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MOVL  
movl@sam.sdu.dk  
T +4565501518  
M +4560111518

# Notat

**Titel:** Memo on the implementation of the SDU quality assurance policy at SDU BSS

**Reference:** Vice-dean for Education Jan Guldager Jørgensen

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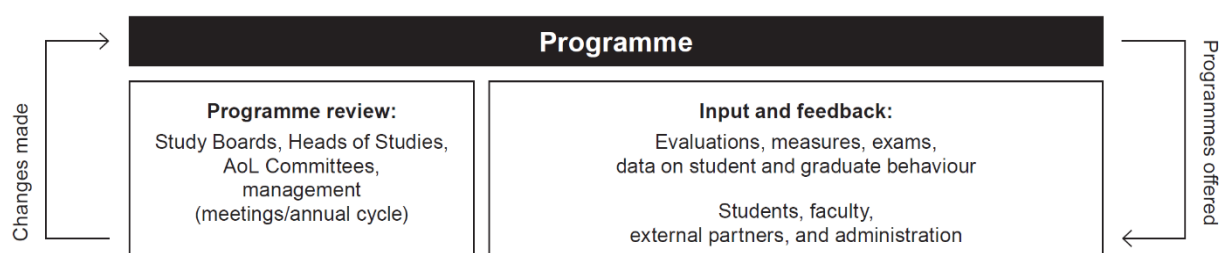
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## Background

The Faculty of Business and Social Sciences' work with quality in education is based on the Executive Board-approved policy for quality in education and, by extension, the Faculty's implementation of the sub-policies' standards and indicators and associated division of responsibilities. The quality development of the faculty's study programmes is a joint task for management and staff, including the Dean's Office, heads of department, vice-heads of department, heads of studies, programme managers, lecturers and administrative staff.

The faculty's work with quality in education follows the Plan-Do-Check-Act model (also often referred to as the quality wheel), which is an iterative problem-solving method for continuously improving processes and products, and thus supports the work on continuous improvement. In a local translation, the model looks like this:



## SDU's eight sub-policies for educational quality

The sub-policies cover all levels of education in the fields of full-time and part-time studies, including programmes offered in English. The sub-policies reflect the progress of the student from application through programme to employment.

1. Sub-policy for Recruitment and Admission
2. Sub-policy for Study Commencement
3. Sub-policy for Study Environment
4. Sub-policy for University Teaching and Learning and Teaching Staff Development
5. Sub-policy for Research Basis and Knowledge Basis in Study Programmes
6. Sub-policy for Planning and Development of Programmes and Teaching and Learning
7. Sub-policy for Student Administration and Student Counselling
8. Sub-policy for Transition to Employment and Career

All sub-policies consist of an overall purpose, in which several quality objectives exist. Each quality objective contains one or more standards that are fulfilled by one or more indicators. The indicators are associated with a responsible party and point to where the follow-up shall be documented. The indicators indicate the level that the responsible party is required to meet (to respond positively). The standard is considered met when all indicators contained in a standard have been fulfilled. The quality objective is considered fulfilled when all standards contained in a quality objective have been met. The purpose of the sub-policy is considered met when all quality objectives in a sub-policy have been obtained.

Each sub-policy indicates which framework applies to the individual sub-policy. This covers external frameworks such as legislation and ESG, as well as internally related documents such as strategies, policies and principles.

The sub-policies are supplemented by several principles for quality in education that serve to elaborate on the sub-policies. An overview of the coherence between quality objectives and principles can be seen in the Appendix of the quality policy.

The dean is responsible for implementing and following up on the quality policy at the faculty. The implementation memo describes the local implementation of the quality policy's sub-policies, the work with key figures and quality indicators as well as principles for quality in education. In the quality policy, responsibility for achieving the quality objectives at educational level lies with the head of studies. In some cases, the performing person(s) may be someone other than the head of studies. This will be evident from the faculty's overview of the correlation between the individual sub-policies' quality objectives, standards and indicators and their implementation at the faculty. This survey also shows the indicators applicable to part-time programmes.

#### Process and responsibility for implementation

The sub-policies for quality in education and associated principles for quality work are implemented on the initiative of the vice-dean for education with the DQL-hub under SAMF Education as the facilitating and coordinating unit. The implementation takes place with the involvement of all relevant parties at the faculty, understood as the formal management hierarchy, management bodies, collegiate bodies, administrative and scientific units and students.

The DQL-hub is responsible for the overall framework of the faculty's quality work and facilitates the subsequent work on implementing each quality standard. This involves relevant parties at the faculty to the extent necessary to create transparency, understanding and ownership.

The implementation takes the different types of study programmes at the faculty into account, respectively bachelor's, master's, master's and graduate diplomas, just as campus-specific points of attention are taken into account.

#### **Measuring student learning outcomes - Direct and indirect measures**

The faculty systematically collects knowledge about the students' achieved learning outcomes compared to the learning objectives of the individual programme. The measurement of this is based on a division into *direct* and *indirect* measures:

- Direct measures refer to assessments of the degree to which students meet programme-specific learning goals, and the assessment is based on observation of individual students' specific performance or results from, for example, exams, activities in and around teaching, feedback from internships or the like.
- Indirect measures refer to assessments of students' achievement of learning objectives based on third-party input. Examples of indirect measures can be different types of evaluations where students' or teachers' input is aggregated, e.g. teaching evaluations, graduate surveys, exam statistics, responses from employer panels, focus group interviews, etc.

#### Direct measures of student learning outcomes – AoL

The faculty's work with AACSB requires that we systematically (approx. every 4 years) carry out special measures of the extent to which students achieve the learning goals described for the programmes, also called AoL (Assurance of Learning), within the business economics-oriented part of the programme portfolio.

This measurement will collect knowledge about how the individual student performs in relation to each of the programme's designated learning goals, which have been stated in interaction between the head of studies and the study board. As a general rule, this is done on the basis of bachelor projects, master's theses, final projects and

master projects, respectively, and these final assignments have been chosen because the students must demonstrate that they meet the learning objectives for the entire programme in practice.

More specifically, supervisors fill out a web form where students are assessed on an individual basis based on the defined learning objectives. The results are then summarized in a report, which is discussed by an education-specific committee consisting of 3-5 faculty appointed by the Head of Studies representing relevant departments and campuses. The assessment of the results must result in recommendations for actions or changes that can improve the students' learning, and these recommendations are forwarded together with the report to the responsible study board, which on the basis of this decides on any changes in or around subjects or the programme as a whole.

Direct measures of the students' learning outcomes follow the faculty's separate concept description and process plan for this.

- [General annual cycle for AoL](#)
- [General plan for when programmes undergo AoL](#)

#### Indirect measures of student learning outcomes

Indirect measures of the students' learning outcomes primarily consist of a large number of evaluations and quality processes as stated in the table below, and the results are included in the study boards' systematic work with quality development of the study programmes.

Measure	Frequency	Type	Assessor	Processed by
Evaluation of course elements	Upon each occurrence	Survey	Students	Faculty Study board
Evaluation of study start	Annually	Survey	Students	Study board Head of Studies
Feedback on exams	Annually	Report	External examiners	Study Boards, Head of Studies
Feedback from advisory boards	Annually	Report	Employers	Study board Head of Studies
Student evaluation of study programmes	Biennially	Survey	Students	Study board Head of Studies
Survey on study environment	Biennially	Survey	Students	Study board Head of Studies
Educational report and status meeting	Biennially	Report	Head of Studies	Study board Vice-dean for education
Graduate Survey	Biennially	Survey	Alumni	Study board Head of Studies
Evaluation of study programmes with the involvement of external experts	Every 6 years	Report	External experts	Study board Head of Studies

#### Rationale for the use of direct and indirect measures

Indirect measures as stated above all relate directly to SDU's overall work with quality in education and are therefore carried out on all programmes without exception.

Direct measures (AoL) are primarily carried out on a number of the faculty's full- and part-time programmes, which, by virtue of their primarily business economics and business-related content, are covered by the faculty's work with AACSB, and where the faculty, through both the head of studies and the board of studies, has direct organisational control over the programme as a whole. For other programmes that are also part of the AACSB work, direct measures are not mandatory, but direct measures are nevertheless sought through dialogue with the relevant faculty, including the head of studies and the study board.

## **Digital sources of knowledge about the work with quality in education**

### SDU's webpages

On SDU's webpages, the university's work with quality assurance and development of study programmes is described. The pages contain a general introduction to the university's overall approach to the quality of education, as well as the quality system with sub-policies and principles, the quality organisation and the work with follow-up.

From SDU's web pages there are links to the faculties' pages on quality in education.

[https://www.sdu.dk/en/om\\_sdu/uddannelseskvalitet](https://www.sdu.dk/en/om_sdu/uddannelseskvalitet)

### SDU's portal for data analysis presentations

SDU makes available a wide range of data sources concerning study data, key figures for study programmes and the like.

<https://kvaser.analytics.sdu.dk/frontpage/> (employees only)

### SDU BSS educational data

As a supplement to the data sources from SDU Analytics, SAMF prepares selected web reports for the internal work with educational quality.

Link: <https://app.powerbi.com/Redirect?action=OpenApp&appId=86a88498-86a3-4062-8e81-b993085e6567&ctid=9a97c27d-b83e-4694-b353-54bdbf18ab5b> (BSS employees only)

### SDU BSS sharepoint for educational quality

To support the faculty's work with educational quality, relevant documents and presentations in relation to the educational reports, follow-up on key figures, work with sub-policies, mandatory internal and external evaluations are gathered on a SharePoint site, to which the relevant actors in relation to programme management (e.g. vice-dean for education, heads of studies, programme managers and relevant administrative staff) have access. This sharepoint is facilitated and maintained by the DQL hub, which correspondingly maintains access.

Link: <https://syddanskuni.sharepoint.com/Sites/uksamf/SitePages/Home.aspx>

## **Educational report**

The educational report is the focal point for follow-up on the university's sub-policies for quality in education. The report focuses on the development-oriented dialogue between the programme management and the faculty management via a formalized status meeting. The educational report also serves to qualify the ongoing review and development of sub-policies.

The educational report is prepared every 2 years before the status meeting, which can be regarded as a 'Programme Development Interview' – a meeting every two years between the faculty management and the head of studies with a special focus on the individual programme, including internal and external challenges. The purpose is to shed light on the strategy, goals and action plan for the individual programme as well as the conditions of the individual programme on the basis of the University of Southern Denmark's quality policy for education. Meeting participants are the Head of Studies and the Dean/Vice-Dean as well as administrative staff from DQL Hub. In addition, for example, heads of department, relevant administrative staff in relation to education, quality development, research and finance, members of the study board and students can participate as needed and primarily on the initiative of the head of studies.

In the intervening year, a follow-up interview is held between the individual head of studies and the faculty management on the basis of the programme report's action plan.

The process for the education report is described in a process diagram that is available through sharepoint for the DKL hub.

In short, the process is:

- The educational report is initially prepared by the DQL hub. The preparation primarily includes updating the help text in the template (all sections), collecting the status of relevant indicators, cf. the Faculty's implementation of the quality policy and communicating this to the Head of Studies, clarifying strategic focus areas for the study programmes and updating key figures (section D) including providing relevant overviews of key figures and quality indicators with an indication of status in relation to limit values (green, yellow or red for full-time programmes).
- The Head of Studies prepares a draft programme report. In this work, the head of studies must
  - relate to the latest action plan,
  - develop SWOT according to instructions in the current template;
  - relate to the status of relevant indicators, cf. the Faculty's implementation of the quality policy and key figures, and
  - prepare a final proposal for a forward-looking action plan that ensures focus on unfinished actions from the last action plan, identified weaknesses and threats, relevant challenges in the quality policy and key figures with unsatisfactory status (red or alarming developments).
- No later than one week before the status meeting, the Head of Studies will return the completed programme report to the DQL Hub.
- In collaboration with the Vice-Dean for Education, the DQL Hub prepares the status meeting and sends the Vice-Dean's comments to the Head of Studies in advance.
- After each status meeting, the Head of Studies, in collaboration with the DQL Hub, completes the programme report, after which the programme report is included in the subsequent work on aggregation of data and observations to the faculty report.
- In connection with the work on the programme and faculty report, the DQL Hub collects feedback on the process, template and materials and conducts a periodic reassessment of the chosen setup with a view to improving the quality of the programme, feedback to the Central Administration as well as clarification of ambiguities and adjustment of inconveniences.

The education report can be accessed here (requires SSO): <https://dub.sdu.dk/>

### **Key figures and quality indicators on educational quality**

At SDU, we have chosen that a number of quantitative key figures and quality indicators will supplement the requirements that the quality policy places on quality work. The key figures and quality indicators are all compiled at educational level. The ratios are used for full-time training and the quality indicators are used for part-time programmes.

#### Full-time programmes

SDU's full-time programmes use five key figures. For each key figure, a threshold is specified for when the value of the ratio is unsatisfactory.

As a starting point, unsatisfactory key figures must be analysed and explained, and decisions must be taken on the measures to be taken to remedy the situation.

Follow-up on the key figures takes place in connection with the educational report, and data material is prepared/made available by the DQL Hub.

The following key figures are used:

- **Drop-out rates:** This key figure monitors how large a percentage of a programme's students who are not either active 13 months after study commencement or have graduated in the same main academic field within this period. Indicated as a percentage (number of drop-outs out of all students admitted). Admission is assessed on 1 October. The method is identical for Bachelor, professional Bachelor's, Master's programmes for working professionals and Master's degree programmes.
- **Duration of study:** This key figure monitors how many months a programme's students in a given year are delayed on average compared to the standard duration of study. The method is identical for Bachelor, professional Bachelor's, Master's programmes for working professionals and Master's degree programmes.
- **Teaching activity:** A teaching activity for Bachelor, professional Bachelor's, Master's programmes for working professionals and Master's degree programmes is defined as one of the following: planned teaching where the university teacher and students are physically present together or ICT-based teaching.
- **Unemployment:** The quality policy uses three figures to illustrate relevance: unemployment, employment, transition frequency. Unemployment is assessed as the average unemployment rate 4-7 quarters after the date of graduation. The assessments cover the graduates during the period between 1 October the previous year until 30 September of the current year. Employment is assessed as the average employment rate 12-23 months after the date of graduation. The assessments cover students who graduate during the period between 1 October the previous year until 30 September of the current year. The transition frequency is defined as the number of the year's graduates who are admitted to a Master's degree programme at SDU in the same year (students who graduate during the period between 1 October - 30 September, who were admitted in the same period). The method is identical for Bachelor, professional Bachelor's, Master's programmes for working professionals and Master's degree programmes.
- **Research coverage:** The quality policy uses two figures to illustrate research coverage: VIP-DVIP and Student FTE-DVIP. The methods for VIP-DVIP and Student FTE/VIP are identical for Bachelor, Master's programmes for working professionals and Master's degree programmes. VIP and DVIP follow the definition used by the ministerial report of planned teaching and supervision. The key figure for research coverage is not assessed for professional Bachelor's programmes, as they are not subject to research coverage.

Read more:

- [https://www.sdu.dk/en/om\\_sdu/uddannelseskvalitet/uddannelsesstatistik/centrale\\_noegletal\\_og\\_kvalitetsindikatorer](https://www.sdu.dk/en/om_sdu/uddannelseskvalitet/uddannelsesstatistik/centrale_noegletal_og_kvalitetsindikatorer)
- Read a detailed description of the key figures regarding full-time programmes in the [Memorandum on SDU's key figures for quality in education of full-time programmes \(pdf\)](#)

#### Quality indicators for quality in education for part-time education

SDU's part-time programmes use six quality indicators. Limit values are not used in the same way as in full-time education, but with some of the quality indicators, an indicative limit value is stated.

As a starting point, the quality indicators must be analysed and explained, and a decision must be made as to which measures must be implemented to correct unsatisfactory conditions.

Follow-up on the key figures takes place in connection with the educational report, and data material is prepared/made available by the DQL Hub.

The following quality indicators are used:

- Intake: This quality indicator monitors how many students in a given year have been admitted to a master's or diploma programme or other part-time programmes and single subjects.
- Number of students: This quality indicator monitors how many students in a given year have been admitted to a master's or diploma programme or other part-time programmes and single subjects as per 1 October of a given year.
- Graduates: This quality indicator monitors how many students in a given year have graduated from a master's or diploma programme or other part-time programmes.
- Research basis: This quality indicator monitors the full-time academic staff/part-time academic staff ratio on a programme for a given year. If the full-time academic staff/part-time academic staff ratio is below 1, this requires special attention.
- Learning outcome: This quality indicator monitors the students' average satisfaction with the academic and teaching quality on a programme for a given year. If the average satisfaction rating is below 3.5, this requires special attention.
- Experienced quality and relevance: This quality indicator monitors the students' average experience of the programme's quality and thus is the relevance of the programme in a given year. If the average experience rating is below 3.5, this requires special attention.

Read more in SDU's [Memorandum on SDU's indicators for the quality in education of part-time study programmes \(pdf\)](#).

## **Principles of educational quality**

### Principles for the study start

The Faculty of Business and Social Sciences' responsibilities within study start principles are covered by the study start concept *How to Uni*.



### Principles for evaluating course elements

The Faculty of Business and Social Sciences systematically evaluates all course elements after each occurrence. Course elements cover all elements covered by a curriculum, including teaching (courses and modules), supervision-based courses (including bachelor projects and theses as well as project-oriented studies, and company courses), compulsory studies abroad and internships. Unless otherwise stated, the evaluations take place via the faculty's digital teaching evaluation system, and all evaluations follow mandatory questionnaires. In this connection, focus on the pedagogical quality of teaching is ensured.

Questionnaire templates as well as procedure descriptions for the various evaluations are available on the faculty's SharePoint for educational quality.

### Principles for the evaluation of study programmes with the involvement of external experts

The Faculty of Business and Social Sciences evaluates all study programmes with the involvement of external experts regularly and at least every 6 years. In general, the work takes place within the framework of SDU's overall principle paper in the area, which is embodied in the faculty's own memo "Evaluation of study programmes with the involvement of external experts at the Faculty of Business and Social Sciences"

The memo, which also contains an indicative rotation plan, is available on the faculty's SharePoint for Educational Quality.

### Principles for internationalisation of study programmes

SDU wants to be an international university, and as part of this, internationalization of the study programmes is a high priority objective. In pursuance of this goal, the University's principles for the internationalization of study programmes set ambitions in several fields. SDU thus wants

- to integrate periods abroad into curricula;
- increase the number of Danish students abroad and the number of foreign students at SDU,
- increase cooperation with selected foreign universities; and
- create attractive framework conditions for foreign students.

Based on this, a total of 7 goals have been set with requirements and prerequisites that must be met to achieve the desired internationalization of SDU's study programmes:

The work with internationalization at BSS SDU is subject to change due to the recently developed internationalization strategy.

### Principles for student participation in work on educational quality

The Faculty of Business and Social Sciences supports and encourages students to actively participate in the work with educational quality. The work with educational quality is directly and indirectly based on a wide range of academic and social activities, including study start activities, various evaluations and informal contact between students, teachers and administrative staff, as well as formalized and less formal forums, such as study boards, the Academic Council, and student associations. Overall, this should contribute to a perception among the students of having the opportunity to influence the study environment and the field of education.

For the four principles mentioned in the principle paper, the following applies at the faculty:

*Principle 1 on general conditions for student participation*

The faculty and SDU make knowledge and information regarding student participation available to students primarily through websites and itslearning, including the study start concept 'How to uni'.

As a rule, the students' participation in the work of councils and committees is monitored on an annual basis, and the chairman of the body acts in case of need.

As a faculty with degree programs on five campuses, students' opportunities to participate in collegiate bodies are supported. Thus, students' expenses for transportation in connection with meetings and related activities are covered.

*Principle 2 on student participation in councils, boards and committees, including ad hoc groups*

Under this principle, a distinction is made between whether councils, boards and committees are run by students or the university. The responsibility for information and communication, alignment of expectations and cooperation by student-run councils, boards and committees lies with the students. In the case of councils, boards and committees run by the university, the responsibility lies with the university.

The chairman of a council, board or committee shall be made aware of the content of principles for student participation in the work on quality in education.

At councils, boards and committees run by the university, the chairman, in interaction with the administrative support, ensures that newly elected members are introduced to the body's work, including tasks and responsibilities. This can be done either in writing or orally.

*Principle 3 on the recruitment of students to councils, boards and committees*

Recruitment of students to councils, boards and committees is coordinated by the Central Administration as far as elections to collegiate bodies are concerned, while recruitment to local committees is coordinated by the department or departments involved and recruitment to faculty bodies is coordinated by the faculty (Dean's Secretariat). Responsibility for information to students lies with the coordinating unit.

Issuance of certificates of participation in councils, boards and committees or similar is handled in Student Services.

*Principle 4 on student participation in evaluations*

Evaluations at the Faculty of Business and Social Sciences are always organized and carried out in such a way that they are meaningful and focused on the development of study programmes, both with an eye to what works well and thus needs to continue to be strengthened, and what does not work and therefore needs to be changed.

When assessing the evaluation results, it should always be considered whether the response rate is satisfactory and how it might be increased.

Principles for student evaluation of degree programmes

The Faculty of Business and Social Sciences' work with student evaluation of study programmes follows SDU's overall principle paper in this area.

For full-time programmes, evaluation takes place via the National Student Survey, which is carried out every two years (odd-numbered years) in October-November among all students in higher education.

For part-time education, evaluation generally takes place annually, preferably in May-June for programmes ending after the summer exams and in January for programmes ending after the winter exams. The evaluation is carried out via the faculty's digital system for teaching evaluation and follows the common, mandatory questionnaire. All students who are preparing a master project or final thesis at the time of the evaluation are invited to participate in the evaluation of the programme they are enrolled in. Thus, the focus is not on enrolment years, but on completion time. The evaluation forms are sent out at the end of May and early January each year based on the mandatory questionnaire. The response time is typically 2-3 weeks, and 1-2 reminders are sent out during the period.

After the evaluation, the results are sent to the study boards and heads of studies for discussion and involvement in the further work on quality development of the programmes, and the discussions are appropriately documented in the minutes of the meetings.

#### Principles for the development of new programmes

Responsibility for the development of new study programmes at the Faculty of Business and Social Sciences is anchored in the Dean's Office via the Vice-Dean for Education. The consideration of the development of new study programmes is based on the faculty's strategy and then on two main tracks: current and future needs in the surrounding society and wishes from the faculty's academic environments.

The specific development work is based on the Education Council's process plan for processing the faculties' proposals for new programmes as well as templates and guidelines for use in the preparation of concrete proposals for applications for prequalification based on the guidelines and deadlines laid down by the Ministry of Higher Education and Science. The template contains implementation of the process plan's goals and milestones as well as requirements for documentation.

#### Principles of study and career guidance

The principles of study and career guidance aim to ensure that there is an appropriate framework for all students to receive guidance on their education, i.e. choice of study, study start, completion, well-being and career. At the Faculty of Business and Social Sciences, student guidance is coordinated and implemented under the auspices of the Study Administration's functional area Study ability through a number of concrete initiatives in relation to the five sub-elements of the principles.

#### Principles for graduate surveys

The Faculty of Business and Social Sciences' work with graduate surveys is based on SDU's overall principle paper in this area.

Graduate surveys for *full-time education* are conducted via the National Student Survey, which is conducted every two years (odd-numbered years) in October-November among graduates of the latest cohorts of higher education.

Graduate studies for *part-time programmes* are carried out by the office for further and higher education in collaboration with the DQL hub.

After the evaluation, the results are sent to the study boards and heads of studies for discussion and involvement in the further work on quality development of the study programmes, and the discussions are appropriately documented in the minutes of the meetings.

### The Faculty's rules and regulations for study programmes

The programme management at the Faculty of Business and Social Sciences is based on the *Faculty's rules and regulations* that apply to all of the Faculty's study programmes.

The collection of rules implements the national legislation for higher education and rules adopted at SDU level, and it is supplemented as necessary by the faculty's own provisions, including decisions in relation to strategies, pedagogical-didactic focus areas, administrative practice, etc.

*The Faculty's rules and regulations* are determined and administered by the Legality Team on behalf of the Vice-Dean for Education, while implementation in day-to-day operations is primarily handled by the Study Administration and other units in SAMF Education in interaction with the local administrative units and academic environments.

The rules are available via [SDUnet](#) (Danish only) and are approved by the Vice-Dean for Education.

### Organization of work with educational quality

Quality work in the field of education at the Faculty of Business and Social Sciences follows [this annual cycle](#).

The involvement of relevant units and functions takes place within the faculty's framework, via the group of Heads of Department and the Heads of Studies, while the involvement of and coordination with other main areas takes place via the study administrative coordination groups SAK ADM and SAK KVAL as well as the Education Council.

### Correlation between the pedagogical competence profile and the faculty's teaching functions/job categories

In accordance with indicator 4.1.3.1, each faculty shall indicate in its implementation memo the correlation between [the pedagogical competence profile](#) and the faculty's teaching functions/job categories. This correlation is as follows:

Level in the pedagogical competence profile	Typical job category	Typical teaching function
D (carrying out teaching planned by others)	Instructor Teaching assistant	Teacher (under supervision)
C (responsible for shorter courses of study)	PhD student	Teacher
B (responsible for own longer courses of study)	External lecturers	Teacher Course responsible (under supervision)
A.1 (scholarship of teaching and learning)	Assistant professors and associate professors	Teacher Course responsible
A.2 (responsible for entire programmes)	Associate Professors and	Teacher

and courses og study involving several teachers)	Professors	Course responsible Head of Studies
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