



Danmarks  
Akkrediteringsinstitution

## **Guide to programme accreditation**

*New programmes and local provision of programmes*

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# 1. Introduction

## 1.1. Background

With Act no. 601 of 12/6/2013 on the accreditation of higher education institutions, Denmark gained a national accreditation system that will strengthen the work of education institutions to develop programmes of steadily increasing academic quality and relevance. The main emphasis of the new accreditation system is on the accreditation of institutions, but it also includes the accreditation of programmes and the local provision of programmes during a transitional period (see section 1.3. for an explanation of the concepts programme and local provision of programme).

Where programme accreditation is concerned, an accreditation panel assesses whether a new programme or a newly established local provision of a programme lives up to the five criteria laid down in ministerial order no. 745 of 24/6/2013 (ministerial order on accreditation). The accreditation of new programmes and local provision of programmes is performed at:

- Institutions where institutional accreditation has not yet begun
- Institutions that have been awarded a conditionally positive institutional accreditation.

The Danish Accreditation Institution (AI) sets up an accreditation panel which assesses a programme or local provision of a programme. On the basis of this assessment AI draws up an accreditation report.

This guide is for new programmes and local provision of programmes. There is a corresponding guide for use in connection with the accreditation of existing programmes and local provision of programmes. Both guides can be found at [www.akkr.dk](http://www.akkr.dk).

## 1.2. The purpose and structure of the guide

The guide serves two purposes:

- It is a written guide for education institutions who are having a programme or a local provision of a programme accredited, and for the accreditation panel that will assess whether a programme or a local provision of a programme fulfils the criteria.
- Sections 2 and 3 of this guide contain a template, which you can choose to use when you write your application.

The guide comprises three sections. Among other things, section 1 describes how this guide is structured, how you should demonstrate that the programme or local provision of a programme that the institution is applying to have accredited fulfils the criteria, and what the procedure for submitting the application is. Section 2 contains a description of the basic information you must provide in the application module at <http://ansoegningsmodul.akkr.dk>. Section 2 also contains a template in which universities must report key figures on research publications. Section 3 contains a template with the criteria and the questions you must answer in order to show that a programme or a local provision of a programme fulfils the crite-

ria. Appendix 1: Overview of submission requirements for new programmes and local provision of programmes shows the basic information, key figures and answers required in the submission for each individual programme type.

### **1.3. Programme and local provision of programme**

Where vocationally-oriented higher education programmes are concerned, there is a difference between applying for a new programme and applying for a new local provision of a new or existing programme (cf. the Danish Agency for Higher Education's guide to pre-qualification). The vocationally-oriented higher education programmes are described in the respective ministerial orders on the programmes in question or in programme regulations that wholly or in part are the same for several education institutions. A programme is thereby a national course established by ministerial order that can be provided in several places and by different education institutions. A local provision of a programme refers to the specific, geographically fixed provision of a programme at an education institution. For example, VIA University College's teacher training programme in Aarhus is a local provision of a programme.

Where university programmes and artistic education programmes are concerned, there is no practical difference between a programme and a local provision of a programme. This is because programmes at these institutions are considered unique programmes that are only provided by a given university or a given artistic higher education institution.

#### **1.3.1. Documentation of vocationally-oriented programmes and local provision of programmes**

Education institutions must still apply separately for the accreditation of new programmes and local provision of new programmes. This has an impact on the documentation of the fulfilment of criteria.

Applications for the accreditation of a new academy profession<sup>1</sup>, professional bachelor, and diploma *programme* need only contain documentation for the criteria or parts of criteria that are relevant for a future national course established by ministerial order.

Applications for the accreditation of a new *local provision* of a new or existing academy profession, professional bachelor or diploma programme need only contain documentation for the criteria or parts of criteria that are relevant for the specific local provision of a programme in a given location. The criteria that must be fulfilled for the various programmes or local provision of programmes can be found in Appendix 1: Overview of submission requirements for new programmes and local provision of programmes.

### **1.4. Stages of the accreditation process**

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<sup>1</sup> Within the category *academy profession programmes*, a distinction is made between full-time programmes – *erhvervsakademiuddannelser* – and part-time continuing education programmes – *akademiuddannelser*. If different guidelines apply to the two types of academy profession programmes, it will be indicated in this guide.

Before applying for accreditation, the programme or the local provision of a programme must be pre-qualified and approved by the Minister for Higher Education and Science. The application for pre-qualification follows the Danish Agency for Higher Education guidelines and deadlines (<http://fivu.dk/programme-og-institutioner/videregaende-programme/kvalitetssikring-og-accreditation>). At the same time as applying for pre-qualification, applicants must inform AI of when they expect to apply for accreditation. No substantial changes that influence the vocational scope and constituent subject components of a programme or local provision of a programme may be made after pre-qualification. If changes are made, the application must account for these and document that they are not substantial changes.

The accreditation process is broadly speaking as follows:

### Written application

- The education institution prepares the application.
- During this phase AI appoints an accreditation panel. The education institution is informed who panel members are and can submit a substantiated objection within a given deadline if there is reason to cast doubt on the competence to act of the panel members.
- The education institution submits the application.
- The accreditation panel and AI read and discuss the application and may ask for supplementary information.

### Accreditation report

- AI draws up an accreditation report based on the accreditation panel's assessment of the application. The report contains the accreditation panel's assessment of and grounds on which the individual criteria are considered to have been fulfilled, partially fulfilled or not fulfilled. The report also contains a comprehensive recommendation for the Accreditation Council's decision to award positive accreditation or refusal of accreditation.
- The education institution receives the accreditation report in administrative hearing.
- AI completes the accreditation report together with the accreditation panel and forwards it to the Accreditation Council while also publishing it at [www.akkr.dk](http://www.akkr.dk).

### Decision regarding accreditation

- The Accreditation Council considers the accreditation report and decides whether to award positive accreditation or refusal of accreditation.
- The Accreditation Council informs the education institution and the Danish Agency for Higher Education of its decision while also publishing it at [www.akkrediteringsraadet.dk/](http://www.akkrediteringsraadet.dk/).

## 1.5. The Accreditation Council's decisions

The Accreditation Council can make one of the following decisions regarding the accreditation of new programmes and local provision of programmes:

- **Decision to award positive programme accreditation.** On the whole, the programme or the local provision of a programme lives up the accreditation criteria. The programme accreditation is in effect for six years, after which the programme or the local provision of a programme must be re-accredited unless the education institution has been awarded positive or conditionally positive institutional accreditation in the intervening period.

- **Decision to award refusal of programme accreditation.** On the whole, the programme or the local provision of a programme fails to live up to the accreditation criteria. A refusal of programme accreditation means that the education institution cannot offer the programme.

## **1.6. The responsibility of the education institution**

The basis for the accreditation panel's assessment is the application and any additional information that the accreditation panel may request from the education institution, and the decision on pre-qualification as well as the basis for this decision.

The education institution is responsible for ensuring that the application contains the required information and for ensuring that the information in the application is true and fair. The application must be accompanied by a covering letter signed by the head of the education institution to attest the accuracy of the information.

### *Voluntary use of the templates*

Use of the templates in sections 2 and 3 is voluntary. You can choose to write the answers to the questions in the white fields of the templates or to submit a comprehensive description covering all questions. If you choose the latter, it is important that you provide information on the topics covered by the criteria, as this constitutes the basis for the accreditation panel's assessment of your application.

### **1.6.1. Two programme levels in a single application**

If you judge that a bachelor programme and a full-time master's<sup>2</sup> programme or a full-time academy profession programme and a "top up" bachelor's programme following an academy profession degree are in natural continuation of each other, you can prepare a joint application for the two programmes (or the local provision of these). This might be appropriate if the programmes or the local provision of programmes are rooted in the same academic/professional environment, or if the completion of one is a prerequisite for admission to the other. There may also be other reasons to join the descriptions of closely related programmes. Please contact AI if you want to include several programmes or local provisions of a programme in a joint application.

If you prepare a joint application, it is important to make it clear what information applies to the individual programme or to the individual local provision of a programme and what applies to both.

Although a joint application for two programmes or local provisions of programme is submitted, they will be accredited individually, i.e. they will each be given an individual accreditation assessment in the accreditation report.

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<sup>2</sup> Within the category *master's programmes*, a distinction is made between full-time programmes – *kandidatuddannelser* – and part-time continuing education programmes – *masteruddannelser*. If different guidelines apply to the two types of master's programmes, it will be indicated in this guide.

### **1.7. Submitting the application**

The application and cover letter, which must be signed by the head of the education institution, must be uploaded through the application module at: <http://ansoegningsmodul.akkr.dk>. We recommend that you follow the instructions on the website.

Files must be uploaded as open PDF files and appendices must not be scanned versions. Collectively, the uploaded files may not be larger than 20 MB. Applications concerning a single programme or a single local provision of a programme should not exceed 30 pages in length. Applications concerning two programme levels should not exceed 45 pages in length. The extent of appendices should be limited as much as possible and should generally not exceed 200 pages. The extent of appendices pertaining to more than one programme level (cf. section 1.6.1.) is not expected to increase by more than 50 pages for each additional programme level.

The deadline for submitting applications can be found on the AI website [www.akkr.dk](http://www.akkr.dk).

Applications can be written in Danish or English and you can submit appendices in both Danish and English.

## 2. Presentation of the programme or the local provision of a programme

In the electronic application module at <http://ansoegningsmodul.akkr.dk> you will be asked to provide some information on your programme or local provision of a programme, which is necessary background information for accreditation. The application module contains more detailed information or clarification of the information you must provide. We will ask you for the following basic information:

- Programme type
- The name of the programme or the local provision of a programme
- The address or addresses at which the programme or the local provision of a programme will be offered\*
- The main area or central subject fields of the programme or local provision of a programme
- The language that the programme or the local provision of a programme will be offered in
- Expected intake\*
- Draft programme regulations for the new programme or the new local provision of a programme
- Name of contact person

\* Not required for applications for new vocationally-oriented higher education programmes.

### 2.1. Key figures

You must provide key figures for the research publications that are included in the assessment of criterion II (Knowledge base).

<b>Key figures on research publications</b>
<i>Write here (provide figures and state how you have calculated the figures).</i>
<b>Method of measurement:</b> Bachelor and master's programmes: the statement must cover the past three years and follow the principles in the Ministry of Higher Education and Science bibliometric research indicator and include "Level 1 publications" and "Level 2 publications". In a separate statement the programme can add relevant supplementary research publications for the subject area in question.  Bachelor and master's programmes at artistic higher education institutions: the statement must include research production and dissemination from the past three years.
<b>Exceptions:</b> Academy profession programmes, professional bachelor programmes and diploma programmes (and local provision of these programmes) are not required to provide key figures on research publications.



### 3. The four criteria

NB: The numbering of criteria corresponds to that in the ministerial order. Criterion I (Demand and relevance) in the ministerial order only applies to existing programmes and local provision of programmes and this guide therefore begins with criterion II (Knowledge base).

Each criterion is structured as follows:

- **The criterion:** First, the criterion and the elaboration of the criterion from appendix 2 of the ministerial order on accreditation are cited.
- **Questions:** There are questions under each criterion. The questions do not contain demands in addition to those in the elaboration points, but they can help you to understand what information you must provide to allow the accreditation panel to assess whether the criterion has been fulfilled. You do this by answering the questions and/or enclosing appendices in the form of documents that you already have. The questions are written in the grey fields and you can write your answers in the white fields beneath them. You can also choose to submit a report without using the template, but you should note that you must cover all aspects of the criterion. It is important for the accreditation panel's assessment of your application that it is able to find all relevant answers.
- **Possible exceptions:** This section could state that some types of programmes or local provision of programmes are exempt from answering one or more questions under the criterion.
- **Guidelines:** Guidelines could contain an elaboration on the focus of the criterion or the definition of specific words that form part of a question.

#### Criterion II. Knowledge base

The programme builds on the type of knowledge base required by the ministerial rules for the specific type of programme.

Elaboration:

- *the programme is attached to a relevant academic/professional environment, where teachers generally live up to the qualification and competence requirements for the programme,*
- *the programme is based on the newest knowledge and is organised by teachers who take part in or have active contact with relevant research or development environments,*
- *students are exposed to the relevant knowledge base, e.g. through inclusion in activities related to it*

**Question 1:** Which academic environment will be attached to the programme and what is the quality of the environment expressed in terms of the prevailing measures of quality within the area of the programme type?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 2:** What is the connection between programme components and areas of knowledge within the attached academic environment?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 3:** What teachers will be responsible for the organisation of the programme and what contact do they individually have with research or development environments that are relevant to the programme?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 4:** How will students be exposed to the academic environments attached to the programme and the activities of these?

*Write here and/or refer to the exact appendix containing the relevant information.*

### **Exceptions**

- Questions 1-4 need not be answered in applications for new academy profession, professional bachelor or diploma programmes.

### **Guidelines**

Question 1:

- There may be one or more environments depending on the way the programme or the local provision of a programme is organised. It is essential to include the environments that are most important for the programme in the description.
- When describing the quality of the academic environment, a point of departure should be the prevailing measures of quality for the knowledge base in question:
  - For research-based programmes you must describe the quality of the academic environments using lists of publications, etc.
  - For the local provision of vocationally-oriented higher education programmes you must describe the quality of the professional environment in terms of the teachers' attainment of relevant knowledge of central trends in the programme's field(s) of employment, relevant knowledge of research and development work in the programme's field(s) of employment, and relevant knowledge from fields of research that are of relevance for the programme's subject areas.
  - For programmes at artistic higher education institutions you must describe the quality of the academic/professional environment on the basis of the teachers' activities in three areas: artistic development activities, knowledge derived from practice in the discipline, and research.
- If the programme is part of a new strategic priority of the education institution or at the place of local provision, you can demonstrate what strategy and what concrete plans of action have been decided on, including new appointments, the establishment of academic environments, etc., and describe how these plans are expected to support the programme you are applying for accreditation of.

Question 2:

- You can choose either to describe the connection or to illustrate it in a table by comparing the knowledge content comprising the central or constituent subject components of the programme with the knowledge content comprising the activities of the academic environment.

Question 3:

- Teachers responsible for the organisation are here understood as the teachers who make decisions regarding the general content and methods of teaching, e.g. heads of programme, programme coordinators, course coordinators, heads of subjects, a teaching team, etc.

Question 4:

- Students can be exposed to the relevant knowledge base and be included in activities in many different ways. E.g. through contact or dialogue with teachers who are active in the academic environment or student participation in relevant projects or conferences.

### **Criterion III. Goals for leaning outcomes**

There is a connection between programme content and goals for learning outcomes.

Elaboration:

- *the programme's goals for learning outcomes live up to the relevant type description in the Danish qualification framework for higher education programmes,*
- *there is a connection between the programme's structure, learning objectives and admission criteria in relation to the goals for learning outcomes.*

**Question 1:** How do the programme's goals for learning outcomes live up to the type description for the programme in the qualification framework?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 2:** How do learning goals for individual programme components support the programme's overall goals for learning outcomes?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 3:** How does the structure of the programme support subject linkages, thereby enabling students to achieve the programme's overall goals for learning outcomes?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 4:** What are the admission criteria of the programme and how does the programme build on the educational level students have achieved to fulfil these criteria?

*Write here and/or refer to the exact appendix containing the relevant information.*

### **Exceptions**

- Questions 1 and 4 need not be answered in applications for new local provision of academy profession, professional bachelor or diploma programmes.
- Questions 2 and 3 need not be answered in applications for new local provision of academy profession, professional bachelor or diploma programmes where the local provision follows the nationally-established programme regulations without local adaptations of learning goals for programme components or of the programme structure.

### **Guidelines**

Question 1:

- The programme's overall goals for learning outcomes (competence profile) are described in the draft programme regulations. The type descriptions in the Danish qualification framework can be found in appendix 3 of the ministerial order on accreditation.
- No substantial changes that influence the vocational scope and constituent academic/professional components of a programme or local provision of a programme may be made after pre-qualification. If changes are made, the application must account for these and document that they are not substantial changes.
- For programmes aimed at upper secondary schools teaching, you must document how the

programme lives up to the academic requirements, cf. ministerial instruction no. 5 of 18/1/2006 concerning guidelines for university programmes aimed at upper secondary school teaching (academic requirements).

Question 2:

- The learning goals for the individual components of the programme or local provision of a programme (e.g. modules, subjects or subject components) must be evident from the material, and it must be outlined how the individual parts of the programme's overall goals for learning outcomes are supported by one or more learning goals of the individual programme components.

Question 3:

- If the structure of the programme or the local provision of a programme does not appear graphically in programme regulations or similar, you must illustrate the structure as part of your answer, including the distribution of ECTS points between modules.

## Criterion IV. Organisation and completion

The organisation and practical completion of the programme supports the achievement of the goals for learning outcomes.

Elaboration:

- *the programme is organised in such a way that students can achieve the programme's goals for learning outcomes within the prescribed period of study, with an aggregate workload corresponding to the programme's scope in terms of ECTS points,*
- *teaching on the programme is pedagogically competent,*
- *the programme is organised in such a way that it is possible to complete one or more components of the programme or the local provision of a programme abroad within the prescribed period of study,*
- *components of the programme completed outside the institution, including work placement, clinical courses and parts of the programme completed abroad, are included as integral components of the programme so that student learning at the institution and components completed outside the institution supplement each other.*

**Question 1:** How will the programme constitute a full-time course of studies for students? How is the student workload distributed between different activities throughout the programme?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 2:** How will you assure that teachers are pedagogically competent?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 3:** Which programme components can be completed as study and/or work placement abroad?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 4:** How will the institution support students in completing programme components abroad without prolonging the duration of their studies?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 5:** If the programme includes components completed outside the institution: how will student learning within and outside the institution mutually supplement each other?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 6:** If work placement or clinical courses are mandatory: how will the institution ensure that there will be a sufficient number of work placements available to students?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Exceptions**

- Questions 1-6 need not be answered in applications for new academy profession, professional bachelor or diploma programmes.
- Questions 3-4 need not be answered in applications for new part-time master's programmes or new part-time master's programmes at artistic higher education institutions, or in applications for new local provision of part-time academy profession or diploma programmes.

## Guidelines

### Question 1:

- 'Full-time study' in connection with part-time academy profession programmes, diploma programmes and part-time master's programmes is understood as the planned scope of the programme expressed in ECTS points per year or term. For example, a part-time master's programme amounting to 60 ECTS points, which is organised so that it can be completed within two years, will require an average workload corresponding to half of a full-time programme. A part-time academy profession programme amounting to 60 ECTS points, which is organised so that it can be completed within six years, will require an average workload corresponding to one-sixth of a full-time programme.
- In order to demonstrate that a programme can be completed within the prescribed period of study, you must here explain how the student workload will be distributed between various types of activities. Types of activities might include attending classes, supervision, project work, work placement or preparation. If a goal has been established for the number of class hours per term, please state this. When common definitions of types of activities are formulated, you must provide information on student workload using these.
- The description of student workload must cover the entire programme.

### Question 2:

- You must provide an account of the pedagogical competences of existing teachers.
- If new teachers will be appointed, you must state how their pedagogical competences will be assured in connection with their recruitment.

### Question 4:

- Exchange agreements, agreements for work placement abroad, credit transfer procedures and elective modules can help enable students to complete a component of their programme abroad without prolonging the duration of their studies.

### Question 5:

- If the programme includes work placement or clinical courses, the description of how they will be included as an integral part of the programme must include:
  - What should the student do? How will the student include knowledge from other programme components in the work placement and how will the student use experience gained from the work placement in the remainder of the programme?
  - What should the work placement partner do? How will they e.g. include knowledge from other programme components into the work placement?
  - What should the local provider of the programme do? How will e.g. knowledge and experience from the work placement be included in teaching?
- The description must also explain how potential study abroad will be included as an inte-

gral part of the programme.

- In applications for new local provision of an academy profession or a professional bachelor programme: the explanation of how work placement or clinical courses will be included as an integral part of the programme must include a description of the location of work placement or clinical courses within the overall structure of the programme.

Question 6:

- For mandatory work placement or clinical courses you must render it probable that students will be able to obtain work placement so as not to delay them in their studies. This can be done e.g. by listing relevant work placement institutions or companies in the geographical coverage area, as well as by accounting for previous experiences and initiatives at other related education programmes aimed at securing work placement, or through documentation of work placement agreements.



## **Criterion V. Internal quality assurance and development**

The quality assurance of the programme complies with the European standards and guidelines for the internal quality assurance at higher education institutions and functions well in practice.

Elaboration:

The institution ensures that:

- *quality assurance and development of programme organisation and completion is undertaken on a continuous basis, including the collection, analysis and use of relevant information and student evaluation of teaching,*
- *evaluation of the programme involving potential employers and other relevant stakeholders is undertaken on a periodic basis,*
- *programme components that are completed outside the institution, including work placement, clinical courses and programmes completed abroad are included in systematic quality assurance,*
- *programme facilities and material resources are relevant for the realisation of goals for learning outcomes.*

**Question 1:** What information on programme quality will be collected on a continuous basis, and how often will it be collected?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 2:** How and how frequently will student evaluations of teaching be conducted?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 3:** How will information collected about the programme and about teaching on the programme be used? Who will process the information and who will decide whether and how action should be taken?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 4:** How will potential employers and other relevant stakeholders be included in periodical evaluations of the programme?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 5:** How is it continuously assured that facilities and material resources are adequate to complete the programme to an adequate level of quality?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 6:** If the programme includes work placement or clinical courses: how will it be assured that programme components completed by students outside the institution have a suitable content that enables students to attain learning goals without prolonging the duration of their studies?

*Write here and/or refer to the exact appendix containing the relevant information.*

**Question 7:** If the whole programme or components hereof are completed at another institution in Denmark or abroad: how will the quality of programme components completed outside the institution be assured?

*Write here and/or refer to the exact appendix containing the relevant information.*

### **Exceptions**

- Questions 1-7 need not be answered in applications for new academy profession, professional bachelor or diploma programmes.

### **Guidelines**

Questions 1-3:

- Illustrate any threshold values (standards) in place at the institution or ones that will be applied to the programme or the local provision of a programme, which lead to action if exceeded. This could e.g. be attrition rates, exam results, completion within the prescribed period of study, the proportion of a student cohort that obtain work placement on time, or student satisfaction.

Question 1:

- Relevant types of information could include: student satisfaction, the student/full-time academic staff ratio, exam results, completion and attrition rates and whether students obtain work placement.

Question 4:

- For continuing and further training programmes it may be relevant to include the companies that send employees for further training, as well as students themselves, who represent employer interests as they are already employed in a relevant area.

Question 5:

- If the programme requires special facilities, you must describe them and also explain how the institution will ensure their availability.
- Facilities and resources include, for instance, classrooms, group study rooms, workstations, libraries or teaching material and equipment, which is necessary to ensure that students can complete the programme.
- Teaching-environment evaluation: what it focuses on and how often it is performed, are relevant points to illustrate when answering this question.

Question 6:

- Assuring that student work placement is of adequate quality can e.g. be carried out through:
  - Cooperative agreements with work placement partners that ensure that partners are aware of the expectations for the work placement
  - Evaluation of work placement partners
  - Supervision of work placement partners.

Question 7:

- Quality assurance of programme components completed at other institutions through established agreements ('outsourced teaching'<sup>3</sup> or exchange agreements) can be carried out through cooperative agreements with other institutions. The agreements should clearly define who is responsible for the quality assurance of individual programme components, and possibly also how quality assurance is conducted.
- Quality assurance of classes taken at other institutions, chosen by students individually, can be conducted through procedures for credit transfer and potentially pre-approval of credit transfer.

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<sup>3</sup> 'Udelagt undervisning'

## Appendix 1: List of answers Overview of submission requirements for new programmes and local provision of programmes

	Presentation of programme or local provision of programme								Criterion II				Criterion III				Criterion IV						Criterion V						
	Programme type	Name	Address(es)	Main area/central subject fields	Language	Expected intake	Draft programme regulations	Contact person	Key figures for research publications	Question 1	Question 2	Question 3	Question 4	Question 1	Question 2	Question 3	Question 4	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
New full-time academy profession programme	X	X	-	X	X	-	X	X	-	-	-	-	X	X	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-
New professional bachelor programme	X	X	-	X	X	-	X	X	-	-	-	-	X	X	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-
New part-time academy profession programme	X	X	-	X	X	-	X	X	-	-	-	-	X	X	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-
New diploma programme	X	X	-	X	X	-	X	X	-	-	-	-	X	X	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-
New local provision of full-time academy profession programme	X	X	X	X	X	X	X	X	-	X	X	X	X	-	(X)	(X)	-	X	X	X	X	X	X	X	X	X	X	X	X
New local provision of professional bachelor programme	X	X	X	X	X	X	X	X	-	X	X	X	X	-	(X)	(X)	-	X	X	X	X	X	X	X	X	X	X	X	X
New local provision of part-time academy profession programme	X	X	X	X	X	X	X	X	-	X	X	X	X	-	(X)	(X)	-	X	X	-	-	X	X	X	X	X	X	X	X
New local provision of diploma programme	X	X	X	X	X	X	X	X	-	X	X	X	X	-	(X)	(X)	-	X	X	-	-	X	X	X	X	X	X	X	X
New bachelor programme	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
New master's programme	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
New bachelor programme at artistic higher education institutions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
New master's programme at artistic higher education institutions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
New professional master's programme	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X
New professional master's programme at artistic higher education institutions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X

