

# Guidelines to fill in programme and course descriptions

*(English)*

Østfold University College

Established by Director of Education Frid Sandmoe, 8 November  
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## Introduction

These guidelines are intended to serve as supporting documentation when drawing up programme descriptions for new study programmes, as well as a useful tool when revising existing programmes. They provide help when completing sections in the general part of programme descriptions and when completing course descriptions. They also suggest standard texts that can/should be used.

These guidelines are based on national and local regulations and provisions. The most relevant of these in this context are:

- Provisions relating to the revision of programme descriptions at Østfold University College (HiØ).
- Provisions relating to the portfolio of study programmes at Østfold University College.
- Regulations related to Examinations, Admission to Study and Degrees at HiØ

On the resource pages for study development and programme description revision on the university college's website, there is a comprehensive overview of regulations and provisions, as well as templates for programme and course descriptions.

The contents of the programme and course descriptions are mutually binding for Østfold University College and its students. It is therefore important that content is formulated precisely and clearly in order to avoid any ambiguities.

This document has been revised in accordance with NOKUT's review of the university college's quality assurance system in April 2021, and following recent academic reorganisation at the university college that came into force on 1 August 2021.

The English version of this document, as well as the English template for programme and course descriptions, can be found on the resource pages for study development and programme description revision.

Halden, 8 November 2023

Frid Sandmoe  
Director of Education

P360 23/05880

## GENERAL PART OF PROGRAMME DESCRIPTIONS

### Programme title (Norwegian)

Write the title according to [the university college's description principles relating to the structure of programme names](#) or guidelines contained in the relevant national curriculum. Examples:

- *Bachelor's Programme in Pre-school/Kindergarten Teacher Education, full-time*
- *Master's Programme in Organisation and Leadership (120 credits)*
- *Emergency Nursing, Further Education (90 credits)*
- *Impact Pedagogy 1 (30 credits)*

### Programme title (English)

The name of the programme must always be available in English, even if the programme is only taught in Norwegian, and it must be registered in "Felles student system" (FS). The English name will not be visible in the online Norwegian programme description, but it will appear in English programme descriptions and on Diploma Supplements and English transcripts of grades. The university college must report this to the Norwegian Database for Statistics on Higher Education (DBH).

### Programme level (cycle)

When establishing a new programme, you must specify the level of the programme, i.e. Bachelor's, Master's or PhD.

The Norwegian Agency for Quality Assurance in Education (NOKUT) uses the following cycles:

- Bachelor's degrees are 1st cycle degrees,
- Master's degrees are 2nd cycle degrees and
- PhDs are 3rd cycle degrees, cf. the Regulations on the Supervision of Educational Quality in Higher Education.

Formal continuing education programmes can only be defined at master's level if the programme in question has been accredited by NOKUT, otherwise formal continuing education programmes must be defined at bachelor's level. However, learning outcome descriptions relating to further education can be described at master's level.

The Director of Education determines the level of registration in FS (Common Student System) based on information about the programme concerned.

### Credits

Write the total number of credits for the programme.

### Language of instruction

Specify the language in which instruction is provided (Norwegian, English, German, etc.). If multiple languages are used in teaching, write 'See section on Teaching and learning methods and Forms of Assessment'. You must provide more details about the language of instruction in this field.

### Programme duration

Specify the standard duration of the programme and whether or not it is full-time or part-time.

Example:

- *Full-time, three-year*
- *Part-time, four-year*
- *Part-time, three semesters*

### Degree/title conferred on passing the programme

This field must only be filled in if the programme leads to a degree/title. The degree/title must also appear on the diploma.

Example:

*Completed and passed programme entitles candidates to a Bachelor's degree in Child Welfare, and the title of Child Welfare Educator.*

### Place of study

Specify the geographic place of study, or any combinations of these or external places of study. If the programme is fully or partly online, this must be stated here.

Examples:

- *Fredrikstad*
- *Halden*
- *Session based (Fredrikstad, Halden or other place?)*
- *Online and session based*
- *Decentralised, state place of study*
- *Online course*

If a study programme is mainly geographically located at one place of study, and for example some elective courses are taught at another campus, information about this should be provided under the section on *Information about the programme*.

### Approved programme description

Specify the title, name and date of approval in the new programme description.

If NOKUT or the Ministry of Education and Research is the approval authority, this must be entered here.

Examples:

- *Dean NN, 12 February 2023*

- *The programme has been accredited by the Norwegian Agency for Quality Assurance in Education (NOKUT), 11.02.2016. The programme description has been approved by Dean NN, Faculty of Teacher Education and Languages, 12.01.2022.*

During programme description revision, the approval may remain if there are no major changes, and you only fill in who has revised the programme in the section mentioned below (*The programme has been revised*). Programme descriptions where approval is four years or older must be re-approved by the dean.

This is in accordance with provisions relating to the revision of programme descriptions at Østfold University College stating that approved study programmes which are more than four years old must normally be considered for re-approval by the dean.

NOKUT's approval date for accredited master's programmes must remain, but the dean's approval date must be added for revisions subject to their own accreditation authority.

### Programme description has been revised

You must complete this section when revising the programme. The section does not need to be filled in when the programme is established or in the event of a new approval decision by the dean (see section above). Revision of programme descriptions also includes revision of courses.

Specify the title, name and date of the revision.

Example:

*Head of Department/Head of Studies/Programme Director NN, 10 January 2023*

### Study programme coordinator

The role of study programme coordinator may be allocated to the head of department, head of studies or programme director (the latter is used for LUSP).

The title and name of whoever is responsible for quality assurance and quality development of the entire programme must be specified.

Example:

- *Head of Studies NN*
- *Programme Director NN*

This field can be changed when the study programme coordinator is changed. The most important thing is that students know who is responsible at all times. The faculty management must report any changes to the Director of Education.

### The programme description applies to year group/start of studies

Specify which year group the programme description applies to.

Examples:

- *The programme description is valid for the period 2023-2026 (bachelor's degree programme starting autumn 2023)*
- *The programme description is valid for the period 2023-2024 (one-year programme starting autumn 2023)*

## Information about the programme

Please provide information about the standard duration of the programme and whether or not it is full-time or part-time. The text here should also be concise. This field must also be used to provide information about any tuition fees (HiØ VIDERE - Centre for Continuing Education), information about the target group if this is not stated in other fields (e.g. admission requirements) or information that does not fit anywhere else in the programme description (description of the national curriculum, the programme's profile). This is not a marketing text.

If the programme's courses are discussed, they are only referred to by course name and without course code.

If a study programme is mainly geographically located at one place of study, and for example some elective courses are taught at another campus, this information must be provided here.

## Admission requirements

When establishing a new study programme, the admission requirements must be drawn up in collaboration with the Section for Admissions and Internationalisation.

Admission requirements are governed at all times by the applicable regulations relating to admission to studies at HiØ, and the applicable circular associated with the Regulations relating to admission to studies at Østfold University College.

The final adopted admission requirements for degree programmes must be included on diplomas and must be translated into English (admission requirements must be included on Diploma Supplements).

When revising programme descriptions, any requirements for making amendments to the admission requirements must be discussed with the Section for Admissions and Internationalisation prior to board processing of the Admission Regulations (autumn).

## Other conditions for completing programmes

Specify any special conditions relating to programme completion, e.g. references to the national curriculum for the programme, special requirements in the national curriculum, requirements relating to employment, requirements relating to certificates of good conduct from the police, requirements relating to suitability, requirements relating to medical testing, requirements relating to submission of images/audio as a form of assessment, and taking parts of a national examination.

Please use these links in the programme description:

- [More info about certificate of good conduct](#)
- [Information about suitability](#)
- [Medical testing](#)

Links can be used in the programme description when referring to permanent websites. Links must be inserted according to universal design. Example:

### Data protection and forms of assessment:

The following standard text is used if students will encounter forms of assessment that involve submission of audio/image/podcast etc. in their implementation of the study programme:

*During the course of the programme, students will encounter forms of assessment where submission*



*of images and/or audio is part of the assessment. The choice of forms of assessment must be made clear in the study programme's learning outcomes. For more information about how the university college processes personal data, read here. (link to the guidelines, forthcoming)*

## Further education and career opportunities

Describe any further education and career opportunities.

### *Further education*

#### *When applying for accreditation/establishment:*

For bachelor's degree programmes, it should be stated which master's programmes are relevant to continue with (both at HiØ and other institutions), and for master's degree programmes, one should mention something about the possibility of studying at PhD level.

#### *Programme description revision:*

When conducting programme description revision, one must remember to supplement at this point if the university college has had new programmes accredited since the previous revision period.

Specific programmes at other institutions that students can apply to should not be mentioned, but a more general formulation should be given.

### *Career opportunities*

This is where you should describe how the study programme is relevant to working life and future job opportunities. Vocational education will often be easier to concretise than the more discipline-based programmes. The text here should be concise but appealing.

## Programme learning outcomes (knowledge, skills and general competence)

When establishing a new programme, the learning outcomes (LUB) must be itemised in accordance with the National Qualifications Framework (NKR).

Programme learning outcomes must be divided up according to knowledge, skills and general competence. The term *candidate* must be used in overall learning outcomes.

Learning outcome descriptions must be formulated specifically enough so that students/candidates and the labour market can use them for communicating students' total competence. Adopted learning outcomes for degree programmes must be included in diplomas and must be translated into English (and included in Diploma Supplements).

Remember that learning outcomes must be reflected in the choice of learning methods and forms of assessment (required coursework and examinations) for the programme.

## Programme structure and content

Present and describe courses and the distribution of credits, i.e. the structure of the programme's compulsory and elective courses, as well as progression in the programme (e.g. courses in the 1st year of study must be passed in order to continue in the 2nd year of study). Do not refer to courses using their course codes, only course names.

If you need to define courses in smaller components, you can, for example, use the terms *topic* or *main area*. *Partial courses* must not be used as this indicates that separate credits are awarded.

If students have the opportunity to choose different specialisations/profiling, this must be explained here.

You should also say something about what the programme covers/contains (topic/subject). Your description should be concise and include keywords.

If the programme contains supervised professional training, this should be discussed briefly here, but it should be described in more detail in a separate section (see the section entitled “Supervised Professional Training” below).

Feel free to use sub-headings.

### Programme model

When establishing a new study programme, you must complete the programme model in the programme description template. Adapt the example.

Define which courses are included in the different semesters and which courses are compulsory and elective. Explanatory text should be entered under the programme model if required, e.g. if any of the courses run over several semesters, specialisations, how one can/should choose between elective courses, etc.

When revising programme descriptions, any changes made in the programme model must be discussed by the individual study programme secretariat and academically justified as a basis for making technical changes to the programme model in FS. The justification must be entered in the programme description revision report. Any changes must be followed up by the study programme secretariat.

### Teaching and learning methods and Forms of Assessment

This section could become long and confusing, therefore use the sub-headings *Teaching and learning methods* and *Forms of Assessment*.

#### **Teaching and learning methods**

- Organisation/special requirements such as study trips
- Teaching and learning methods
- Individual activity/compulsory attendance
- Scope of work (total for the programme)
- Library/academic writing
- ICT

*Organisation of teaching:* campus or online, full-time or part-time, day or evening, sessions/number of days, compulsory exchanges, etc., minimum information for practical implementation/attendance requirements.

*Teaching and learning methods:* digital, lectures, group activities, laboratory work and excursions.

If study trips, excursions, etc. are compulsory and this affects how individual students plan their everyday studies, this needs to be described separately here, along with any costs associated with these activities, cf. the Regulations relating to Fees at Universities and University Colleges.

Please describe any anticipated individual activities if you are planning a lot of self-study, but also the overall amount of work for the study programme in totale. At course level, you should explain the amount of work per course. If compulsory attendance is required as part of the teaching, this must be described, as it may affect how individual students plan their everyday studies. Detailed information about compulsory attendance must be presented in individual course descriptions under the section entitled Required coursework

The choice of teaching and learning methods must be suitable for enabling students to achieve the programme's learning outcomes. In applications for the establishment of a new study programme, this is one of the sections that needs to be explained, but it is also important to consider this section when revising existing programmes.

How students can use *the library* and what the library contributes to the programme should be described here, e.g. mention information skills, information searches, source referencing, academic writing and referencing techniques.

Please describe how *ICT* is part of the programme, including the use of learning platforms and other ICT tools in the programme. We expect students to be able to use e-mail, the Internet and word processing software, so there is no need to include this in the programme description. We may require students to have their own laptops, so information about this must be included here. Suggested standard sentence: *The university college may require students to have their own laptops.* If there is a specific and academically grounded justification for the students having a webcam and microphone switched on during the teaching, the following standard sentence can be used: *For compulsory learning work on digital platforms, such as teaching, academic supervision and group work, students are required to have their camera and microphone switched on for all or parts of the sessions.*

### **Forms of assessment**

- Coursework requirement
- Feedback
- Forms of assessment
- Grading system
- Diplomas
- Plagiarism

This is where you should explain your choice of assessment forms, based on the learning outcomes of the programme.

*Coursework requirement* is generally described in the general part of programme descriptions, while a detailed description of required coursework should be provided in the course descriptions. Please refer to the course descriptions in the general section for more detailed information. Complete your description of coursework requirements in the general section using the following standard text: "Coursework requirement must be approved before students can take the examination". There is no need to say anything here about required coursework being assessed as *approved/not approved*. You will provide information about this in the course description. See the description of admission to examinations and coursework requirements in Chapter 6 of the University College's examination regulations.

*Feedback during* the programme may be described for degree programmes, but is not an absolute requirement. Please provide a brief written description about what kind of academic feedback students will receive during the course of their studies, e.g. in the form of educational chats, academic supervision, feedback about required coursework, etc.

Forms of assessment must be described at a general level, so please do not provide too much detail. Write about the extent to which varied forms of assessment are used for the programme; e.g. both oral and written assessments, in groups and individually, or if only written or practical examinations are held. You should also explain how supervised professional training is assessed if it is included in the programme. Please also refer to the course description for further details.

*Grading scale* – you must state which grading scale (A-F or Pass/Fail) is used for the programme, but do not write what the individual letters (A-F) stand for. Standard text: *Grading scale A-F is used, where A is the highest grade and F is a fail.*

Pass/fail can only be used for supervised professional training and for courses where this grading scale would be natural, but not when it exceeds half of the programme in terms of credits, cf. Chapter 5 of the *Regulations relating to Examinations, Programmes and Degrees at Østfold University College*.

Any additional information about requirements for issuing a diploma can be clarified here. Programmes governed by the national curriculum may, for example, require passed supervised professional training and approved required coursework that for various reasons must be linked to the actual programme and not to individual course descriptions.

Our regulations stipulate requirements for the percentage of examinations that may be held in groups as opposed to individually, etc., see Chapter 5 of the Regulations governing Examinations, Admission to Study and Degrees at Østfold University College.

*Programmes and Degrees at Østfold University College*. Please contact the Section for Examinations if you are unsure about whether or not the programme's overall forms of assessment (grading scale/forms of assessment/examiner arrangements) are in accordance with local and national regulations.

#### *Plagiarism*

Plagiarism must be discussed in all programme descriptions. The following standard texts have been prepared and can be included in programme descriptions when applying for accreditation, or for revisions if plagiarism has not been discussed.

Standard text for degree programmes:

#### ***Plagiarism control/cheating***

*Bachelor's theses/master's theses are subject to electronic plagiarism control. Required coursework and examination answers may also be subject to plagiarism controls. Cf. also the Regulations governing Examinations, Admission to Study and Degrees at Østfold University College.*

Standard text for other studies:

#### ***Plagiarism control/cheating***

*Required coursework and examination answers may also be subject to plagiarism control. Cf.*

also the Regulations relating to Examinations, Admission to Study and Degrees at Østfold University College.

### Supervised professional training

This field is only compulsory for programmes which include supervised professional training.

This is where you should describe the duration of supervised professional training (days, weeks, etc.), where it is located in the programme and whether/how it is integrated into the programme. If supervised professional training is not an integral part of a course, you must explain the scope of supervised professional training in the form of credits (supervised professional training as separate courses). If the programme is governed by the national curriculum, your discussion of supervised professional training must be in accordance with the national curriculum.

The total scope of supervised professional training must appear on diplomas and Diploma Supplements, and must be clearly visible in the programme description.

If the programme does not include supervised professional training, you should write "No supervised professional training linked to this programme".

Descriptions of any other activities relating to supervised professional training in cooperation with companies, etc. can be described here if they are compulsory activities, or under the heading entitled *Teaching and learning methods*, or with reference to a course description.

Insert a link to more information about supervised professional training if this is relevant to the study programme in question.

### Research and development work

This is where you should describe how students will encounter research and/or artistic development work during the course of the programme (NOKUT requirements). Feel free to write about when and how they will encounter research, and whether or not and how they must/should contribute to R&D during the course of the programme. You must also write how this has been adapted to suit the level, scope and specific features of the programme.

Please specify current and relevant research areas in which the academic community participates actively.

### Internationalisation

This is where you should describe internationalisation schemes, where the programme is placed in an international context/perspective, e.g. exchanges, teacher mobility, international literature, teaching in other languages, international guest lecturers, etc. Specify which courses are taught in English and can therefore be offered to exchange students.

Exchange opportunities for students are described in the section below.

## Student exchange

When establishing degree programmes, faculties must describe updated and relevant exchange agreements relating to the study programme at the correct level. Faculties are responsible for the agreements and correct information in the study plan in collaboration with the Section for Admissions and Internationalisation.

All degree programmes must offer student exchanges. This is where you must highlight if an exchange is compulsory or optional, as well as its scope and when it will take place. Student exchange is not relevant for non-degree-conferring studies, such as one-year programmes and further education programmes.

When revising programme descriptions, quality assurance is the responsibility of the study programme secretariats, where a representative for the Director of Education will serve as a link between the study programme coordinators and the Section for Admission and Internationalisation.

## Programme evaluation

Proposed standard text that can be included in the programme description (Description of The Student Survey only applies to degree programmes.):

*In order to offer high-quality, relevant education, the university college is dependent on student feedback and your participation in the evaluation of our programmes. This study programme is regularly evaluated in order to ensure and develop the quality of the programme:*

- *An annual national student survey is conducted among 2nd year students on all bachelor's and master's programmes, organised by NOKUT (The National Agency for Quality Assurance in Education). The results of the survey will be published on the Studiebarometeret.no website.*
- *The university college conducts periodic programme evaluations.*
- *Evaluations of individual courses will be carried out, please see the individual course description.*

Faculties may add questions related to the their programme or the faculty.

## Literature

The Leganto syllabus system will be used for the publication of reading lists.

When establishing a study programme for the first time, reading lists must be stated in the individual course description, and not in the general part of the programme description. In this section, it may be stated:

- *See the individual course description.*

The following standard sentences are also recommended:

- *Reading lists published for future courses may be updated before each semester. An updated reading list will be available in the course descriptions at the start of the semester.*

For regular operation and revision of the programme, there will be a link to Leganto in the course description where the reading list is stated.

Exception: Literature can be entered here (general part of the programme description) for bachelor programmes at the Norwegian Theatre Academy.

## Log

This field must be completed in connection with revisions of programme descriptions and not when they are established.

You should provide a brief, specific description of which sections have been amended and what changes have been made under each individual section. This log will be used in the programme description's revision report as a basis for the programme secretariats (basis for evaluation and quality assurance of programme descriptions).

Examples:

- *amended section. Study programme coordinator*
- *amended section. Other conditions for completing the programme*
- *amended section. The study programme's learning outcomes*
- *amended section. Teaching and learning methods and Forms of Assessment*
- *amended section. Internationalisation*

You must also explain why the changes have been made; academic justification. NOKUT inspects different programmes at different times, so we must always have an overview of all amendments that have been made and why.

If you have not made any changes to the programme description, just write that there has been no need to make adjustments.

Please remember to enter the name and date of the person that made the changes.

## COURSE DESCRIPTION(S)

### Course code

You should suggest a course code when creating new courses, but feel free to discuss this first with the FS staff or the Director of Education's representative at the Study Programme Secretariat).

**Extensively changes** to an existing course require a new course code (the last two numbers in our current course codes indicate when the course was created, e.g. 23 = 2023. Consequently, changing a course code means changing the last two numbers. Example: ITF31019 → ITF31023.

Change of course code takes place when one or more of the points are changed

- scope of the course (number of credits)
- the learning outcomes of the course (extensively changes)
- from one to two semesters duration or vice versa

Extensively changes entailing changes to the course code will have an impact on the university college's reporting of data and must be reported via the study programme coordinator to the contact person in the Section for Educational Quality / HiØ Videre.

**Minor changes** to a course do not require a new course code, e.g. pedagogical adaptations of various work methods, teaching and learning methods, linguistic adjustments to learning outcomes or other text, changes to required coursework and changes to reading lists.

See also a more detailed definition of what is considered minor and more extensively changes in study programmes and courses in [Bestemmelser om studieportefølje](#) and [Bestemmelser om studieplanrevisjon](#)

### Name of course (Norwegian)

When creating a new course description, the name of the course must be provided. The name of the course must describe the content of the course and be specific since it will appear on the transcript of grades.

If there is a need to revise the course name of an existing course, this must be reported via the study programme coordinator to the contact person at the Section for Educational Quality / HiØ Videre - Centre for Continuing Education. There must be academic grounds for changing the name of a course and this must be documented in the programme descriptions revision report. Changes to course names must be followed up in the general part of the programme description if the course name is specifically mentioned there.

### Name of course (English)

The name of the course must be translated into English. Please also remember to update the English course name when changing/adjusting names during course revision. Feel free to enter the adjusted English course name in the log so that this can easily be updated in EpN before being transferred to FS.

The English name will not be visible in the Norwegian course description online, but will appear in any English course descriptions and in the production of Diploma Supplements and English transcripts of grades.

If the faculty needs assistance in translating course names, they must either use internal resources or they can use [a translation bureau](#) .

### Credits

New courses: enter the total number of credits for the course.

Existing courses: credits cannot be changed without having to create a new course code, see section entitled *Course codes*.

### Responsible faculty



Only one faculty can be entered as the responsible faculty for the course, even if the course is included in programmes on several faculties.

### Course coordinator

Up to two people can be set up as course coordinators.

Course coordinators must be registered in FS for the individual course concerned so that they have access to the course in Canvas. The FS staff are responsible for this.

- For new courses, enter the title, name and faculty affiliation.
- For course revisions, the study programme coordinator must report any changes relating to the course coordinator(s) to the FS staff.

### Language of instruction

Enter one language (Norwegian, English, German, etc.).

If teaching is to be conducted in several languages, you should enter "See section entitled Teaching and learning methods". In this section you can provide more information about how teaching is structured regarding the language used for teaching, academic supervision and examinations, etc.

Please note that this field is displayed in the FactBox on the website.

### The course is affiliated with the following study programme

Please specify whether or not the course is compulsory or elective, and which study programme(s) it is affiliated with. If there is more than one study programme, the study programmes are given in a bulleted list. The course may be compulsory in one study programme and an elective in another. This must be clearly stated.

Example:

- *Compulsory course in the Bachelor's programme in Information Systems*
- *Elective course in the Bachelor's Programme in Business Administration*
- *Elective course in all bachelor's degree programmes at the Department of ...*

When revising this section (if the course changes from being compulsory to elective or vice versa), please remember to follow up text in the general part of the programme description (cf. the section entitled Programme structure and content).

Example of standard text for programmes with one course:

*Compulsory course in Special Needs Education 1 (30 credits).*

### Required prerequisite knowledge

Are there any specific previous courses or supervised professional training that need to be passed before students can start the course in question, undertake supervised professional training or take the examination? Please use the correct course code and name for the relevant course(s).

Examples:

- *Passed supervised professional training during the 1st academic year*
- or
- *SFB10719 Mathematics and statistics*

In other words, the admission requirements for the actual study programme should not be included here.

If the course does not require any prerequisite knowledge, you should enter "None" here when establishing a new study programme. When revising a course, there is no need to fill in the field if the course does not require any prerequisite knowledge.

### Recommended prerequisite knowledge

Information about knowledge the student should have, but which is not an absolute requirement. For example, you can recommend that students should have studied Spanish from the 2nd year of upper secondary school in order to take the course, but that it is not an absolute requirement.

If the course does not recommend any prerequisite knowledge, you should enter "None" here when establishing a new study programme. When revising a course, there is no need to fill in the field if the course does not recommend any prerequisite knowledge.

Courses that are naturally included in the structure of the programme do not need to be listed.

### Teaching semester

You should enter which semesters the course will be taught in, providing the number and season.

Example:

- *2nd semester (spring)*
- *3rd and 4th semesters (autumn and spring)*

If the course (included in just 1 study programme) starts and/or ends in the middle of a semester, please indicate this.

Example:

- *3rd semester (early autumn) for class A*
- *4th semester (early spring) for class C*
- *4th semester (late spring) for class B*
- *5th semester (late autumn) for class D*

If the course is taught in different study programmes at different times in the programmes, please state this as well.

Examples:

- *Bachelor's Degree Programme in Information Systems: 1st semester (autumn)*
- *Bachelor's Degree Programme in Informatics – Design and Development of IT Systems: 3rd semester (autumn)*

or

- *Bachelor's Degree Programme in Business Administration: 1st and 2nd semester (autumn and spring)*

## Campus

Write where the teaching takes place (Halden, Fredrikstad, supervised professional training, other location, online, decentralised, or a combination).

Please note that this field is displayed in the FactBox on the website, so please limit the amount of text used.

## Content

Write the topics that will be covered in the course.

Example of standard text for study programmes with 1 course

*The study programme Special Needs Education 1 (30 credits) consists of one course. There is no separate course description. See programme description.*

## The students' learning outcomes

Learning outcomes for the course are sorted in the headings; knowledge, skills and general competence. Not all courses will have learning outcomes in all three categories, but please state clearly which categories the different learning outcomes belongs to. The learning outcomes in the courses must be seen related to the learning outcomes for the whole programme. This is important when creating a new study programme and when revising an existing programme. **Small changes in the learning outcomes for several courses may result in more extensive changes for the overall learning outcome.**

Learning outcome descriptions should be listed in bullet points (please see the layout in the template).

When describing learning outcomes in the general part of the programme description, we use 'the candidate', while when describing learning outcomes at course level, we use 'the student', with the exception of bachelor's thesis courses, master's thesis courses, etc. This is because the student is not a candidate before completing the programme.

## Teaching and learning methods

Specify how the teaching in the course is organised; during the day/evening, session-based, weekend sessions, online teaching, etc. Details such as dates, times, etc. should not be included here.

Please specify teaching and learning methods such as lectures, laboratory exercises, workshops, basic groups, interdisciplinarity, project work and excursions, etc., as well as other information about the course that is crucial for students when planning their everyday studies.

If there is a compulsory study trip/excursion in the course, it must be stated whether students are expected to cover expenses associated with this. Example of text that can be used:

"The course includes a compulsory study trip. Students are expected to cover some expenses

associated with study trips." This must be in accordance with tuition fee regulations. Feel free to discuss the wording of the text with the Section for Educational Quality / HiØ Videre - Centre for Continuing Education.

Work-related activities that are not supervised professional training must be specified here, e.g. placements, corporate assignments, fieldwork.

### Workload

Please enter the total number of hours that students will spend on the course, but feel free to break this down into organised learning activities, self-study and examination preparations/examinations.

In connection with accreditation applications (both internal and external), the workload must be divided into the following categories: organised learning activities, self-study and examination preparations.

### Supervised professional training

This section is normally used if the course includes supervised professional training.

The information provided must be adapted on the basis of whether the course in question is a pure supervised professional training course or whether the training is an integral part of the course.

The scope (days/weeks), any arenas and important requirements and conditions relating to the implementation of the supervised professional training period must be entered here unless they naturally fall under other headings in the course description.

References to supervised professional training requirements in the national curriculum or national guidelines about the programme are governed by the national curriculum.

If no supervised professional training is included in the course, you should enter "No supervised professional training included in this course" when establishing a new study programme. However, when revising a course, it is not necessary to enter text in the field and you should leave it completely blank.

### Required coursework – requirement for taking examinations

Required coursework is defined as compulsory activity (tests, submissions, laboratory exercises and project work, etc.) that must be approved before the student can take an examination and/or complete supervised professional training. Please note that in some cases required coursework may run parallel to supervised professional training, while in other cases supervised professional training is required coursework.

Required coursework cannot be included in final assessments. Required coursework and the form of examination for a course must together enable students to achieve the learning outcomes of the course, and you should therefore see them in context when selecting them. If one of the learning outcomes of the course is that students should be able to communicate orally, then the choice of required coursework and the form of examination must contain oral elements. If students require skills relating to writing assignments and referencing techniques, then the choice of required coursework/examination must be in written form.

There is no requirement for all courses to have required coursework. Courses may also include voluntary/recommended learning activities such as assignments and tests where students will not be prevented from taking the examination if they have not been completed/approved.

If a course has required coursework, the following applies:

- Required coursework must be specific and assessable, and it must be possible to document it
- Required coursework must be formulated so that the requirements can easily be registered in FS (in Studentweb)
- You should specify how many attempts students have at submitting their required coursework, or if more than one attempt is not possible. For example: Unapproved required coursework may be reworked/resubmitted once (or several times, please specify how many).
- Required coursework must be assessed no later than two weeks before the examination date because:
  - students have the right to appeal in the same way as for examinations
  - the assessment of students' required coursework must be registered in FS
  - students who have not had their required coursework approved must be informed about their withdrawal from the examination by no later than two weeks before the examination
- If the course extends over two semesters, you must specify which semester the required coursework requirement must be completed in.
- Required coursework must be registered in FS, but the results of required coursework are not included in the final grade.
- Approved required coursework is valid until major changes are made to the course or until provisions are provided about the duration of required coursework.

The following regarding required coursework must be described in the course description:

- Individually or in groups, or optional
- The scope of assignments. Specify the approximate scope or refer to the semester plan for further details.
- Attendance requirements must be specified as a percentage, e.g. 80% attendance is required during teaching/group work/seminars, etc.
- How the required coursework is assessed: The required coursework is assessed as approved/not approved.

For HiØ Videre - Centre for Continuing Education courses: please enter an info text for courses offered as HiØ Videre - Centre for Continuing Education courses (required coursework must be approved in order to obtain a course certificate).

A general principle of free tuition applies to higher education, so you should be careful about organising any required coursework that would entail extra costs for students in the form of excursions/trips. Any payments must be clearly specified in the course description. Alternative required coursework must be offered to any students who do not wish to cover their own costs. [Forskrift om egenbetaling](#) provides guidelines relating to any costs that may/may not apply to

students.

Required coursework for compulsory courses must be designed in such a way that it can be completed by students with special needs. If the academic content of a course is such that the required coursework cannot be completed by students with special needs, you should do your utmost to offer alternative required coursework.

If participation in a study trip/excursion is regarded as required coursework involving expenses for the student, an alternative to this must be formulated. Example text:

“Participation in study trips. If a student does not have the opportunity to participate in a group study trip, the student must complete an alternative programme that provides equivalent knowledge/skills. The plan for an alternative programme must be approved by the lecturer in advance, and the student must submit documentation that the programme has been completed after the study trip.”

Feel free to discuss the wording of the text with the Section for Educational Quality/HiØ Videre - Centre for Continuing Education.

The study programme coordinator must keep a general overview of how many required courseworks there are in the study programme so that students' workload does not become excessive.

## Examination

Specify the examination form(s) which has/have been selected for the course. The form of examination must be linked to the learning process and learning outcomes, and not just serve as a method for checking students' knowledge. Please remember that you should also see the form of examination in connection with the required coursework so that they complement each other with regard to achieving learning outcomes.

The study programme coordinator is responsible for the entirety of the programme in which the course is included, so that the requirements for variation in forms of assessment are met and considerations regarding verifiability and students' right of appeal are taken into account.

The examination may consist of one form of examination or a combination of several, either as two parts of an examination, or as one examination with several components. This is discussed below.

It must be stated in the course description whether the examination is to be taken individually or in a group, and whether it is optional (individual/group). Information must also be provided about the duration of the examination, its scope, the grading scale and any permitted examination support materials.

### **Right to appeal**

Students always have the right to appeal regarding the written part of the examination, even if it includes oral components. The right to appeal is pursuant to the Act relating to Universities and University Colleges and HiØ's examination regulations, and it will not be referred to under this section unless there are special reasons for doing so. In special cases, it will be necessary to specify what students can appeal against. It is not possible to provide specific examples, and you are therefore advised to contact the Section for Examination in cases of uncertainty.

Students also have an individual right of appeal in group examinations. The outcome of any individual appeals in group examinations will only apply to the student who has appealed. The other group members will retain their original results.

### Forms of examination

Examination forms, scope and grading scales are stipulated in Chapter 5 of *the Regulations relating to Examinations, Admission to Study and Degrees at Østfold University College*.

The university college has the following forms of examination:

#### **Home examination**

For home examinations, all students will receive the same set of examination questions. Home examinations have a clearly defined duration.

Specification in the course description:

- specify whether the examination is an individual or group examination (not optional)
- if the examination is written in groups, the number of students per group must be specified (max/min)
- specify the duration of the examination in the number of hours (please state the difference between home examinations and assignments)
- specify the word count (individual and group)
- provide information about permitted examination support materials
- specify the grading scale used. For group examinations, you should state whether or not the candidates will be awarded individual grades or if one overall grade is awarded to the group.

Example:

***Home examination, individual, written. Over three days (72 hours)***

*Scope: xx words*

*All support materials are permitted, except communication and collaboration with others regarding the answer.*

*Grading scale: A-F.*

***Home examination, individual, written. 6 hours duration.***

*All support materials are permitted, except communication and collaboration with others regarding the answer.*

*Grading scale A-F.*

#### **Portfolio examination**

Portfolio examinations must consist of at least *two portfolio components*.

Only written work or other work for which assessments can be verified can be included in a portfolio. Neither invigilated written examinations nor oral examinations should be included in a portfolio.

Portfolios must be assessed as one unit. The individual components can be weighted separately, but without separate grades being awarded. Weighting provides students with an indication of how their

final grades have been awarded. This means that portfolios in their entirety must be assessed as having been passed in order for candidates to pass the course in question.

It must be clearly stated whether or not all the portfolio components are to be assessed, or only a selection of the work. The contents of a portfolio's components must not have been assessed previously.

In some cases, the contents of a portfolio may be reassessed when an appeal against its assessment has been submitted. In other cases, this will not be practically possible due to the nature of the contents of the portfolio in question. Such components must be taken into account in connection with the right to appeal, along with the portfolio components that are to be assessed.

Components that may be included in a portfolio might include the following:

- academic texts, assignments, submissions, projects, tests, exhibitions etc.
- components must be verifiable

Specification in the course description:

- specify whether the examination is an individual or group examination
- if the examination is to be submitted in groups, the number of students per group must be indicated (max/min)
- specify the content of the portfolio
- can specify the weighting of the individual component in the portfolio
- specify the grading scale
- specify whether an individual grade or overall grade is given in group examinations

### ***Oral examination***

Specification in the course description:

- specify whether the examination is an individual or group examination
- if the examination is conducted in groups, the number of students per group must be specified (max/min)
- specify the duration of the examination in minutes (approximately)
- specify if the examination is a presentation or defence of/elaboration on a written submission
- specify the grading scale used
- specify whether individual grades or an overall grade will be awarded for group examinations
- specify which examination support materials are permitted (e.g. the written assignment if an oral examination is based on such). If no examination support materials are permitted, please specify this here.

### ***Assignment/thesis***

Specification in the course description:

- specify the type of thesis/assignment; bachelor's thesis, master's thesis, academic text, semester assignment or project assignment
- the duration should not be specified (note the difference between assignments and home examinations)



- the number of words. This may differ depending on whether the assignment/thesis is written individually or in groups
- whether the assignment/thesis is to be written based on a self-selected question or if the question needs to be approved in advance by the course coordinator/academic supervisor
- specify whether the examination is an individual or group examination, or optional
- if the assignment/thesis is to be written in groups, the number of students per group must be specified (max/min)
- for group examinations, you should specify whether it is the university college that decides the groups
- specify the grading scale used
- specify whether individual grades or an overall grade will be awarded for group examinations

### ***Supervised professional training***

Specification in the course description:

- specify whether the examination is an individual or group examination (normally individual)
- specify the duration of the supervised professional training (weeks, days)
- *A pass/fail* grade is normally awarded for supervised professional training

### ***Practical examination***

Specification in the course description:

- specify the form of the practical examination (process assessment, concerts, performance, play, skills test, project or exhibition)
- specify whether the examination is an individual or group examination
- if the examination is conducted in groups, the number of students per group must be specified (max/min)
- specify the duration of the examination (weeks, days, hours)
- specify the grading scale used
- specify whether individual grades or an overall grade will be awarded for group examinations

### ***Invigilated written examination<sup>1</sup>***

Specification in the course description:

- this form of examination is always individual, but must be specified
- specify the duration of the examination (number of hours)
- this is an examination which is held at the university college's premises and is often an *"Individually written examination with a duration of 4 hours"*
- specify the grading scale used
- you do not need to state whether or not the examination is conducted digitally. As a general rule, you do not need to specify this, but in some cases, an early and important indication can be given about what equipment the students will have at their disposal for the examination. This is particularly for students who do not have tuition on campus.

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<sup>1</sup> Invigilated written examinations do not include the portfolio test components. Tests may be included in portfolio examinations.

- specify which support materials are permitted during the examination. If no examination support materials are permitted, please specify this here.

### Examination system

When a course has several forms of examination, or a combination of examination forms, this is called an examination system. Two different versions will be described here; *part of an examination* and examinations with several components.

### *Part of an examination*

The forms of examination discussed above can be combined in different ways when selecting which parts to include in a course examination. Regardless of scope, a course can have a maximum of two parts of an examination with fixed weighting.

NB! Please note that a part of a course examination cannot be included in the assessment basis for other courses.

### **Criteria that apply when using part of an examination:**

- The topics covered on one and the same course must be divided so that it would be natural to test the different subject areas by using different forms of examination. We recommend limiting the use of parts of an examination.
- Two separate grades are awarded which are then combined in FS.
- The weighting of the different parts must be specified in the course description and technically in FS.
- Clarification of part of an examination and consequences regarding right to appeal and retaking examinations must be described in the course description.
- The parts of an examination are independent of each other and can be taken during different semesters.
- The parts of an examination can be appealed separately.
- If a candidate is awarded a *fail* grade for one of the parts of an examination, they may retake the part that has been failed. When *improving a grade*, each of the parts of an examination can be taken separately.
- Parts of an examination may have different grading scales (pass/fail and A-F).

### Example of a part of an examination

#### **Portfolio assessment in groups and individual written examination**

*Part of an examination 1: **Portfolio assessment*** (represents 50%). Two portfolio submissions as pieces of group work. An overall grade is awarded to the group.

*Part of an examination 2: **Individually written examination, duration 3 hours*** (represents 50%).

Examination support materials: approved calculator.

A grading scale of A-F is used for both parts of the examination. Both parts of the examination must be passed in order to be awarded a grade for the course.

One overall grade is awarded for the course, using the grading scale of A-F.

#### *Examination with two components*

A course may have an examination system consisting of different forms of examination, but where there is still just one examination.

An examination with two components should only be used for a combination of a written component and an oral examination. Written components do not exclude portfolios and reports, etc. Written examination components must be passed and communicated to the candidate in Studentweb before they can take the oral examination component.

Students cannot choose to improve just one of the components of a course examination, but must take both components if they want to improve their course grades.

#### ***Criteria that apply to one examination with several components:***

- One overall grade is awarded
- The forms of examination must be conducted during the same semester
- The same grading scale is used for the different components since one overall grade is awarded for the course
- The various components must not be weighted
- The various components cannot be retaken separately. This is described under a separate section (see the section entitled Conditions for resits/rescheduled examinations).
- Written components must be passed before candidates can take the oral examination.
- Students must be informed about their preliminary grades for their written components, in Studentweb, before they take the oral examination.
- Written components can be appealed against. In such cases, the written work must be reassessed and if any grades are adjusted, a new grade-adjusting oral examination component must be organised. This is described under a separate section (see the section entitled Conditions for resits/rescheduled examination).
- Specify how oral examination components adjust written examination components, e.g. *adjusted up or down one grade on the A-F grading scale.*

Example of a two-component examination :

***Examinations with two components: academic reports (group or individual) and oral examination (group or individual)***

**Academic report** (individually or in groups of no more than three candidates). The scope of the report must be stated in the number of words, but it is possible to state the number of pages in cases where the distinctive nature of the subject dictates this. For example: 15 pages for individual submission and 25 pages for group submission.

**Oral examination**, approximately 30 minutes duration (individually or in groups, depending on the academic report). The report must be presented and candidates will be examined based on the main topics of the course.

A preliminary grade will be awarded for academic reports before the oral examination. If a report is prepared by a group, preliminary group grades are awarded with the same grade for all members of the group. Academic reports must be passed before students can take the oral examination. The grades awarded for written examinations may be adjusted up or down by one grade on the grading scale of A-F as a result of an oral examination.

Individual grades are awarded for the course.

## Examiners

There must be two examiners for each examination, cf. Chapter 7 of the *Regulations relating to Examinations, Admission to Study and Degrees at Østfold University College*. Please specify whether internal examiners will be used, or one internal and one external examiner.

If the faculty concerned has not decided which courses will have an external examiner, you can write *External and internal examiner or two internal examiners*.

For accreditation applications (internal or external), specify which courses will have an external examiner. Our regulations state that an external examiner must be used for grading student work for at least one course each year, in all studies and study programmes, cf. Chapter 7. At the same time, an external examiner must be used when assessing students' independent work (i.e. master's theses).

## Conditions for resits/rescheduled examinations

Here, resits/rescheduled examinations are only mentioned if there are deviations from the ordinary examination implementation.

**Resits:** the student in question wants to improve their grade for an examination that has already been passed/failed.

**Rescheduled examination:** the student in question has been ill or has a valid reason for not being able to sit the examination.

Parts of an examination should not be thematically linked and can be both appealed against and improved separately.

For examinations with several components, you should specify the following for the individual courses concerned:

- a) **In the event of a fail grade.** A normal combination of a written component + an oral adjustment. Written components must be assessed as having been passed before an oral examination can be held. A failed written component can be appealed.. Oral examinations can only be held after the written examination has been passed (either as the result of an

appeal or an improvement). Normally, the content of a written component can only be reworked once.

b) **If a student wishes to improve a grade.** For examinations with several components, it is assumed that one overall grade will be awarded of all the components. In such cases, the logical and well-established practice is that all the components must be retaken.

Examples of text when the course in question has a **portfolio examination**: Same principle as above. If a fail grade is awarded, the contents can be reworked only once. This must normally take place in consultation with the person responsible for the course. If a student wishes to improve their grade, all portfolio components must be prepared and re-submitted.

Resits/rescheduled examinations for **bachelor's theses, master's theses and other independent work** are regulated in Chapter 6, Examinations, in the university college's Examination Regulations: *"students who have failed their bachelor's theses, master's theses or other major work may submit a revised version of their thesis for grading only once."*

Please contact the Section for Examinations for guidance and assessments in each case. The text provided here must leave no room for different interpretations.

### Course evaluation

As a minimum, you must state how the course is evaluated and how the results of such evaluation will be processed.

Specify how the evaluation is carried out (written/oral/in plenary).

### Literature

When establishing a new study programme with new courses, or when creating new courses in existing study programmes, the literature must be entered here. Reading lists must contain full information about the author, title, year, publisher and place, as well as the edition and page number if relevant. HiØ requires students to use referencing techniques, and we should therefore lead the way by providing a good example. The library is available for guidance.

The literature is registered in the Leganto syllabus system and published from there via a link in the published course description. The standard text in the published course description will be:

*The applicable reading list for AUTUMN 2023 can be found in Leganto.*

Revision of literature is done in Leganto within the applicable deadlines.

### EpN log fields

Log fields must not be used when establishing a new study programme, only when revising existing courses.

EpN is used for revising existing courses. Changes must be logged, along with an explanation as to why they were made. This text must be used in the programme description revision report which is prepared by the Study Programme Secretariat.

Please write briefly and concisely, e.g.:

- *amended section. Teaching semesters. Reason:*
- *amended section. Teaching and learning methods. Reason:*

If you have not made any changes to the course, you must still state here that no revision was needed.

Always remember to enter your name and date when revising a course.