations and results are reviewed with a view to improving the course or study programme and/or correcting the objectives.



2. Database for quality assurance reports

The Study Quality Database (kvalitetsbasen.uib.no) is the University of Bergen's (UiB) central archive for education reports, evaluations of study programmes and courses, and other documents that are relevant for quality assurance and quality work. The database provides access to templates that may be used in evaluation processes. The content of the database is publicly accessible, so that students, UiB employees and other interested parties can retrieve evaluations and reports. It is also available from the students' intranet, Mi side.

3. Roles in quality assurance work

All study programmes must be headed by a programme board with a programme chairman. In organizational terms, the programme may be subject to one or more departments, but one faculty has the administrative and financial responsibility for the study programme. The programme board function may be placed with bodies that also have other tasks. The programme board is responsible for operating the programme, and has an advisory function toward the department and faculty in terms of decisions and plans for courses and programmes. Cross-disciplinary programmes must be operated in accordance with adopted guidelines for cross-disciplinary cooperation, see appendix 2.

Other relevant functions with responsibility for education are course coordinators, teaching supervisors and heads of teaching at the various departments. The distribution of responsibility between the various functions varies between the departments.

Separate instructions may be drawn up for course coordinators. In addition, the programme auditor scheme is used.

4. Student democracy

Both the faculties and the central university administration are responsible for ensuring that the competence represented by student democracy through the work of the academic committees, student committee and the Student Council is used in the efforts to improve study quality at all levels of the organisation. The university can provide training for these student representatives.

5. Recruitment, information and reception of new students

The rules for admission to basic studies at UiB are determined by the University Board. The Division of Student Affairs is responsible for the practical implementation of the admission process, which is conducted in cooperation with the faculties.

Information on study programmes at the University are prepared and disseminated by the Division of Student Affairs in cooperation with the departments and faculties. All written information used by the University in connection with promoting study programmes must be approved by the faculty concerned. The information is reviewed

annually in accordance with experience and feedback. Expected learning outcomes must be communicated in connection with the promotion of each individual study programme.

Social and student-oriented services and activities that the University is responsible for in the first semester, are evaluated and may be improved every year based on evaluations. The Division of Student Affairs, in cooperation with the faculties, is responsible that such evaluations are carried out and that changes are considered, included by the Education Committee. The Division of Student Affairs also annually presents evaluations of recruitment measures, student reception and international student exchange to the Education Committee.

6. Programme auditor scheme

The programme auditor scheme is an internal UiB scheme where the faculty appoints an external peer who has special tasks related to the evaluation of one or more study programmes. The appointment period is normally four years. The programme auditor must assess the organization and implementation of a study programme or a part of this, and must once yearly draw up a written report on the study programme based on the mandate provided by the faculty. See appendix 1, section 1 for more information on this. The programme auditor may also have a role in terms of external examination.

7. External assessment

The university uses two forms of external assessment as part of its systematic quality development work for the education offered. In addition to the individual departments using external examiners to assess their students' individual performance in exams or tests, the faculties also have a system involving the use of programme auditors. Where examinations are held without the assistance of external examiners, the assessment system must be specially approved by the faculty, based on the programme auditor's evaluation of the assessment system. Pursuant to the regulations relating to degrees and programmes of study, an individual faculty can specify more detailed rules for their system of assessment, including minimum requirements for external assessment for the individual study programmes. It is up to each faculty to decide how many programme auditors they would like to use and which part or parts of each individual programme the programme auditors should primarily focus on. Further guidelines for external assessment have been adopted (see appendix). Programme auditors are required to submit an annual report on their work.

8. Study abroad

All students are entitled to a period of study abroad as an integrated part of their study programmes if they so wish. The person with academic responsibility for the individual study programme will make provisions for and recommend a period of study at selected universities abroad. The academic content of such recommended periods of study abroad must be quality-assured, and students must be advised about and offered pre-approved courses that entitle them to exemption from one or more parts of their study programme at the University of Bergen. Students who participate in the Erasmus exchange programme must complete a 'learning agreement' form.

Together with the Divison of Student Affairs, those responsible for study programmes must also ensure that students receive adequate written and oral information about recommended studies abroad and security conditions at the place of study abroad before departure. Students preparing for a period of study abroad must register before departure, using a standard form prepared for the purpose, and must submit a report about their experience on their return to the University of Bergen.

9 Learning environment

9.1 Learning environment committee

The University of Bergen's Learning Environment Committee (LMU) is appointed pursuant to the Act relating to Universities and University Colleges section 4-3 no 3. The LMU is an advisory body that is responsible for following up questions relating to the university's physical and social learning environment, cf. the committee's mandate. I accordance with the act, students and the institution have an equal number of representatives on the committee. Five students are appointed by the student organizations. The five remaining representatives are employee representatives. Four of the employee representatives are senior administrative staff. The fifth representative has a particular responsibility to attend to the rights and needs of students with disabilities at UiB. The office of committee chair alternates between students and the institution every second year. The committee has four permanent observers.

Advisory body for learning environment

The LMU's most important task is to ensure that it has insight into and an overview of the students' learning environment at the institution in order to make an overall assessment of the situation. The LMU will also draw up and maintain an expedient reporting system for the learning environment. The LMU will be a consultative body in connection with the planning of large projects and be represented at the transfer inspection. The LMU also has particular responsibility for disabled students and universal design at UiB.

Complaints about the learning environment

By law, the LMU must be informed about complaints received by the institution from students concerning the learning environment. The LMU can express an opinion on such matters to the University Board. The LMU must also be informed about any instructions and individual decisions issued by the Labour Inspection Authority in relation to the institution's learning environment.

9.2 Learning environment award

UiB presents a learning environment award once a year following a decision by the Learning Environment Committee (LMU). All students or student organizations may nominate candidates. The purpose of the award is to give recognition to communities or individuals at the university who have been particularly successful in facilitating learning through academic, educational and social efforts, or through the facilitation of the physical or psycho-social learning environment.

10. The Owl Award

The Owl Award is UiB's internal award for quality in education, and is presented by the University's Education Committee to academic groups that can document particularly successful measures for academic quality. The winner of the Owl Award is nominated for The Ministry of Education and Research's national award for study quality.

11. Programme for evaluation and quality development (PEK)

Each year faculties or departments may apply for funds from the Programme for evaluation and quality development (PEK). Projects must promote academic quality and the quality of student-oriented services at the university, and they must be transferable to other academic groups.

The Education Committee annually decides which areas that are to be given priority in the upcoming allocation round, and this is made known in the letter of announcement that is sent to the faculties. The projects must prepare a report about their work and publish it in the Study Quality Database. Some of the PEK projects are also presented in the annual study quality seminar.

12. Framework conditions

The faculties and the central university administration are responsible for physical and non-physical support for educational activities. Important support systems include the services provided by the University Library, the Division of Academic Affairs, the Department of Estate and Facilities Management and the IT Department. These services are subject to a quality assurance system for which each individual department is responsible. Quality assurance of framework conditions can take place through self-evaluation and/or external evaluation. Quality assurance of framework conditions should include user surveys in which both students and academic staff participate. The Division of Student Affairs is also responsible for ensuring that proposals from the Learning Environment Committee relating to the physical learning environment are considered as part of the quality assurance work.

13. Evaluation of teaching and courses/ study programmes

The university carries out evaluations at two levels: on an ongoing basis with the emphasis on the system for and implementation of teaching of individual courses (course evaluation), and in the form of more comprehensive evaluations focusing on individual study programmes and the education offered in a programme perspective (study programme evaluation). In addition to participating in the teaching of courses, course coordinators are also responsible for evaluation of the courses. The chair of the programme board/committee is responsible for evaluation of the study programme.

The evaluation of courses and study programmes must be documented in written reports. Reports on courses must be considered by the programme board in question. The reports must be made available to students, employees and other interested parties in the Study Quality Database.

13.1 Course evaluation

At least 1/3 of the courses that at any given time are taught, must be evaluated each year. The individual faculty decides which courses that are to be evaluated for one year of study at a time, while the course coordinator, in cooperation with the student administration, is responsible for planning and implementing the evaluation.

Course evaluations must at least include:

- A student evaluation of the course, preferably in the form of a midway evaluation.
- An evaluation of whether or not the progress made and course implementation are in accordance with the stated objectives, comments on the student evaluation and any other forms of evaluations, and proposed measures.
- Assessment of the relation between stipulated learning outcome, teaching and examination methods in the course.
- A description of how previous evaluations have been followed up.

The main results from the evaluations must be communicated to the students by way of course and programme reports in the Study Quality Database.

The faculties may decide to also include other matters and questions in the course evaluation, such as the function of the course in different study programmes. Major changes to a course curriculum should be followed up by an evaluation at the first opportunity. All courses must be evaluated at least once every three years.

13.2 Programme evaluation

A more comprehensive evaluation of the study programmes offered must be carried out at least every 5 years, while new study programmes should be evaluated sooner. It is up to the faculties to decide whether the evaluation should be linked to, for example, the dean's or the programme auditor's term of office, cf. guidelines (appendix 1).

In this context, education offered may be study programmes at Bachelor's or Master's level, completed elements of professional programmes or the education offered represented by courses or modules. It is up to the faculties to decide what study

programmes to evaluate; the programme coordinator/programme board plans and carries out the evaluation in collaboration with the academic administration.

Programme evaluations should normally be in the form of self-evaluations. The programme board/faculty can also use external evaluation by a committee of peers or give the programme auditor the task of evaluating various aspects of a study programme. A peer or programme auditor evaluation can be used as a supplement to or substitute for self-evaluation. The evaluation of study programmes should include:

- The study programme's profile and structure, the use of joint teaching and courses specially developed for the study programme and academic and social activities
- Whether the chosen methods of teaching and assessment are in accordance with the objectives of the study programme
- Practical implementation
- The number of applicants/in relation to places offered, programme completion, percentage of students that fail or drop out of the programme
- Grade distribution
- Available resources
- Comments on the student evaluations
- Study programme information and documentation
- Availability of relevant literature
- The department/programme head's evaluation and suggestions for improvements.

See otherwise the mandate for programme auditors and the requirements for the faculties' education reports.

It is up to each faculty to adopt further guidelines for the evaluation of its own study programmes. There must be an implementation plan, which must be available online.

14. Annual revision of study programmes and information to students

The course coordinator/chair of the programme board must ensure that the course/study programme is reviewed annually with a view to improving and making corrections to the course/study programme and how it is presented. This is done in connection with the annual revision of programme and course descriptions. This review must be completed by 1 December for the spring semester and by 1 June for the autumn semester, which are the deadlines the university has set for publishing current programme descriptions and finalising information about the courses/study programmes for the coming academic year. In the case of major changes to course or programme descriptions, transitional schemes for affected students must be included.

Information about study programmes must be based on the adopted programme descriptions. All information on courses and programme descriptions, as well as timetables and reading lists must be updated and openly available at www.uib.no no later than 1 December/1 June. All information on education offered and study programmes is online and available at www.uib.no and at the students' intranet, Mi side. When a student registers for various educational activities, the student's registered activities should appear on his/her timetable in Mi side. Together with the faculties, the Division of Student Affairs is responsible for preparing timetables and assigning lecture rooms.

15. Education reports

Each department and faculty must prepare an annual report on its educational activities the preceding calendar year by 1 April. Each faculty's education report must be based on the departments' education reports and/or course and programme reports.

The education report must include a description and assessment of the quality of the faculty's/department's study programmes and an overview of the results and measures used in the quality assurance efforts and describe particular challenges. The report must include a discussion of the learning environment (infrastructure, framework conditions, etc.). Reports must discuss plans for the educational activities and quality assurance work for the coming year, including plans for programme evaluations and results from recent evaluations.

The department's and faculties' education reports are extremely important for quality assurance of the study programmes at the university. For this reason both academic staff and students must be included in preparing and discussing the content of education reports.

The annual education report for the institution is prepared on the basis of the faculties' education report. This report is intended to provide an overall assessment of the study quality of the institution, as well as an overview of the strategy and measures for quality assurance. The education report is the first notification from the faculties on which programmes they wish to establish or discontinue, and it also includes a proposal for the internal allocation of places for the next year (dimensioning of the programme). The Education Committee processes the education report before this is presented to the University Board. The education report form the basis for the long-term planning of education activities at the university.

The education report shall conclude with an overall assessment and provide proposals for measures and topics for further development in the years to come. This provides a basis for resource management and priorities in subsequent budgets at the department, faculty and institution levels.

16. Establishing and discontinuing courses and study programmes

16.1 New study programmes

Study programmes that the faculty plans to establish must be connected to an academic environment that can demonstrate an active research or artistic development environment within all or part of the study programme's academic field.

Study programmes are either organised within a single department, as a collaboration

effort between two or more departments, or between two or more faculties. See appendix 2 for more information on establishing and operating inter-faculty study programmes. The university may also enter into binding agreements on educational cooperation with Norwegian and foreign institutions, in the form of joint degrees or joint study programmes, see chapter 16.2.

The approval process for a new study programme can be divided into two phases. In the first phase an academic programme committee must be appointed. The programme committee's task is to define the study programme's objectives, scope (potential courses) and relevance to society, as well as opportunities for further studies. The department/faculty will thereafter assess the financial and resource-related aspects of the planned programme and how its establishment will affect the faculty's overall dimensioning of the study portfolio.

Following approval by the University Board, phase two starts with a decision to establish a representative programme board, and a decision on which department that will have the academic and administrative responsibility for the planned programme.

The full programme description for the new study programme will be developed by the programme board. During this phase, the learning outcomes for the entire programme are defined by describing what knowledge, skills and general competencies candidates are expected to have acquired upon completing the programme. It must be possible to measure or observe expected learning outcomes. The courses to be included in the programme shall also be defined, as well as their scope (number of credits), see table below. Teaching and assessment methods must underpin the expected learning outcomes. The programme descriptions must comply with the requirements set out in the National Framework for Qualifications and the Norwegian Agency for Quality Assurance in Education's (NOKUT) quality requirements for study programmes.

Notification of the establishment of new study programmes must be given in the faculties' education reports in April the year before the programme is due to start. The results from the initial phase of the development work must be enclosed with the education reports. The proposed plans will be considered by the Education Committee, which will make an assessment based on UiB's overall study programme portfolio. Faculties proposing new study programmes must finalize the programme and course descriptions and be able to provide a plan for the financial aspects by mid-October. A complete programme description must be submitted to the faculty board and Education Committee before the study programme can be finally approved by the University Board.

Responsibility for and the dynamics of the process of approval of new study programmes are shown in the table below.

When	Task	Party responsible	Contributor	Approval
Oct-Mar	Evaluation of the study programme portfolio; decide which study programmes should be established/ discontinued.	Relevant academic staff and academic group Department(s)	Faculty	1. Department(s) 2. Faculty/faculties
Oct-Mar	Planning of any new study programmes, including a consideration of the relevance of the programme and financial consequences.	Programme committee consisting of academic staff and, for example, students and external representatives.	Relevant academic staff Department Faculty	1. Department(s) 2. Faculty/faculties
April	Education reports: Faculties report which study programmes they wish to establish/discontinue and attach a draft(s) for the programme description(s)	Faculty/faculties	Programme committee Department	Faculty/faculties
Apr/ May	Education Committeeagenda item on the establishment/ discontinuation of study programme(s).	Division of Student Affairs prepares the matter.	Programme committee Department Faculty	The Education Committee considers the faculties' proposals.
May/Jun	The University Board consider the education report	The University Directorprepares the matter.	Division of Academic Affairs	The University Board passes a resolution concerning programmes and studies offered
Jun-Oct	Develop a programme description, including any new courses, in accordance with the template. Estimate costs.	Programme Board	Academic environment Students	1. Programme Board 2. Department 3. Faculty/faculties
15 Oct	Deadline for completing the programme descriptions and approving them at faculty level.	Programme Board	Department	Faculty
Oct/Nov	The Education Committee recommend final approval of the completed programme descriptions.	Division of Student Affairs prepares the matter.		The Education Committee
Nov	University Board agenda item on education offered at the University of Bergen	The University Director prepares the matter.	Division of Academic Affairs	Final decision by the University Board
1 Dec	Submission to the Norwegian Universities and Colleges Admission Service (Samordna opptak) of what study programmes will be offered	Division of Academic Affairs	Faculty/ faculties	

The approval process is also illustrated in the following diagram.

16.2 New joint degrees/joint study programmes

The university may enter into binding agreements on educational cooperation with Norwegian and foreign institutions, in the form of joint degrees or joint study programmes. In the case of joint degrees, participating departments jointly issue diplomas, while joint study programmes are collaborations where a single institution issues the diploma. Guidelines for diplomas for joint degrees are apparent from UiB's Study Regulations.

The procedures pursuant to section 16.1 largely apply to the establishment of joint degrees and joint study programmes, but work generally takes longer because the programme must be approved by several educational institutions. For this reason, approval must sometimes be given by the University Board at other times of the year than the ordinary routines described in 16.1 for programme establishment at the university. In the case of joint study programmes, it is one of the participating institutions that creates the programme that has the formal responsibility for running the programme and awarding the degree, but with significant input from the other participants.

For joint study programmes where UiB is the institution awarding the degree, UiB's quality assurance system applies. For joint degrees UiB's quality assurance system applies to those courses UiB offers. In addition, dedicated guidelines must be drawn up for quality assurance at the programme level, based on the participating institutions' quality systems and international standards. Exhaustive rules for joint degrees are available in the document "Guidelines for developing and operating joint degrees", available on UiB's website.

16.3 New continuing education courses

Continuing education (EVU) is an important supplement to the university's core tasks and is designed to further lifelong learning and the development of competence for the workplace and society at large. Continuing education is based on the requirements set out in UiB's quality assurance system as well as on the norms and procedures established by the Norwegian Association for Distance Education – Norsk forbund for fjernundervisning og fleksibel utdanning (NFF).

The procedures evident from 16.1 also apply to continuing education activities, but approval by the University Board may be required several (2) times a year, as requests from external parties for new courses may diverge from the university's programme establishment routines.

16.4 New courses

Responsibility for and the dynamics of the process of approval of new courses are shown in the table below. The faculties have internal deadlines for this work.

Task	Responsibility	Contributors	Approval
Evaluation of the relevance of the course and its place in a study programme	Programme Board	Relevant experts and academic environments	1. Department 2. Faculty
Describe the objectives for the course and what the students must have learnt on completion of their studies (learning outcomes).	Programme Board/ department	Relevant experts	1. Programme Board 2. Department 3. Faculty/faculties
Identify and propose learning methods and forms of assessment.	Programme Board/ institute	Course Coordinator discipline group, Programme Board	1. Programme Board 2. Department 3. (Faculty)
Communicate objectives and contents	Responsible department/ faculty	Course Coordinator, Department Faculty/faculties	1. Programme Board 2. Department(s) 3. Faculty/faculties
Final approval of the course	Programme Board/ department/faculty	Department	1. Programme Board 2. Department(s) 3. Faculty/faculties

16.5 Discontinuing a study programme

Discontinuation of a study programme is subject to the approval of the University Board, and the deadline for submitting applications is the same as for the establishment of new study programmes: 1 April. See chapter 13.2, Programme evaluation, regarding relevant information from evaluations for discontinuation of a study programme.

In the event of discontinuation of a study programme, the programme board/ department must ensure that students who have already been admitted to the programme can complete it.

Appendix 1

Guidelines for programme auditors at the University of Bergen

Adopted by the University Board September 24 2009.

1 A programme auditor is an external peer who has special tasks relating to the evaluation of one or more study programmes. The faculty will appoint one or more programme auditors for its study programmes or parts of them. The term of office is normally four years.

2 The programme auditor shall evaluate the organisation and implementation of a study programme, or part of it. The programme auditor must be given relevant information and can request further documentation. Evaluations by programme auditors shall include views on the following in particular:

- **I.** Curriculum, organisation of the study programme and teaching
- **II.** The assessment system that is used in the study programme, cf. sections 3-9 of the Act relating to Universities and University Colleges. As a basis for his/her evaluation, the programme auditor shall be given an overview documenting the evaluation system and the assessment system for the individual courses in the study programme. The programme auditor shall particularly evaluate the assessment system when only internal examiners are used. Those responsible for the programme of study must decide whether the programme auditor needs to be given further information about the assessment procedures.
- **III.** The extent to which the programme auditor has participated in discussions with the academic staff about quality development of the study programme.
- **IV.** Any special factors relating to implementation of the study programme during the period.
- **V.** The role and tasks of the programme auditor.

The faculty can issue more detailed rules about the programme auditor's tasks.

3 At least once during his/her term of office, the programme auditor should meet staff and students for discussions about quality development of the study programme.

4 The programme auditor shall produce an annual written report on the study programme based on the mandate defined by the faculty. The programme auditor is also free to submit comments regarding any matters relating to the teaching, structure and contents of the study programme.

5 The reports from the programme auditor is part of the background information for the education report that the relevant department will produce. The programme auditor's work can also be organised so that several successive annual reports together constitute an external programme evaluation. The annual report can be written in Norwegian, English or another appropriate language by agreement.

6 The remuneration of programme auditors will be according to an agreement with the faculty. The report must be submitted by 1 December.

Appendix 2

Guidelines for developing and running inter-faculty programmes

Adopted by the education committee 9 May 2012 Presented to the University Board 27 September 2012.

1. The development of new inter-faculty study programmes

All study programmes must be based on research. Initiation of new programmes may be done by internal academic groups and external communities/partners. In consultation with participating faculties, it must be determined which faculty is to have the administrative responsibility.

The subsequent approval process is in two stages. In the first stage a draft programme description must be prepared, in addition to an estimate of resource requirements and a proposal for dimensioning. This must be attached to the responsible faculty's Education report on notification of a desire to establish new programmes. Following approval by the University Board, stage two starts with the establishment of a representative programme board and deadline for final programme description announcement the next year of study, cf. description of the process and requirements for programme descriptions in chapter 16 of the Handbook for quality assurance of university education.

2. Resource assessments

Along with the proposal for the programme description for an inter-faculty programme, an estimate must be prepared of the resource requirements for teaching, supervision and assessment (examination work). The estimate must be prepared in the form of calculated hours based on the programme description and a stipulated number of students. In addition there are hours for academic coordination and any increased administration requirements.

If there is a requirement for extra resources for running the programme and/or individual courses, this should be raised in the budget process by the faculty with administrative responsibility.

Academic responsibility for individual courses must be evident from the course description. The faculty responsible for the course is responsible for the course's budget and will be credited the resulting budget. If several departments provide teaching in a course, the rule of thumb is that settlement between that parties takes place through distribution of credit production. The parties may also agree on financial compensation.

3. Governance structure

In stage 2 the faculty with administrative responsibility appoints a programme board where representatives from the collaborating communities and students participate. A person with academic responsibility for the programme should be chair of the programme board. The faculty/department must make available the necessary administrative capacity.

The departments/faculties participating in the interdisciplinary programs must be represented on the programme board. Members are obliged to regularly report on the meetings of the board to the administration of their own department/faculty. Programme board members have a particular responsibility to ensure that the departments' contribution in the programme is an integral part of the ordinary activities of the department.

The programme board has an advisory capacity to the department and faculty in terms of plans for courses and programmes. The programme board is further responsible for running the programme, which involves:

Quality assurance in accordance with the guidelines in the Handbook for quality assurance of university education.

- Planning and coordinating teaching
- Ensuring follow-up of the students
- Creating a plan for the evaluation of courses and programme in accordance with section 13 of Handbook for quality assurance of university education.
- Proposing a programme auditor
- Updating programme descriptions
- Ensuring the preparation of offers of and agreements for partial studies abroad that are accommodated in the programme
- Provide information to students and collaborating academic communities

In cases where courses are part of more than one programme, an effort should be made to establish a fixed schedule for classes and examinations, particularly for the obligatory courses. On courses where there are vacant places, other students than those who are accepted to the programme may follow classes.

4. Obligations

Through participation in the programme, cooperating faculties are obligated to provide teaching according to the established schedule in those courses that are included in the programme description for the entire programme period. The partnership can be terminated with effect from the next admission year following the decision to discontinue by the University Board the previous year. Departments wishing to withdraw from the cooperation must provide notification well in advance before the responsible faculty reports a request for discontinuation in conjunction with the education report 1 April, i.e. by 1 October the previous year.

In the Handbook for Quality Assurance of University Education chapter 16, it is stated that the programme board/faculty must ensure that students who are already accepted to the programme may complete it.

The number of study places and announcement through the Colleges Admission Services is decided by the University Board. Partners are obliged to provide lessons to the stipulated number of students in those courses and specializations included in the programmes.