

Rektor

Dato
13.01.2011Referanse
2011/474-476-477**Notat**

Til: -Fakultetene, -Utdanningsutvalget

Kopi til: -Forvaltningsutvalgene, -Øk.avd., -SA-seksjonene

Fra: -Rektor v/ prorektor for utdanning og læringskvalitet Berit J. Kjeldstad og
studiedirektør Anne Rossvoll


Signatur: *Berit Kjeldstad* *Anne Rossvoll*

- 1) **Deltakelse ved Erasmus Mundus-søknader 2011**
sendes i ePhorte-saksnr. 2011/476 til JIR – Frist: 8. mars 2011. - I Styret: 30. mars.
- 2A) **Studieprogramportefølge-endringer 2012/2013 - -runde 1**
sendes i ePhorte-saksnr. 2011/474 til JIR – Frist: 1. mai 2011. - I Styret: 8. juni.
- 2B) **Utvikling av fakultetets studieprogramportefølge på lengre sikt**
sendes i ePhorte-saksnr. 2011/474 til JIR – Frist: 1. mai 2011. - I Styret: 8. juni.
- 3) **Kvalitetssikringsmeldinger for utdanningen i 2010**
sendes i ePhorte-saksnr. 2011/477 til ELI – Frist: 1. mai 2011. - I Styret: 8. juni.

Studiedirektøren har ansvaret for å gjennomføre prosessen for disse sakene, og har satt opp følgende framdriftsplan i 2011:

Styremøtet 30. mars*jf pkt 1 om EM-søknader*

For at NTNU skal kunne delta ved forpliktende Erasmus Mundus-søknader (EM-søknader), må Styret først vedta å gi adgang til det. Fakultetene må derfor bekrefte at eventuelle imøtekomne deltakelser i EM-program kan innpasses i fakultetets budsjett- og opptaksrammer. Dessuten må de legge fram en kort orientering om den planlagte søknaden med oversikt over samarbeidspartnere og studieplanskisse samt øvrig dokumentasjon, se underpunktet om EM-program i kravspesifikasjonens punkt 13 om felles program og felles grader. Den endelige, eksterne EM-fristen til EU-systemet er 29. april i 2011. Siden det ikke er noen styremøter mellom 30. mars og 11. mai må

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All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandlerne ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

fakultetene derfor oversende de ønskete søknadsgodkjennelsene innen 8. mars for å bli med på styremøtet 30. mars.

I henhold til studieforskriften vedtar Styret opprettelser og nedleggelse av bachelor- og masterprogrammer, mens studieprogrammer på ph.d.-nivå er delegert til Rektor. Kravspesifikasjonen omfatter i utgangspunktet kun bachelor- og masternivået, men pkt. 13 b om EM gjelder også for ph.d.-nivået.

Vi ber om at både EM-søknader på master- og ph.d.-nivå tas med i denne innrapporteringen da Rektor skal godkjenne alle EM-søknader.

Styremøtet 8. juni

a) jf pkt 2A om foreløpige forslag til endringer i studieprogramporteføljen for 2012/2013

Styret skal behandle fakultetenes foreløpige forslag til endringer i studieprogramporteføljen for studieåret 2012/13. Malen og punktene i den vedlagte kravspesifikasjonen må følges så langt det lar seg gjøre for de foreløpige forslagene, men i den mer utfyllende og endelige runden H-2011 skal fakultetene følge den siste versjon av kravspesifikasjonen fullt ut. Rektor og Styret vil etter styremøtet gi signaler tilbake på de foreløpige forslagene.

Fakultetenes forslag skal være basert på hvordan dagens studieprogramportefølje er og ser ut til å fungere, oppfølging av kvalitetsmelding for 2010, økonomiske rammebetingelser og signalene som den reviderte utdanningsstrategien gir.

b) jf pkt 2B om langsiktig utvikling av studieprogramporteføljen

I styremøtet i juni vil rektor legge opp til drøfting om aktuelle retninger for å utvikle NTNUs studieprogramportefølje de nærmeste årene. Det viktigste grunnlaget for det er fakultetenes egne vurderinger av hvordan de selv ønsker en slik utvikling, både faglig, strukturelt, i omfang og som eventuelle samarbeidstiltak på tvers av fakultets- og institusjonsgrenser.

Skal vi peke på en ønsket utvikling, må vi gjøre ut fra et bilde av hvordan tilstanden er nå. Som hjelp til fakultetenes vurderinger har vi lagt ved et sett med eksempler på noen mulige beskrivelser av utviklingstrekk på NTNU-nivå, basert på DBH-data fra perioden 2002/03-2010 (vedlegg 2). Noe utvikling er bevisst styrt, andre er kanskje deler av trender som har ligget utenfor NTNUs styring. I vedlegg 2 er det gjort synlig som f eks (referanse i parentes gjelder nr på diagrammene):

- Utdanningsvirksomheten har dreid til å bli mer profesjonsrettet (S2).
- En vesentlig del av profesjonsrettet dreining ved NTNU er på grunn av økt lærerutdanning, som langt på vei kompenserer for lavere andel på disiplinstudiene (S3).
- Hovedprofilen, definert som teknologi og realfag, øker på bekostning av de øvrige utdanningsområdene (S4).
- Disiplinstudiene viser ulike trekk, både på lavere grad og høyere grad. Hovedtendensen ved NTNU er langt på vei den samme som ved universitetene i Oslo og Bergen (S6, S7, S8).

I del 2 av vedlegget har vi prøvd å beskrive noen trekk i selve programstrukturen på et NTNU-nivå, hovedsakelig som forhold mellom antall program samlet i ulike kategorier og antall registrerte studenter på programmene.

Det som kommer fram i det vedlagte statistikksettet, er noen av flere måter å beskrive utviklingstrekk i NTNUs portefølje på. Fakultetene står fritt til å se på andre beskrivelsesmåter som passer

bedre til egen portefølje og utdanningsvirksomhet. Vi ber fakultetene om å se på ulike utviklings-
trekk på eget fakultet og vurdere hva som er ønsket utvikling videre framover, og hvordan det
henger sammen med de signalene som kommer fram i NTNU strategi. Hvilken utvikling kan vi og
ønsker vi å styre, og hvor er vi mer prisgitt trender vi ikke har liten eller ingen styring på.

Rektoratet vil følge opp forberedelsene fram til junimøtet ved å drøfte disse problemstillingene i
Utdanningsutvalgets møter i vårsemesteret, parallelt med at fakultetene arbeider med saken.

c) jf pkt 3 om kvalitetssikringsmelding for utdanningen i 2010

Styret skal behandle melding om kvalitetssikring av utdanningsvirksomheten i 2010, med resultat
av tiltakene etter meldinga for 2009 og planlagte forbedringstiltak for studieåret 2011/2012.

Struktur på og innhold i meldingen er beskrevet i vedlegg 4 med målepunkter m.v.

Punkt a og b vil bli lagt fram i ett felles styrenotat, mens punkt c vil bli lagt fram i en separat sak.

Styremøtet 12. oktober

Her vil styret ta neste steg i å utforme studieprogramporteføljen for 2012/13 i form av vedtak om
tillatelser til konkrete endringer i den, basert på fakultetenes oppfølging av føringene fra junimøtet.
Fakultetenes endelige runde 2-forslag må oversendes innen 10. september, men det vil vi selvsagt
komme nærmere tilbake til senere.

Styremøtet 7.-8. desember

Her behandler styret den endelige konkretiseringa av porteføljen for 2012/13 gjennom å vedta
opptaksrammene - basert på fakultetenes forslag – for alle studieprogram som har opptak i
studieåret 2012/13. I begynnelsen av høstsemesteret sender vi ut eget brev om det.

Vedlegg:

- 1) Kravspesifikasjon for utvikling av nye studieprogram, sist reviderte versjon av januar 2011.
*Kortversjon på 1 side, og fullversjon på 10 sider.
Neste revisjon; juni 2011. Sist reviderte versjon ligger alltid ute på KVASS.*
- 2) Samling av en del studentstatistikk og programstatistikk, med kommentarer.
- 3) Overordnede kriterier for utvikling av NTNUs studieprogramportefølje.
- 4) Føringer for melding om kvalitetssikring av utdanningen i 2010.



KRAVSPESIFIKASJON TIL HJELP FOR FAKULTETENE I FORBINDELSE MED ETABLERINGEN AV NYE STUDIEPROGRAM (BACHELOR- OG MASTERPROGRAM)

Ansvarlig: Studiedirektøren.	Godkjent: -januar 2011
Sist oppdatert: -januar 2011	Arkiv: 2005/893/331/SA/JIR

Intensjonen med denne kravspesifikasjonen er at den skal være til hjelp for fakultetene i forbindelse med utviklingen og etableringen av nye studieprogram (bachelor- og masterprogram), som inngår som en del av støttesystemet for kvalitetssikring.

Denne kravspesifikasjonen gjelder ikke studieprogram på PhD-nivå (verken ordinære PhD-program eller PhD-fellesgrader). Den gjelder imidlertid for alle typer program på bachelor- og masternivå; ordinære, internasjonale, fellesprogram og erfaringsbaserte (etter- og videreutd.), men alle punktene er naturlig nok ikke like relevante for alle typer program.

Når fagmiljøene har nye bachelor- og masterprogram på trappene ønsker Studieavdelingen å bidra til at disse kan opprettes og iverksettes på en så korrekt, ryddig og rask måte som mulig.

Studieavdelingen ønsker gjerne å bistå fagmiljøene med råd og bistand *underveis i prosessene* med utvikling av nye studieprogram i den grad fagmiljøene måtte ha behov for det.

De etterfølgende kravene kan betraktes som ei huskeliste som fakultetene må ta hensyn til underveis ved utviklingen av nye studieprogram, og gjerne med konsultering av Studieavdelingen underveis i utviklingsarbeidet.

Ved den endelige forslags- og vedtaksrunden i høstsemesteret skal denne kravspesifikasjonsmalen etterfølges fullt ut.

Rektor ønsker ved innsendingene til 01.05.2011

-både en melding fra fakultetet om hvordan det ser for seg sin samlede portefølje-utvikling på noe lengre sikt

-og en foreløpig innmelding om hvilke konkrete endringer for studieåret 2012/2013 som fakultetet tar sikte på å sende inn ved den endelige vedtaksrunden høsten 2011

Vi viser til Rektors oppstartsbrev av 13.01.2011, der årets prosesser er nærmere beskrevet.

Ønsker fakultetet for eksempel å ha et større omfang av høyere grads studieprogram, hvordan ønsker fakultetet at fordelingen mellom profesjonsutdanninger og disiplinutdanninger skal utvikle seg framover, skal den internasjonale profilen bli sterkere med flere studietilbud tilpasset det internasjonale utdanningsmarkedet, skal noen fagområder tones ned og andre rustes opp, skal PhD-utdanning spisses, skal omfanget av samarbeid med andre universiteter (nasjonale og internasjonale) styrkes for eksempel ved å inngå samarbeid om flere felles program og/eller eventuelt felles grader?

Følgende krav må være tilfredsstillt før sak om opprettelse av nytt studieprogram kan legges fram for behandling i Styret:

1) Strategisamsvar

Fakultetet må ha vurdert i hvilken grad det foreslåtte studieprogrammet er i samsvar med lokale og sentrale strategier ved NTNU, herunder også eventuelle koplinger til forskningsstrategier. Eventuelle tilknytninger til NTNUs seks tematiske satsingsområder skal også inngå her.

2) Krav til bachelorprogram og masterprogram i forskrifter

Emnene som tilbys skal være 7,5 studiepoeng eller multiplum av dette. Alle bachelorprogram (treårige) og integrerte masterprogram (fem-årige) skal inneholde de tre fellesemnene; ex.phil. (7,5 st.p.), ex.fac. (7,5 st.p.), perspektivemne (7,5 st.p.).

Ad bachelorprogram:

De treårige bachelorprogrammene på 180 st.p. skal ha en hovedprofil som gir en faglig fordypning med et omfang på minst 80 st.p. Studieprogrammene som fører til en bachelorgrad skal altså organiseres slik at det skal kunne bygges ut til en mastergrad.

Det må dokumenteres at det aktuelle studieprogrammet tilfredsstiller kravene som stilles i studieforskriftens § 13 (studieprogram) og § 19 (bachelorgrad) samt § 14 (studieplan og emnebeskrivelser).

Ad masterprogram:

Alle integrerte masterprogram (femårige) skal også tilfredsstille kravene til bachelorgrad.

Det må dokumenteres at det aktuelle studieprogrammet tilfredsstiller kravene som stilles i de relevante forskrifter, dvs. det som følger av kravene som stilles til

- mastergrad av 120 studiepoengs omfang,
- integrert mastergrad av 300 studiepoengs omfang

eller

- erfaringsbasert mastergrad av 90 eller 120 studiepoengs omfang

i *Forskrift om krav til mastergrad* fastsatt av Utdannings- og forskningsdepartementet 01.12.05 og kravene som stilles i § 20 om mastergrad i *Forskrift om studier ved NTNU* (Studieforskriften) fastsatt av Styret 07.12.05.

Dette gjelder for eksempel kravet til at omfanget på masteroppgaven skal være på minst 30 studiepoeng men ikke mer enn 60 studiepoeng.

3) Studieplan, emnebeskrivelser

Jfr. § 14.1 og 14.2 om henholdsvis studieplan og emnebeskrivelser i Studieforskriftens kapittel 3 om studienes organisering (jfr. vedlegg). Kravene til hva studieplanen og emnebeskrivelsene (jfr. Emner på nett /EpN) skal inneholde må tilfredsstilles. Denne paragrafen gjelder for både bachelor- og masterprogram.

Det må altså utarbeides en studieplan for studieprogrammet der vurderingen og behandlingen av denne inngår som en del av den koordineringsprosessen som følger av den helhetlige, årlige studieprogram- og budsjetttrulleringen ved fakultetet. Fakultetet skal ha behandlet og fattet vedtak med hensyn til opprettelse av studieprogrammet og dets tilhørende studieplan før oversendelse til Studieavdelingen.

En foreløpig skisse til studieplan, der ikke nødvendigvis fullstendig emnebeskrivelse forefinnes ved alle eventuelle nye emner som skal inngå i studieprogrammet, vil være tilstrekkelig for at Styret skal kunne opprette det nye programmet. Men dette forutsetter naturlig nok at studieplanen inklusive alle tilhørende emnebeskrivelser blir ferdigstilt i henhold til den ordinære studieplansyklusen.

Her er som kjent fristene henholdsvis 15.12. med hensyn til studieprogrammene innenfor teknologi-/siv.ing.-området og andre fakultetsvise frister for de øvrige studier. 15.12. er fristen for endelig innmelding av emner (nye, reviderte, nedlagte) til EpN innenfor siv.ing., 15.01. for de øvrige.

For at studieprogrammene med opptak gjennom Samordna Opptak (SO) skal komme med i den årlige felles, nasjonale SO-søkerhåndboka må Studieavdelingen ha lagt programmene inn i databasen for søkerhåndboka som er åpen i perioden 05.11.-01.12 med endelig avmeldingsfrist pr. 10.12.

4) Læringsmål og læringsutbytte

Alle studieprogram skal ha læringsmål i sin studieplan, jf Studieforskriftens § 14 nr 1 om at alle studieprogram skal beskrives i en studieplan og at studieplanen skal fastsette studieprogrammets læringsmål og profesjonsmål eller yrkesmål. Det har vært et gjeldende krav lenge. Alle program skal imidlertid nå utforme læringsmålet i form av forventet læringsutbytte, slik det er spesifisert i det nasjonale kvalifikasjonsrammeverket. Beskrivelsen ligger i ePhorte 2009/4717-jp 1.

Proessen med å implementere det nasjonale kvalifikasjonsrammeverket er i gang. Målet er at *alle* studieprogram, gamle og nye, skal ha læringsmål etter denne malen innen utgangen av 2012. Det betyr at studieplanene for studieåret 2012/13 begynner, har formulert læringsmål for programmene og tilhørende emner i tråd med beskrivelsene av læringsutbyttet i det nasjonale kvalifikasjonsrammeverket. *De må derfor være utarbeidet og godkjent innen utløpet av studieåret 2011/12.* Alle nye programforslag som framsettes høsten 2011 må utarbeide læringsmål i henhold til kvalifikasjonsrammeverket så langt dette er mulig. Jfr her nettlénke i nettsamling baksert.

5) Fastsettelse av studieplan

Det fakultetet som administrerer studieprogrammet, vedtar studieplan.

Der NTNUs Styre har opprettet et overfakultært styre for en gruppe studieprogram vedtar dette styret studieplanen;

- FUS er i henhold til sitt mandat gitt myndighet til å vedta studieplan for studieprogrammene innenfor teknologi-/siv.ing.-utdanningen, herunder også de internasjonale, engelskspråklige på dette området.

- FUL er i henhold til sitt mandat gitt myndighet til å vedta studieplanene for den praktisk-pedagogiske utdanningen inkl. i lærerutdanningsprogrammene, samt samlet vurdering av lærerutd. programmene.

- Utdanningsutvalget er gitt funksjonen som overfakultært styre mht Studieforskriftens § 4 nr. 4, § 13 nr. 3, § 14 og § 45 for henholdsvis siv.ing.-utdanningen, lærerutdanningsprogrammene, for fellesemnene nevnt i Studieforskriftens § 13 nr. 4 og for emnet Eksperter i Team. Dette innebærer at Studiedirektøren etter forslag fra henholdsvis FUS/FUL legger fram saker for Utdanningsutvalget.

Nye studieprogram med tilhørende studieplan innenfor teknologiområdet skal Studieavdelingen, etter fakultetets oversendelse, legge fram for FUS i henhold til dette organets mandatbestemmelser om at organet skal vedta studieplaner for siv.ing.-utdanningen, jfr. mandat av 11.11.04. Dette gjelder også de internasjonale, engelskspråklige masterprogrammene innenfor teknologiområdet.

FUS skal også gi råd om og eventuelt selv ta initiativ til nye program.

6) Kostnadsberegning og finansiering

Fakultetet skal sette opp en kostnads- og finansieringsoversikt. Oversikten skal inneholde et estimat for oppstarts- og utviklingskostnader og et estimat for kostnader for ordinær drift av programmet. Fakultetet skal videre foreslå hvordan kostnadene skal finansieres. Det må gå klart fram av oversikten hvor mye som skal finansieres av midler fakultetet allerede har og hvor mye som eventuelt må tilføres

av nye midler til fakultetet. Fakultetet kan i utgangspunktet ikke forvente å få tilført mer midler utover økning i resultatbevilgning som følge av økt studiepoengproduksjon.

Dersom det er behov for økonomisk støtte til utvikling og oppstart av programmet, må fakultetet vurdere å bruke av sine egne strategi- og omstillingsmidler til dette formålet. Fakultetet kan ikke forvente å få tilført midler fra sentralt hold til dette formålet.

Kostnader i forbindelse med ordinær drift av programmet skal estimeres per år inntil studieprogrammet har nådd maksimumstallet på studenter.

Alle saker/søknader om opprettelse av nye studieprogram vil av Studieveilingen bli lagt fram for Økonomiavdelingen til vurdering før de framlegges overfor Utdanningsutvalget og Styret.

Kostnads- og finansieringsoversikt:

Kostnader		Finansieringskilder	
Oppstarts- og utviklingskostnader	(her skrives beløp)	Fakultetets egne midler	(her skrives beløp)
Sum	(her skrives beløp)	= (dvs. kostnader er lik finansiering)	(her skrives beløp)

Kostnader		Finansieringskilder	
Ordinær drift, år 1 (år=kalenderår)	(her skrives beløp)	Fakultetets egne midler	(her skrives beløp)
		Stipulert resultatbevilgning i IFM	(her skrives beløp)
Ordinær drift, år 2	(her skrives beløp)	Fakultetets egne midler	(her skrives beløp)
		Stipulert resultatbevilgning i IFM	(her skrives beløp)
Ordinær drift, år 3	(her skrives beløp)	Fakultetets egne midler	(her skrives beløp)
		Stipulert resultatbevilgning i IFM	(her skrives beløp)
Ordinær drift, år osv. inntil full opptrapping har skjedd	(her skrives beløp)	Fakultetets egne midler	(her skrives beløp)
		Stipulert resultatbevilgning i IFM	(her skrives beløp)
Sum	(her skrives beløp)	= (dvs. kostnader = finansiering)	(her skrives beløp)

7) **Oppdragsundervisning, egenbetaling**

Studieprogram kan også tilbys som *oppdragsundervisning*, og dersom fakultet har planer om dette må det redegjøres for dette. Vi viser her til Kunnskapsdepartementets Rundskriv F-20-07; Reglement om statlige universiteter og høyskoleers forpliktende samarbeid og erverv av aksjer (gjeldende f.o.m. 01.01.08).

Når det gjelder *egenbetaling* er det i utgangspunktet ikke adgang til å ta det for studietilbud som omfatter en hel gradsutdanning.

Dette gratisprinsippet er slått fast i universitets- og høyskoleloven og i Forskrift om egenbetaling ved universiteter og høyskoler fastsatt av Utdannings- og forskningsdepartementet den 15.12.05 (forskriften gjelder ikke studietilbud som tilbys som oppdragsundervisning).

Denne forskriftens § 3-2 åpner imidlertid for unntak, blant annet for erfaringsbaserte masterstudier (§ 3-2 c). Egenbetalingen kan da dekke kostnadene fullt ut, eller delvis ved at institusjonen finansierer deler av kostnadene.

Styret selv (§ 3-2 nr. 3) fastsetter retningslinjer for godkjenning og fastsetting av egenbetaling. Styret ved NTNU har ikke gjort dette. Styret kan ikke delegerer myndigheten til å fastsette disse retningslinjene.

Styret, eller den styret delegerer til, godkjenner at det aktuelle kurset, fag/emne eller studieprogrammet finansieres med egenbetaling, og fastsetter hvor stor egenbetalingen skal være (§ 3-3 nr. 3). Ved slike tilfeller må fakultetene som ønsker å ta egenbetaling ved et studieprogram skriftlig begrunne det ønskede nivået på den ønskede egenbetalingen.

8) Antall studenter

Fakultetet skal stipulere det totale antallet studenter en tenker seg på programmet, herunder fordelingen mellom de aktuelle studentkategorier (spesielt aktuelt v/ internasjonale program). Dette er meget viktig også i forhold til behovet for studentboliger.

9) Opptakskrav og rangeringsregler

NTNUs felles opptaksforskrift gjelder for alle studieprogram, men Rektor kan etter forslag fra fakultetet oppnevne særskilt opptakskomiteé og særskilte rangeringsregler for særskilte masterprogram (jfr. opptaksforskriftens § 4 og § 21, 3. ledd). I alle slike tilfeller skal Studieavdelingen fungere som opptakskomiteéens sekretariat. Studieavdelingen skal også ha ett medlem i opptakskomiteéen.

Dersom det dreier seg om et nytt toårig masterprogram skal fakultetet klargjøre hvilke krav til akademisk profil og faglig fordypning det forutgående bachelorstudiet eller tilsvarende som samsvarer og danner et tilstrekkelig grunnlag for opptak til det aktuelle masterprogrammet. Jfr. her § 19 om opptakskrav til masterprogram som bygger på fullført lavere grad i Forskrift om opptak til studier ved NTNU.

I de tilfeller der det skal legges vekt på relevant yrkeserfaring ut over kravet til bachelorgrad, skal det anføres hva som regnes som slik erfaring. Tilsvarende må det redegjøres for eventuelle andre spesifikke opptakskrav.

10) Samarbeidende fakulteter

I de tilfeller hvor det er flere involverte fakulteter skal alle fakultetene ha vurdert og behandlet de forutgående punktene og blitt enige om hvilket fakultet som skal være programmets vertsfakultet. Det bør som regel opprettes særskilte programråd for studieprogrammene, og der det er flere samarbeidende fakulteter bør lederskapet og sekretariatsfunksjonen for programrådet legges til programmets vertsfakultet.

11) Forskningskopling og tverrfaglighet

Fakultetet skal tydeliggjøre forskningskoplingen ved det nye utdanningstilbudet.

Fakultetet skal spesielt fokusere på tverrfaglig og/eller tverrfakultært samarbeid, og på studieområder av regional, nasjonal eller internasjonal interesse.

Dersom studieprogrammet har tilknytningspunkt opp mot et av de tematiske satsningsområdene (TSO) eller sentraene for fremragende forskning/innovasjon (SFF/SFI) kan fakultetet vurdere om en sammen med eventuelle andre studietilbud med samme tilknytningspunkt kan etablere et klyngesamarbeid (slik dette er skissert i vedleggslenke 6 i S-saksnotat 42/2010). Dette gjelder naturlig nok også for etablerte studietilbud der dette kan være aktuelt.

12) Eksterne samarbeidspartnere

I de tilfeller hvor det sammen med fakultetet er involvert eksterne aktører utenfor NTNU, det være seg øvrige utdanningsinstitusjoner eller andre, skal det foreligge samarbeidsavtale eller forslag til samarbeidsavtale med disse. Dette gjelder selv om det ikke dreier seg om en fellesgrad (jfr. etterfølgende pkt. 13).

13) Fellesgrader og fellesprogram

13 a Generelt om felles program og felles grader

Når fakultetene har planer om eventuell deltakelse i fellesprogram- eller fellesgradsprosjekt ber vi om at det tas kontakt med Studieavdelingen tidlig i prosessen, slik at vi kan være behjelpelig overfor fakultetene undervegs i prosessen.

Når det gjelder begrepet *felles studieprogram* presiserer vi at dette innebærer samarbeid om et felles studieprogram med andre utdanningsinstitusjoner i inn- eller utland uten at det nødvendigvis fører fram til felles grad.

Med hensyn til begrepet *felles grad* peker vi på at dette dreier seg om felles studieprogram som fører fram til en fellesgrad.

Fellesgraden kan dokumenteres enten:

-i form av ett felles vitnemål (joint degree), eller

-i form av ett vitnemål fra hver av de samarbeidende institusjonene som studenten har avlagt eksamen hos (double degree eller multiple degree), eller eventuelt

-i form av ett felles vitnemål samt ett vitnemål fra hver av de samarbeidende institusjonene som studenten har avlagt eksamen hos.

Ulike nasjoner har ulike lovgivning på dette området med hensyn til hva en har anledning til å kunne være med på å utstede. Internasjonal seksjon ved Studieavdelingen vil være behjelpelig med hensyn til å framskaffe informasjon over hvilke nasjoner som har anledning til hva på det aktuelle tidspunkt med hensyn til dette. Norsk lovgivning gir allerede adgang til at vi kan være med på å tildele også felles vitnemål.

Vi viser til punkt 12 om eksterne samarbeidspartnere i denne kravspesifikasjonen, der det er fastsatt som et krav at det skal foreligge forslag til slik avtale, enten det dreier seg om samarbeidende utdanningsinstitusjoner eller andre samarbeidspartnere i inn- eller utland, og da uansett om det dreier seg om et samarbeid om et fellesprogram eller om en fellesgrad.

Med andre ord: Vi kan være involvert i et felles studieprogram med en eller flere øvrige utdanningsinstitusjoner i inn- eller utland uten at det skal føre fram til verken multiple, double eller joint degree. Tilsvarende kan vi være involvert i et felles studieprogram med en eller flere øvrige utdanningsinstitusjoner i inn- eller utland som skal føre fram til en fellesgrad i form av et av de tre ovenforstående alternativene.

Når det gjelder alle slike typer bachelor- og masterprogram i samarbeid med andre utdanningsinstitusjoner i inn- eller utland gjelder også de øvrige punktene i denne kravspesifikasjonen så langt de er relevante.

I tillegg til dette viser vi til kapittel 4 om fellesgrader i rundskriv F-08-10 mht Forskrift om kvalitets-sikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning (av 01.02.10). Her peker vi spesielt på kravet om at det ved programsamarbeid om fellesgrad kreves inngåelse av skriftlig avtale med de(n) samarbeidende utdanningsinstitusjon(er) som regulerer ansvarsforholdet mellom partene, herunder gradstildeling og vitnemålsutforming (§ 4-2 nr. 1). Rektor må signere slik avtale på vegne av NTNU, etter forslag fra fakultetet.

Videre understreker vi kravet om å påse at samarbeidsinstitusjonen(e) er akkreditert eller godkjent for å kunne gi høyere utdanning i henhold til gjeldende systemer i det aktuelle land, og at de aktuelle studiene er akkreditert som høyere utdanning på fellesgradens nivå (§ 4-2 nr. 2).

Studenter som tas opp på studier som skal inngå i grunnlaget for fellesgrad mellom norske og utenlandske institusjoner, skal sikres studieopphold av et visst omfang ved de samarbeidende institusjoner. Dette må avspeiles i forslaget til studieplan.

Universitets- og høyskolerådet (UHR) har en håndbok for felles gradssamarbeid i Univeristets- og høyskolesektoren, og denne er lenket opp bakerst i dette dokumentet.

13 b Særskilt om Erasmus Mundus-programmer

Særskilt angående Erasmus Mundus-programmer (fortsatt under pkt. 13), men også gjeldende for andre tilsvarende godkjennings- og finansieringsordninger (men det er helt spesielle søknadsfrister og –rutiner m.v. for Erasmus Mundus-programmer):

Internasjonal seksjon og staben ved Studieavdelingen vil være behjelpelig undervegs i planleggingsfasen før søknadsoversendelsen og videre før den eventuelle oppstarten av det aktuelle Erasmus Mundus-program og tilsvarende med hensyn til andre godkjennings- og finansieringsordninger. SIU (Senter for internasjonalisering av høyere utdanning) vil også være aktuell støttespiller.

Den eksterne søknadsfristen overfor EU er 29.04.2011. Det nye ved EM II (EM II f.o.m. V-2009) i forhold til EM I var blant annet at ikke bare studenter fra land utenfor EU/EØS-området kan få særskilt stipend, men også studenter fra land innenfor EU/EØS-området (men ikke på samme nivå; 10-12000 euro pr. år for EU/EØS-studenter vs 21000 euro pr. år for 3.landsstudenter). Videre ble konsortiebidraget økt fra 15000 euro til 30000 euro/år.

(jfr for øvrig lenkehenviisningene bakerst i denne kravspesifikasjonen).

(EM II omfatter også ph.d.-nivået, men denne kravspesifikasjonen omfatter som kjent ikke ph.d.).

Andelen innvilgete søknader har vært på kun ca 15 %, slik at det er viktig at eventuelle søknader må være meget godt gjennomarbeidet. Det er videre av avgjørende betydning at søknadene har en solid faglig forankring på alle ledelsesnivåene ved de samarbeidende søkerinstitusjonene.

Dersom det søkes om finansiering og godkjenning av en planlagt fellesgrad i samarbeid med en eller flere utenlandske utdanningsinstitusjoner, gjennom for eksempel Erasmus Mundus eller andre godkjennings- og finansieringsordninger, skal fakultetets søknad først godkjennes av Styret før NTNUs søknad med Rektors underskrivning kan oversendes.

Avhengig av hvilke områder disse samarbeidsprogrammene er innenfor må de først (dvs. før Styrebehandlingen), på samme måte som med hensyn til øvrige studieprogrammer, også behandles av det eventuelle aktuelle forvaltningsutvalg (jfr. pkt. 3 og 4).

Den Styre-godkjente søknaden overfor EU-systemet om det aktuelle Erasmus Mundus-programmet blir da samtidig gjeldende som en søknad om (eventuell) opprettelse av studieprogrammet. Det vil si at studieprogrammet er å regne som vedtatt opprettet ved NTNU dersom Erasmus Mundus-søknaden blir innøst.

Når det gjelder egenbetaling (jfr. pkt. 6 om Oppdragsundervisning og om Egenbetaling) gjelder fortsatt det norske gratisprinsippet også fullt ut med hensyn til så vel deltakelse i Erasmus Mundus-programmer som ved alle andre typer felles program og fellesgrader.

NTNUs deltakelse i et Erasmus Mundus-program skal altså skje uten å bryte det gjeldende gratisprinsippet i universitetsloven § 7-1, som sier at ingen norske statlige universiteter og høyskoler kan kreve egenbetaling fra studenter for ordinære utdanninger som fører fram til en grad eller yrkesutdanning.

Ved Erasmus Mundus-godkjente samarbeidsprogram, og eventuelle andre typer samarbeidsprogram, vil det ofte kunne være andre utenlandske utdanningsinstitusjoner som har adgang til å kreve egenbetaling (tution fees). Konsortiets koordinatorinstitusjon, eller den institusjonen som konsortiet i fellesskap utpeker, vil da kunne forestå denne innkrevningen slik at studentene kan forholde seg til kun en institusjon.

Her anfører vi at NTNU etter skriftlig forespørsel i forbindelse med den politiske ledelsen i Kunnskapsdepartementet sitt dialogmøte med NTNU-ledelsen medio april 2007 har fått en ytterligere avklaring på dette i form av brev av 30.07.07 fra departementet. Her presiseres det at de gjeldende bestemmelsene om egenbetaling gitt i § 7-1 i lov av 01.04.05 om universiteter og høyskoler og departementets forskrift av 15.12.05 innebærer "at det ikke kan kreves egenbetaling fra den enkelte student *verken direkte eller indirekte* når vedkommende student deltar i studieprogram som fører frem til grad eller yrkesutdanning." Det er også henvist til denne avklaringen på side 10 i UHRs håndbok (jfr. lenke).

Masteroppgaven skal være på minimum 30 studiepoeng.

Når det gjelder fellesgrader kan Styret godta at mindre enn 60 studiepoeng avlegges ved NTNU. Styret har tidligere godtatt fellesgrader der 30 stp skulle avlegges ved NTNU. Styret tar endelig stilling til dette i hver enkelt sak. Jfr. forskrift om godskrivning av høyere utdanning av 10.04.06, § 4.

Den enkelte institusjons regelverk skal legges til grunn angående gjennomføring av eksamener/ vurderinger, gjentak, sykdomsforfall, sensurering og brudd på studie-/eksamensregler.

I S-sak 23/07 den 28.03.07 om Erasmus Mundus-søknader vedtok Styret at det ved senere Erasmus Mundus-søknadsrunder skal legges fram en samlet sak for Styret, i god tid før søknadsfristen.

Disse samsakene skal da gjelde alle planlagte søknader om deltakelse i fellesgrader/joint degrees (tilsvarende med hensyn til double degrees eller multiple degrees) via Erasmus Mundus og eventuelle andre godkjennings- og finansieringsordninger.

Styret bestemte i samme vedtak (S-23/07) at fakultetet må gjennomføre sin deltakelse i slike programmer innenfor sine ordinære budsjettammer, og at det ikke kan påregnes økt basisuttelling ved opprettelse av nye emner.

Styret vedtok også at antall studieplasser på slike programmer må tas av fakultetets samlede optaksrammer.

Studenter ved fellesprogram og fellesgrader vil bli tatt opp ved de institusjonene de skal følge undervisning. Ved Erasmus Mundus-programmer vil studentene søke kun til programmet ved det som benevnes som konsortiets koordinatorinstitusjon. Avklaring av søknads- og behandlingsprosedyrene for øvrig omkring Erasmus Mundus-opptak og tilsvarende opptak må være en del av samarbeidsavtalen mellom konsortiedeltakerne.

For øvrig gjør vi oppmerksom på at det gjennom EM II også vil være adgang til å søke om midler til andre typer internasjonale samarbeidstiltak. Dette gjelder for eksempel såkalte IP-opplegg, Intensive Programmer, der omfanget er noe mindre og det kan dreie seg om for eksempel et samarbeid om et særskilt emne som skal inngå i den enkelte deltakers øvrige studieprogram (se lenkesamlingen).

14) Markedsvurdering

Fakultetet må så langt det lar seg gjøre framlegge en realistisk vurdering av markedet og rekrutteringsgrunnlaget med hensyn til det foreslåtte studieprogrammet. I denne vurderingen må det nye tilbudet drøftes i forhold til eventuelle andre foreliggende og/eller sammenlignbare planlagte studietilbud, det være seg ved NTNU eller andre norske utdanningsinstitusjoner samt utenlandske. Ved internasjonale, engelskspråklige tilbud skal eventuelle bistandsmessige betraktninger også inngå her.

15) Særskilte programasperker

Dersom det er andre spesifikke forhold knyttet til det aktuelle studieprogrammet, ut over det som følger av de forutgående punktene, som krever spesiell oppmerksomhet skal det redegjøres for disse.

Som nevnt innledningsvis ønsker Studieavdelingen å stille seg til disposisjon for fagmiljøene undervegs i prosessene med utvikling av nye og attraktive studieprogram, slik at vi gjerne ser at dere kontakter oss ved behov for råd og bistand.

16) Innmelding av nytt studieprogram til FS (etter Styrets vedtak)

Styret vedtar i sitt oktober-møte hvilke studieprogrammer som skal nedlegges fra og med det påfølgende studieåret.

I det samme oktober-møtet gir Styret tillatelse til hvilke nye studieprogrammer som kan opprettes fra og med det påfølgende studieåret.

Dersom fakultetet vil benytte seg av denne tillatelsen skal fakultetet innrapportere den ønskede opptaksrammen for det nye studieprogrammet - sammen med de ønskede opptaksrammer for alle studieprogrammene som fakultetet viderefører - til Styrets etterfølgende desember-møte der alle opptaksrammene for det påfølgende studieåret fastsettes.

Fakultetet skal samtidig fylle ut skjemaet "Innmelding av nytt studieprogram" og oversende dette til Studieavdelingen ved denne e-post-adressen: fshjelp@adm.ntnu.no
Lenke til skjemaet finnes her: [http://www.ntnu.no/studier/skemabank](http://www.ntnu.no/studier/skjemabank)

17) Vitnemålstekster

Studieavdelingen skal forberede produksjon av vitnemål for kandidater på det nye studieprogrammet i så god tid at kandidatene slipper å vente på å få vitnemål.

Fakultetet må derfor sende inn tekster til vitnemålets side 2 og Diploma Supplement senest i forbindelse med studieplanarbeidet det påfølgende året.

Tekstene sendes til Studieavdelingen på e-postadressen fshjelp@adm.ntnu.no

Henvisninger/lenkesamlinger:

<http://www.ntnu.no/studier/reglementer> hvor vi har samlet en rekke sentrale lover, forskrifter og regler

<http://www.siu.no/nor/Hoeyere-utdanning-og-forskning/Erasmus-Mundus> mht nærmere om Erasmus Mundus

http://www.uhr.no/aktuelt_fra_uhr/handbok_for_felles_gradssamarbeid
(Universitets- og høgskolerådets håndbok for felles gradssamarbeid)

<http://www.ntnu.no/adm/styret> hvor en etter kronologi kan finne alle styrevedtak ved NTNU
-jfr f.eks. S-sak 32/04 (08.06.04) om generelle retningslinjer for internasj. masterprogr. ved NTNU, og
-S-sak 72/06 (16.11.06) om a) Kriterier og vurderinger for videreutvikling av eksisterende portefølje og
b) Kriterier for etablering/utvikling av nye studieprogram, samt
-S-sak 23/07 (28.03.07) om generelle prinsipper ved NTNU-deltakelse ved Erasmus Mundus-søknader
-S-sak 54/08 om tematiske satsingsområder og utvikling av studietilbud tilknyttet disse

Aktuelle lover, forskrifter og rundskriv for øvrig:

-Forskrift om egenbetaling av 15.12.05 (gjeldende f.o.m. 01.01.06);
<http://www.lovdata.no/for/sf/kd/kd-20051215-1506.html>

-Forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning;
<http://www.lovdata.no/for/sf/kd/kd-20100201-0096.html>
(vedtatt 01.02.10 av Kunnskapsdepartementet, og erstatter tidligere Forskrift om akkreditering, evaluering og godkjenning etter lov om universiteter og høgskoler).

-Rundskriv som omtaler og kommenterer den nye forskriften av 01.02.10 har nr. F-08-10 og finnes her;
<http://www.regjeringen.no/nb/dep/kd/dok/rundskriv/2010/Rundskriv-F-08-10-Forskrift-om-kvalitetssikring-og-kvalitetsutvikling-i-hoyere-utdanning-og-fagskoleutdanning.html?id=592844>

-Rundskriv F-20-07 Reglement om statlige universiteter og høyskolars forpliktende samarbeid og erverv av aksjer; jfr. ad oppdragsundervisning; (gjeldende f.o.m. 01.01.2008);

<http://www.regjeringen.no/nb/dep/kd/dok/rundskriv/2007/rundskriv-f-20-07-reglement-om-statlige-.html?id=495305>

-lenke til KDs nettside om kvalifikasjonsrammeverket hvor rammebeskrivelsene er lagt ut:

http://www.regjeringen.no/nb/dep/kd/tema/hovere_ utdanning/nasjonalt-kvalifikasjonsrammeverk.html?id=564809

Kortversjon (versjon av januar-2011) av kravspesifikasjon til hjelp for fakultetene ved utvikling og etablering av nye studieprogram (på bachelor- og masternivå):

Kravspesifikasjonen har følgende 17 punkter:

- 1) Strategisamsvar, fakultært og institusjonelt. Strategisk forankring for forslaget.
- 2) Krav til bachelorprogram og masterprogram i forskrifter, jfr nasjonale normer og krav
- 3) Studieplan, emnebeskrivelser, krav til innhold i hht studieforskrift; læringsmål m.v.
- 4) Læringsmål og læringsutbytte, i tråd med det nasjonale kvalifikasjonsrammeverket. Alle nye studieprogram skal utarbeide skisse til slike læringsmål ved framleggelsen av sine endelige forslag *i runde 2*.
- 5) Fastsettelse av studieplan; mer på det prosessuelle mht krav til koordinering og faglig ledelsesforankring. *Institutt og fakultet skal godkjenne alle forslag før de fremmes.*
- 6) Kostnadsberegning og finansiering; krav til estimat for oppstarts- og utviklingskostnader og et estimat for kostnader for ordinær drift av programmet.
- 7) Oppdragsundervisning, egenbetaling (hvor og hvordan aktuelt osv i hht oppdaterte forskr.)
- 8) Antall studenter det tas sikte på, inkl fordelingen mellom de ulike studentkategorier.
- 9) Opptakskrav og rangeringsregler
- 10) Samarbeidende fakulteter; krav til horisontale ledelsesavklaringer, avtaler hvor nødvendig
- 11) Forskningskopling og tverrfaglighet
- 12) Eksterne samarbeidspartnere; krav til avtale med evt. eksterne samarbeidsaktører.
- 13) Fellesgrader og fellesprogram, med eget underpunkt for Erasmus Mundus-programmer.
- 14) Markedsvurdering; inkluderer blant annet krav til vurdering av nytt tilbud i forhold til eksisterende sammenlignbare tilbud ved og utenfor vår egen utdanningsinstitusjon.
- 15) Særskilte programaspekter.
- 16) Innrapportering en nytt studieprogram til FS.
- 17) Vitnemålstekst.

Alle punktene er naturlig nok ikke like relevante for alle programforslag.

Lenkesamling bakerst i kravspesifikasjonens fullversjon.

Hele kravspesifikasjonen finnes i KVASS - <http://www.ntnu.no/studier/utdanningskvalitet/>

En del studentstatistikk og programstatistikk på NTNU-nivå som et mulig grunnlag for fakultetenes arbeid med kvalitetssikring og utvikling av studieprogramporteføljen.

1. Registrerte studenter ved NTNU fordelt etter forskjellige kriterier (S-diagram)

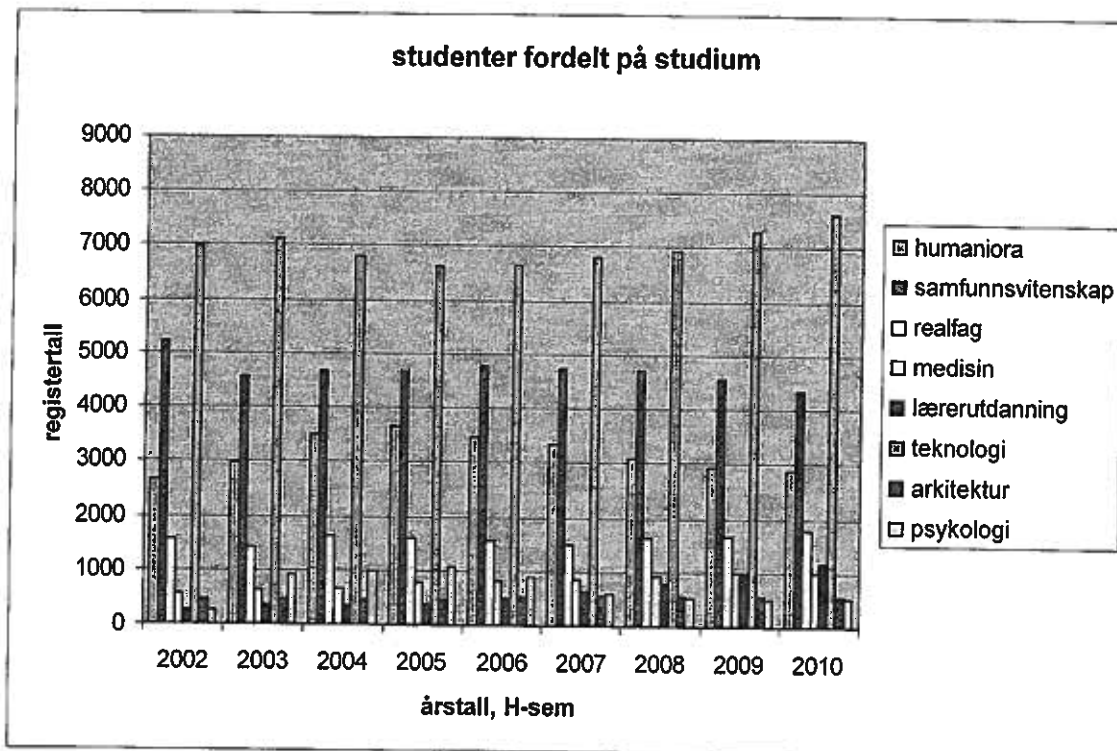


Diagram S1

Økning i registertallet for teknologi er en direkte gjenspeiling av at opptaket ble økt med ca 140 i 2008 og at opptaksrammen siden da har ligget på det nivået. Etter de 5 årene denne utdanninga er normert til, vil det alene øke registertallet ved NTNU med ca 700 studenter.

For de øvrige utmerker spesielt lærerutdanning seg med kraftig økning, fra ca 250 i 2002 til over 1000 registrerte studenter i 2010. Forklaringa er først og fremst de 5-årige lektorprogrammene som kom i gang i 2003. Der er det spesielt realfag og språkfag som dominerer, med henholdsvis 46 og 13 registrerte studenter i 2003 til 184 og 276 registrerte i 2010. I høst har historie, samfunnsfag og geografi til sammen 213 studenter, fra en forsiktig start på bare 20 studenter på geografi i 2003. I tillegg er det etablert en del 2-årige masterprogram som er relatert til lærerutdanning, og yrkesfaglærerutdanning er startet i samarbeid med Høgskolen i Sør-Trøndelag. Økning i opptak siden 2007 er vist i tabell 1. Det betyr at "lærer"-søylen vil fortsette å øke de nærmeste åra, med akkumulerte registertall så lenge vi tar opp kull med økt opptaksramme, og inntil de første i disse kullene er uteksaminert som ferdige kandidater.

Registertallet på medisinstudiet har også økt, fordi opptakskullene i 2004 økte fra 90 til 120. I tillegg har fakultetet startet noen 2-årige masterprogram. På profesjonsstudiet i psykologi har opptaket variert ved at det 1-årige introduksjonsstudiet hadde opp mot 700 studenter i 2003, til det ble redusert til 250 fra og med 2007. Det utgår fra og med høstsemesteret 2011.

Forholdet mellom profesjonsstudiene og disiplinstudiene, målt som registrerte studenter.
Profesjonsstudier: teknologi, arkitektur, lærerutdanning, medisin, psykologi, utøvende musikk, bildekunst

Disiplinstudier: humaniora, samfunnsvitenskap, realfag

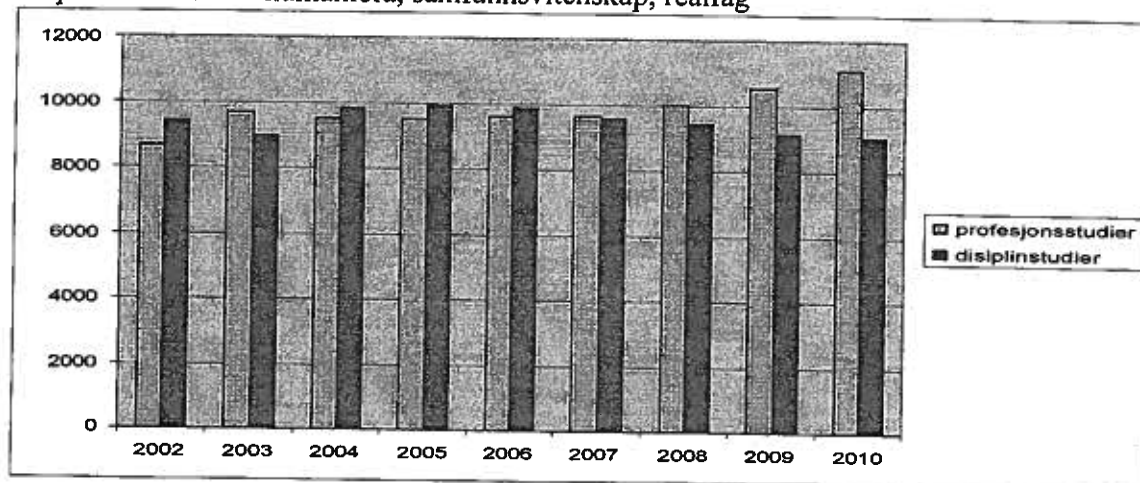


Diagram S2

Vi kan todele registertallet i kategoriene *disiplinstudier* og *profesjonsstudier* og se hvordan de har utviklet seg i forhold til hverandre i denne perioden. Disiplinstudiene omfatter de tradisjonelle allmennvitenskapelige universitetsstudiene realfag, samfunnsvitenskap og humaniora – lavere og høyere grad. I profesjonsstudiene ved NTNU ligger teknologi, arkitektur, lærerutdanning, medisin, psykologi og utøvende kunstfag (musikk og bildekunst). I 2002 omfattet disiplinstudiene flere studenter enn profesjonsstudiene. I 2010 har NTNU en motsatt fordeling, og vi kan kanskje si at NTNU er blitt et tydeligere profesjonsuniversitet. Vi ser at det har skjedd skrittvis i hele perioden, men med en klar tendens. Utviklinga for de to gruppene krysset hverandre i tidsrommet 2006-07.

Nedenfor samme som S2, men med lærerutdanning utskilt fra profesjonsstudiene som eget studium. De 5-årige lektorprogrammene ligger i overgang mellom profesjons- og disiplinstudier. Hvilket utslag gir det på forholdet mellom profesjonsstudium og disiplinstudium:

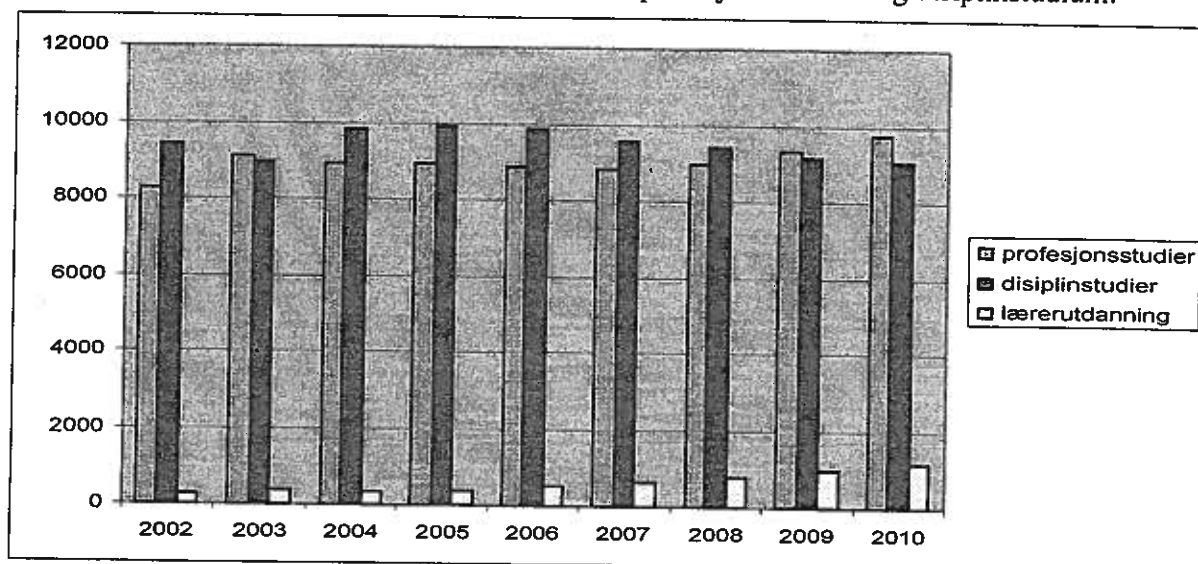


Diagram S3

Hvordan *hovedprofilen* (definert som teknologi og realfag) har utviklet seg sammenliknet med de øvrige studiene.

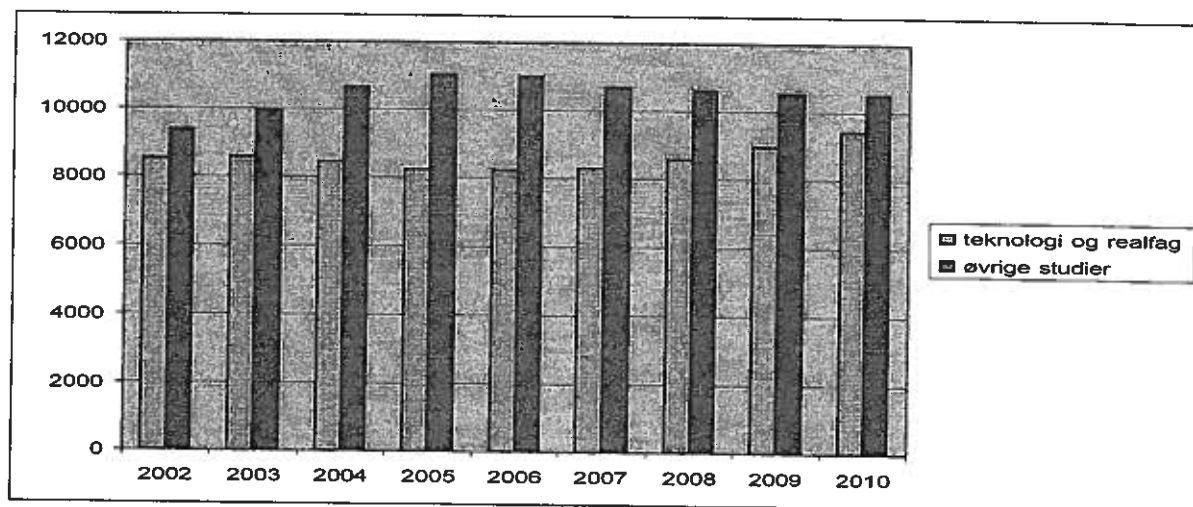


Diagram S4

Nedenfor i S5 er det samme oppsett som S4, men med de to øvrige disiplinstudiene (humaniora og samfunnsvitenskap) og de øvrige profesjonsstudiene utskilt i egne søyler. Her er utviklinga av teknologi og realfag samlet (NTNUs hovedprofil) satt opp mot de andre hovedgruppene av studier. Hovedprofilen har altså hatt omtrent komplementær utvikling av det humaniora og samfunnsvitenskap i sum har hatt, med tangering i perioden 2005-06.

De øvrige studiene har hatt en utvikling som langt på vei har vært styrt gjennom nasjonale føringer og sannsynligvis ikke virket inn på de to hovedsøylene i diagrammet. Imidlertid skal vi være klar over at de fleste 5-årige lærerutdanninger faglig sett er basert på humaniora, samfunnsvitenskap og realfag, der humanioradelen har ca halvparten av studentene. Slik kan vi si at noe av synkende studenttall på disiplinstudiene er kompensert av (eller overført til) profesjonsrettete program i lærerutdanning.

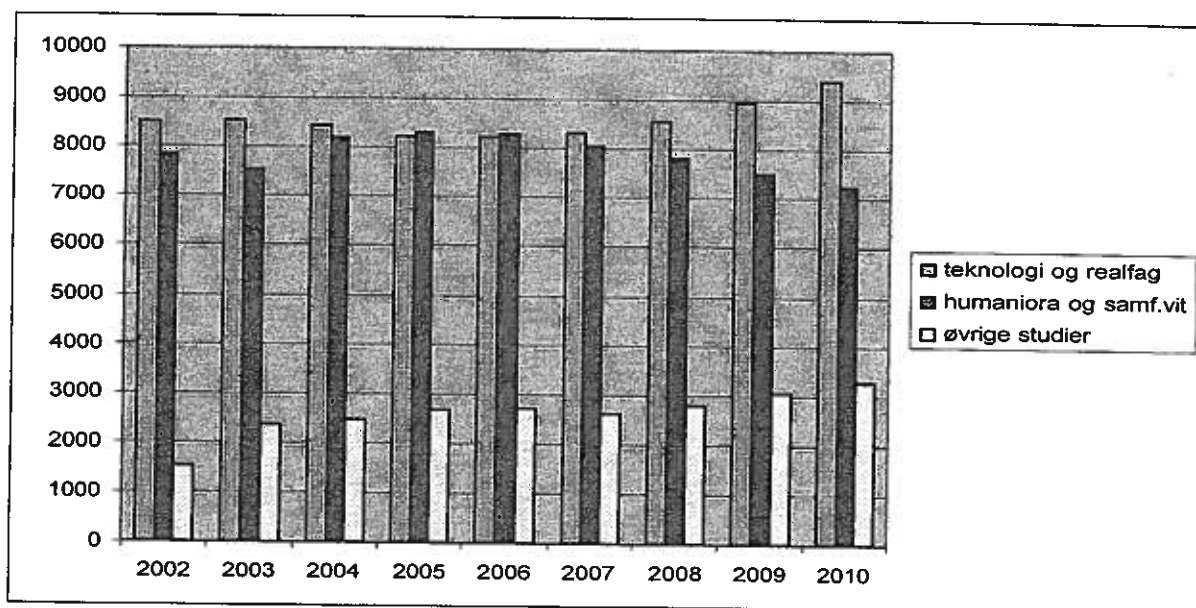


Diagram S5

Forholdet mellom registertall for de tre disiplinstudiene, samlet for lavere og høyere grad.

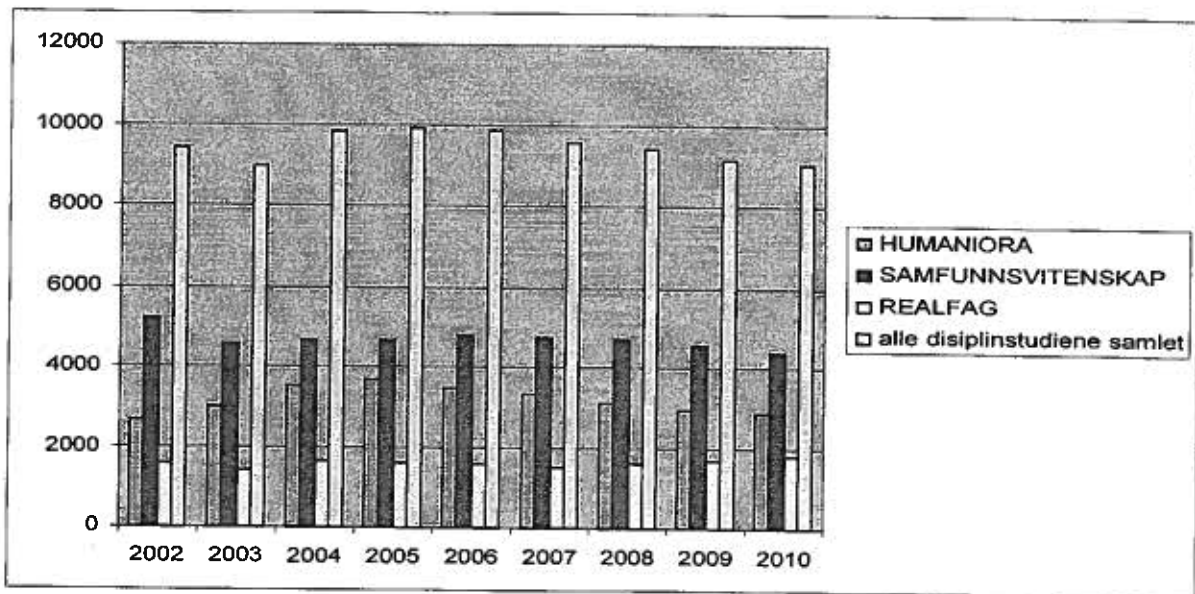


Diagram S6

Med unntak av 2002 er utviklinga stort sett lik for humaniora og samfunnsvitenskap både på lavere grad og høyere grad – men med en noe mer markert nedgang for humaniora etter 2005 enn for samfunnsvitenskap. For realfag er tendensen en annen: lavere grad har økt mens høyere grad har holdt seg ganske konstant, i 2010 er det samme antall som i 2002. Departementet på NTNU å redusere antall studenter i 2006. Et blikk inn i statistikkene til universitetene i Oslo og Bergen (S8) avslører imidlertid at de i denne perioden har hatt praktisk talt samme tendens på disse tre studieområdene som NTNU har hatt. I diagram 7 er det vist samlet for lavere og høyere grad for de tre universitetene.

Nedenfor samme som S6, men med disiplinstudiene splittet opp på grad (l g = lavere grad, h g = høyere grad)

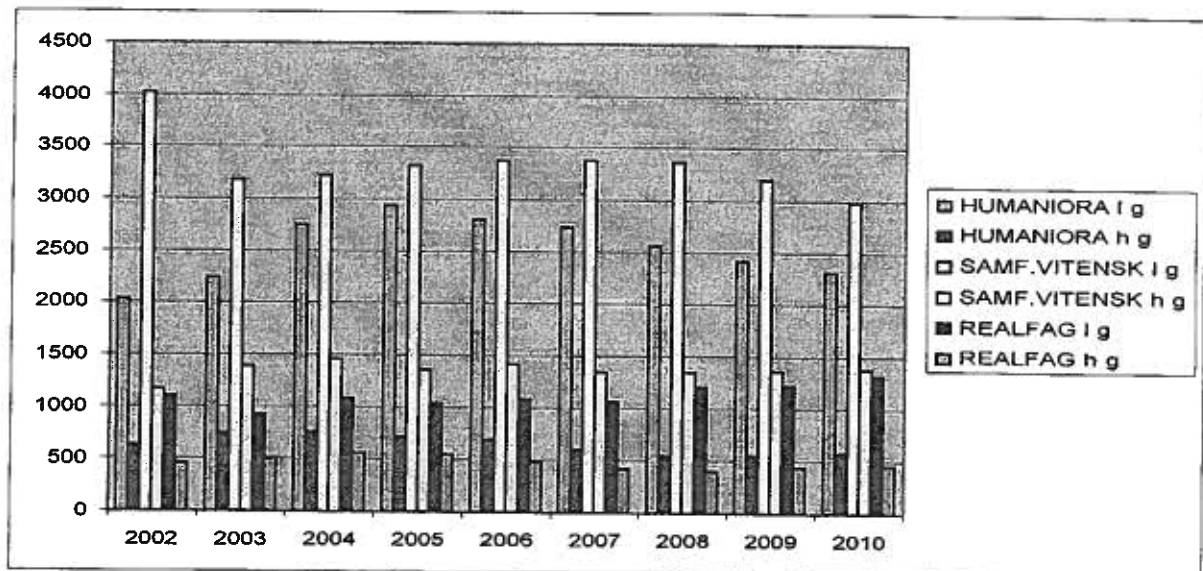


Diagram S7

Hvordan studenttallet på disiplinstudiene samlet sett har utviklet seg i forhold til de samme studiene ved universitetene i Oslo og Bergen i perioden 2003-2010.

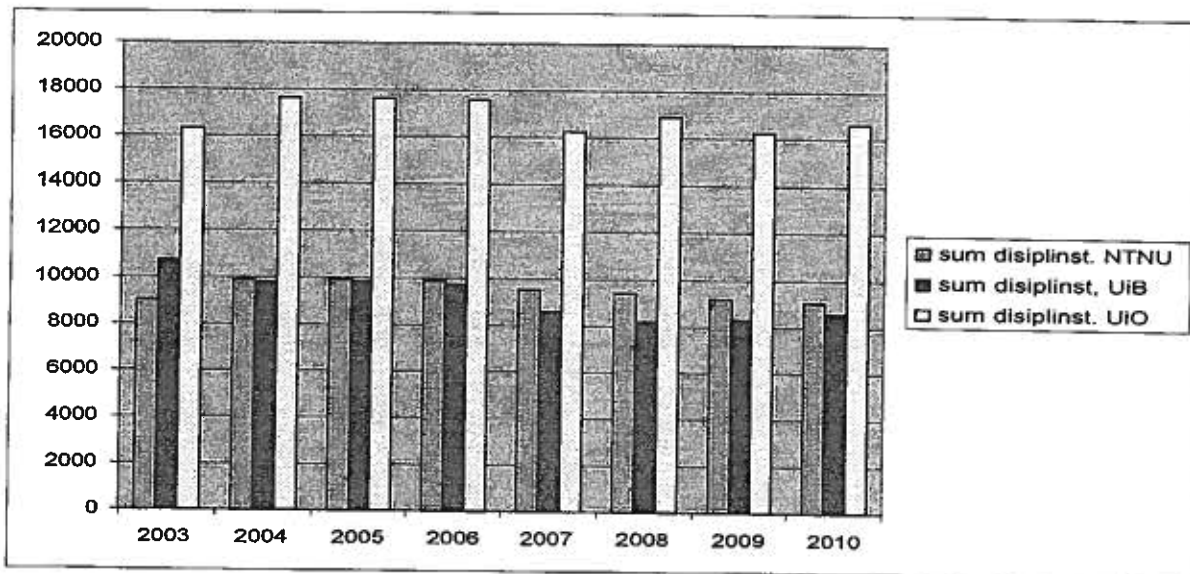


Diagram S8

2. Studieprogramporteføljen ved NTNU, noen utviklingstrekk siden innføringa av Kvalitetsreformen i 2003(P-diagram)

Vi er interessert i å få synspunkt på om noen av trendene vi ser i diagrammene nedenfor, kan gi grunnlag for fakultetenes tanker om hvilke retninger videre utvikling av egen studieprogramportefølje bør eller kan følge, og som skal ende opp i styresak i jun.

I P1 er det oversikt over antall studieprogram per år fra 2003, fordelt på de store studium-områdene ved NTNU.

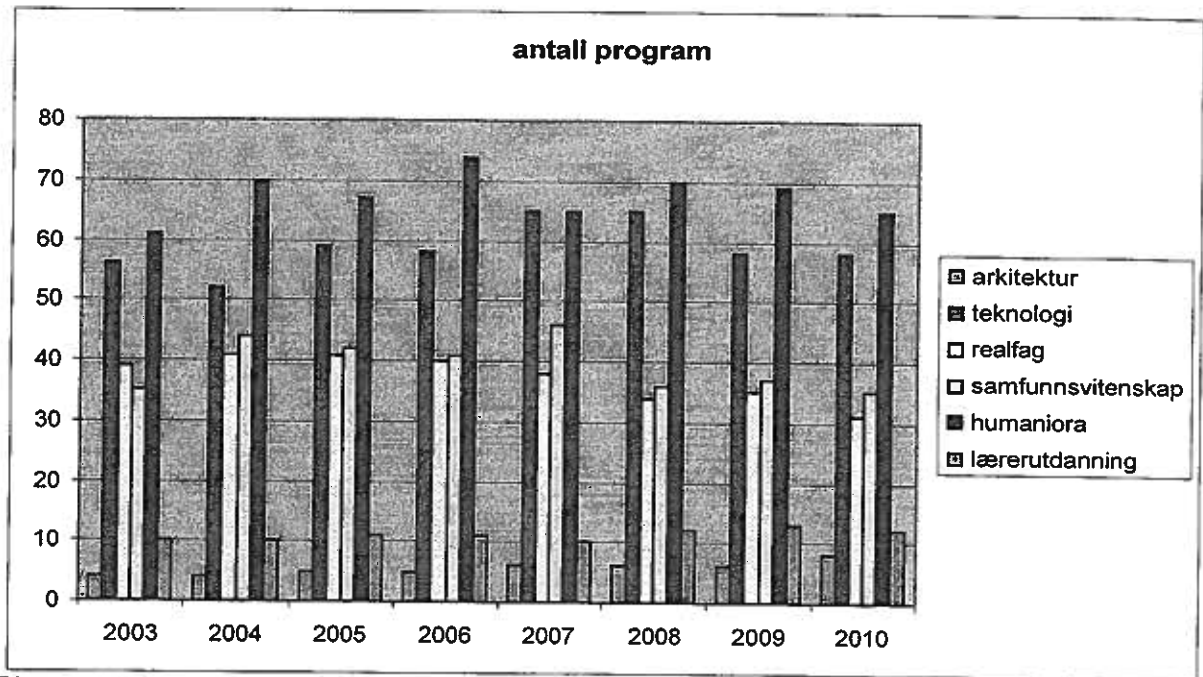


Diagram P1

Samme fordeling som i P1, men gruppert på profesjonsstudiene og disiplinstudiene, med samme definisjon på de to gruppene som ovenfor.

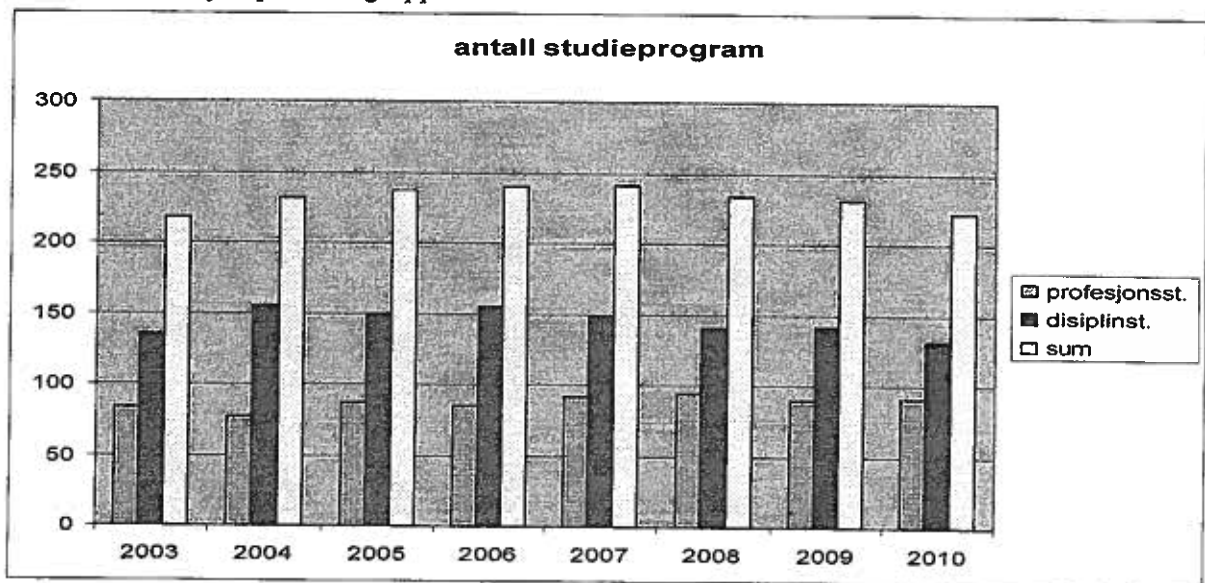


Diagram P2

I de tre diagrammene nedenfor (P3-P5) er det satt opp hvordan antall studenter per program fordeler seg på de ulike studiumområdene. Det kan være en alternativ innfallsvinkel til å si noe om hvordan porteføljen tar seg ut rent kvantitativt.

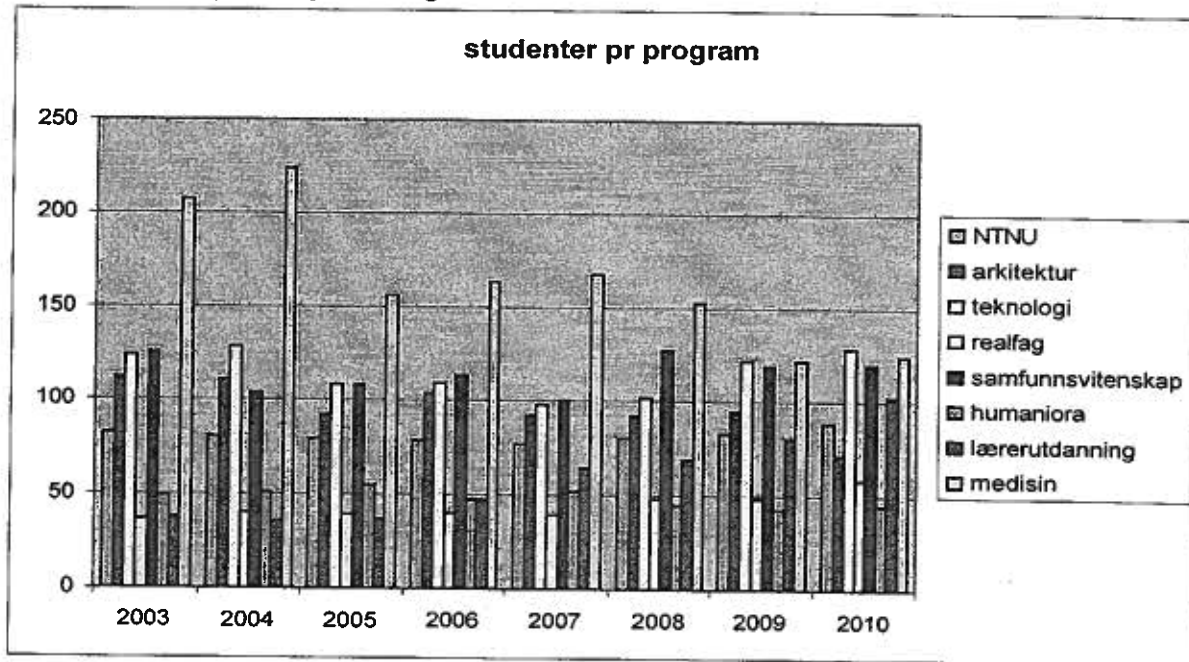


Diagram P3

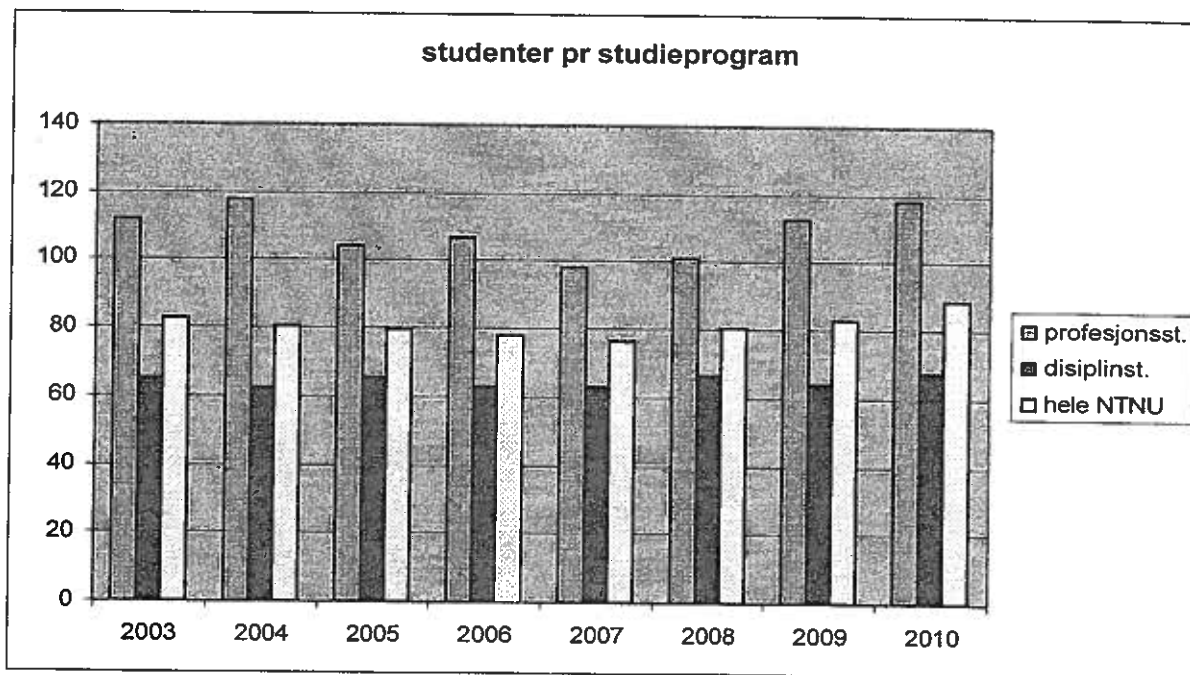


Diagram P4

I P4 og P5 er det brukt samme inndeling i de to hovedgruppene henholdsvis profesjonsstudium / disiplinstudium og hovedprofil / øvrige studier som ovenfor.

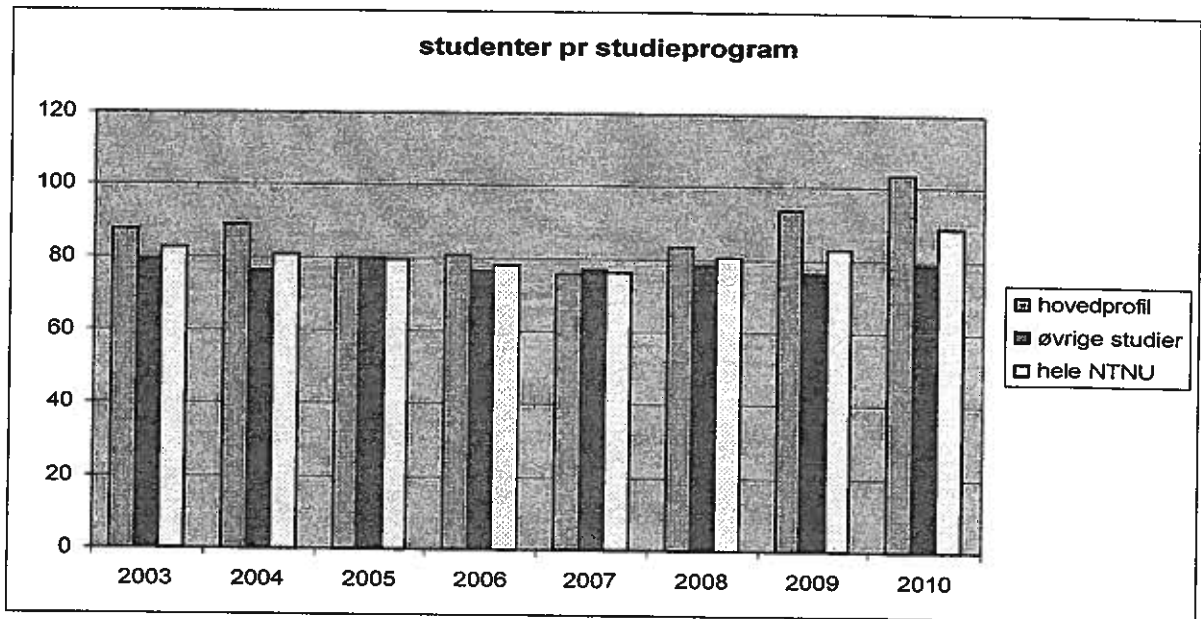


Diagram P5

Et forhold vi også må være oppmerksom på, er at i de første åra etter at Kvalitetsreformen ble innført, hadde vi i flere tilfeller dobbelt sett av program – særlig på masternivå. Masterprogrammene ble gitt en overgangsfase på 4 år, slik at helt fram til 2007 hadde vi studenter som ble uteksaminert med de gamle gradtitlene cand.scient., cand.philol. og cand.polit. Det gir er ny situasjon fra og med registreringene i 2008.

For alle de fem diagrammene ovenfor er alle studieprogrammene tatt med, også de internasjonale masterprogrammene. Det vi vet, er at det er ganske mange av dem, og de aller fleste har få studenter. Det gir kraftlig utslag på de verdiene vi får som grunnlag for disse diagrammene. Vi velger derfor å justere de samme diagrammene ved å ta vekk de internasjonale programmene og tilhørende registrerte studenter, slik det er vist nedenfor.

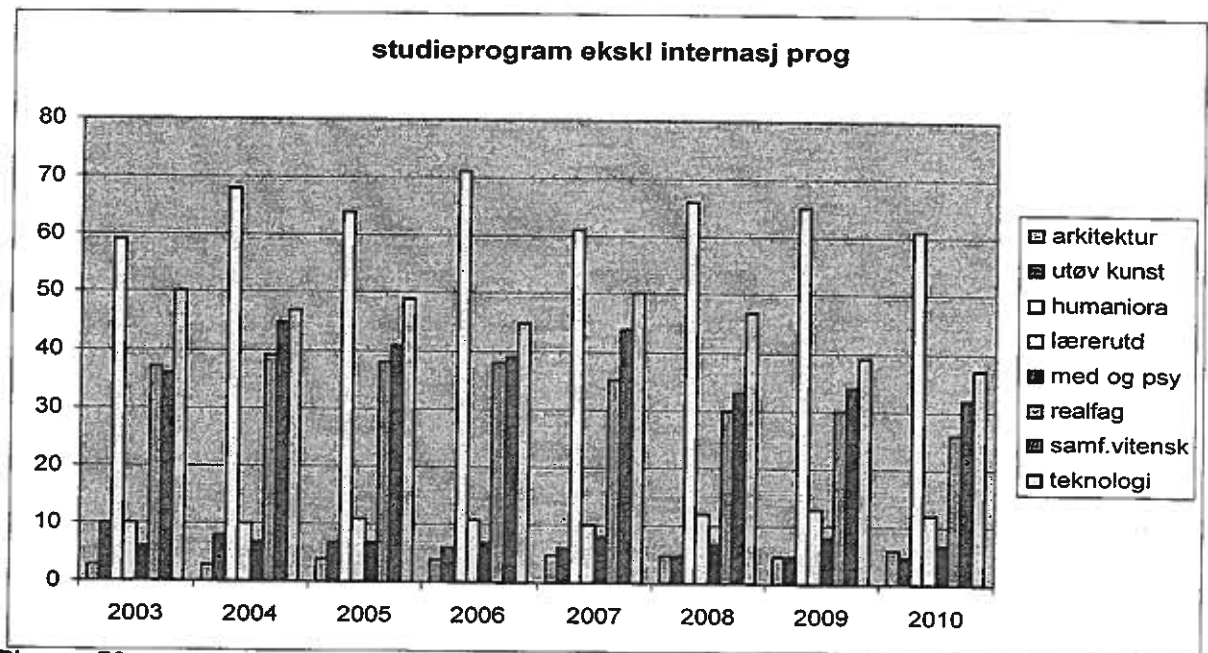


Diagram P6

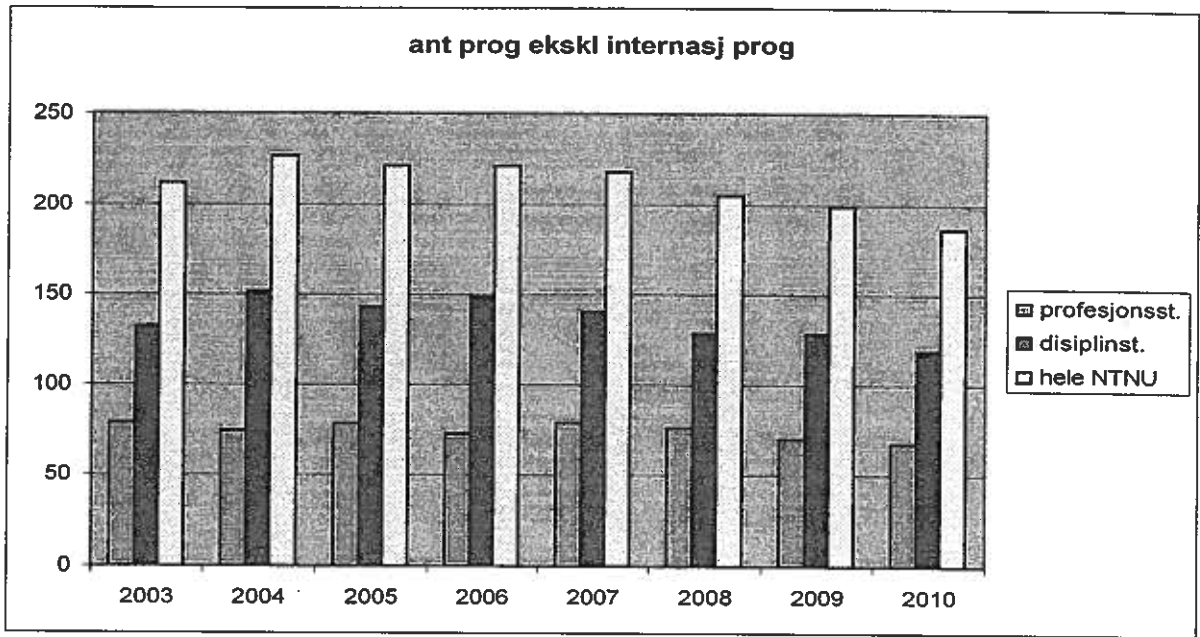


Diagram P7

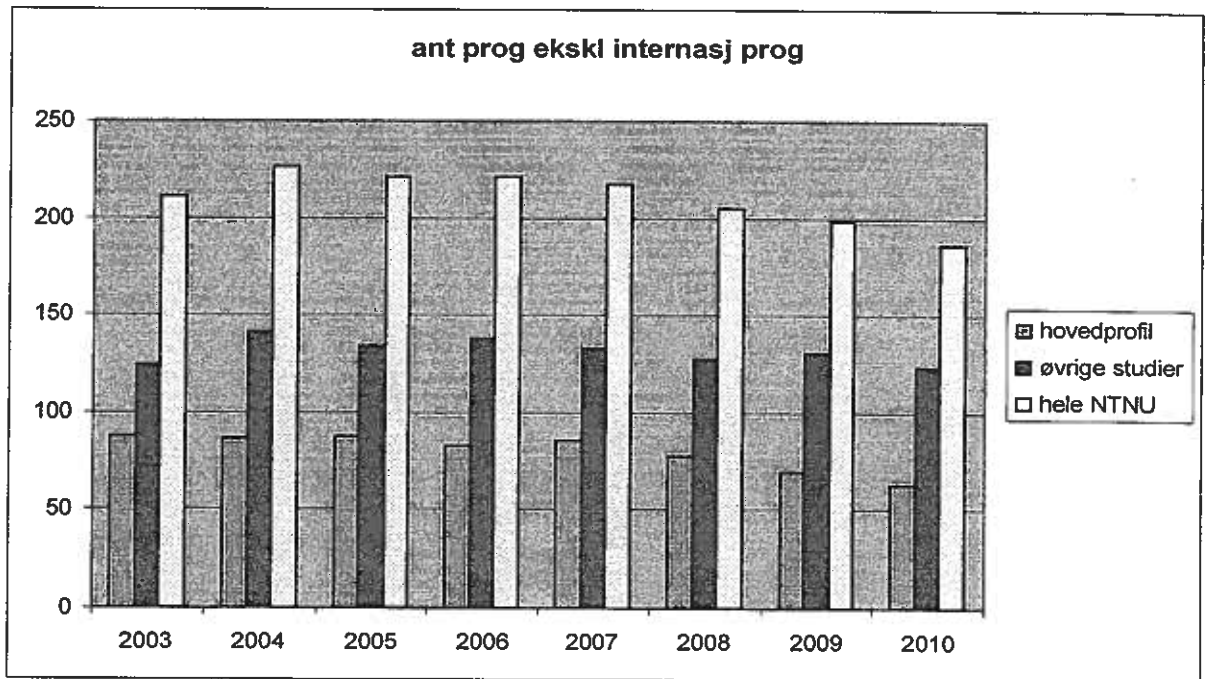


Diagram P8

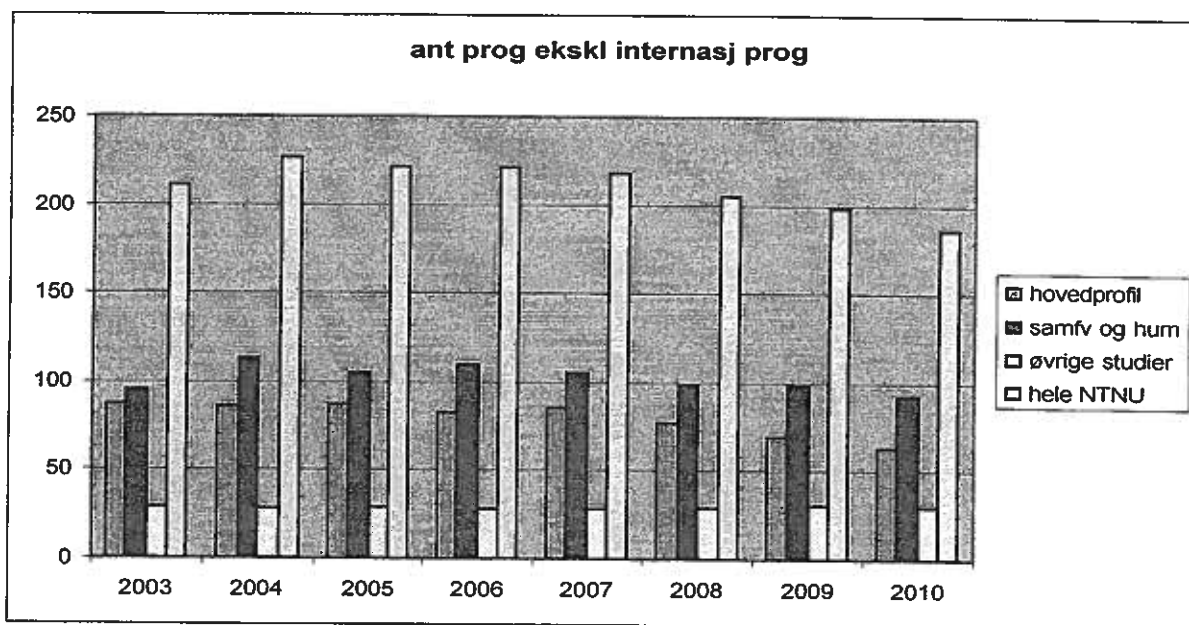


Diagram P9

Her er i tillegg gjort en gruppering av hovedprofilen kontra både de to andre disiplinstudiene og øvrige profesjonsstudier.

Nedenfor følger diagrammene for studenter per studieprogram, justert for ikke å inkludere de internasjonale masterprogrammene.

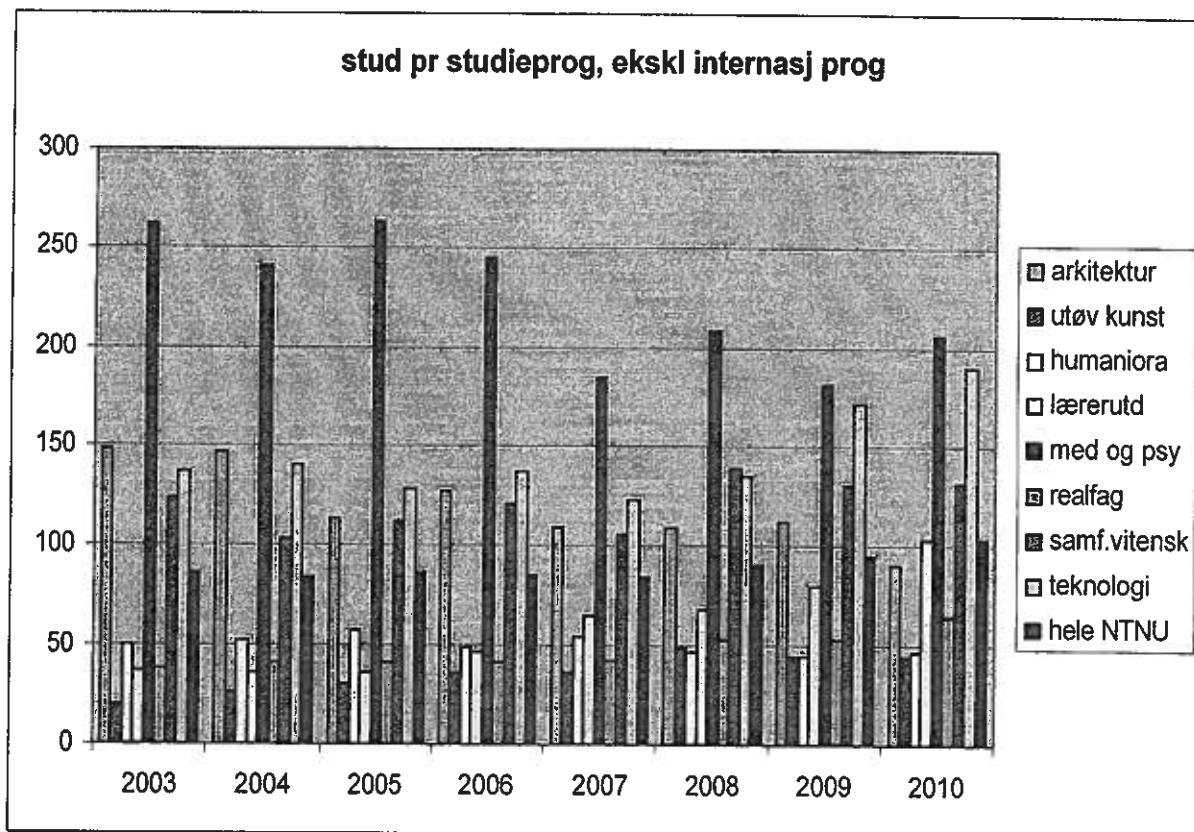


Diagram P10

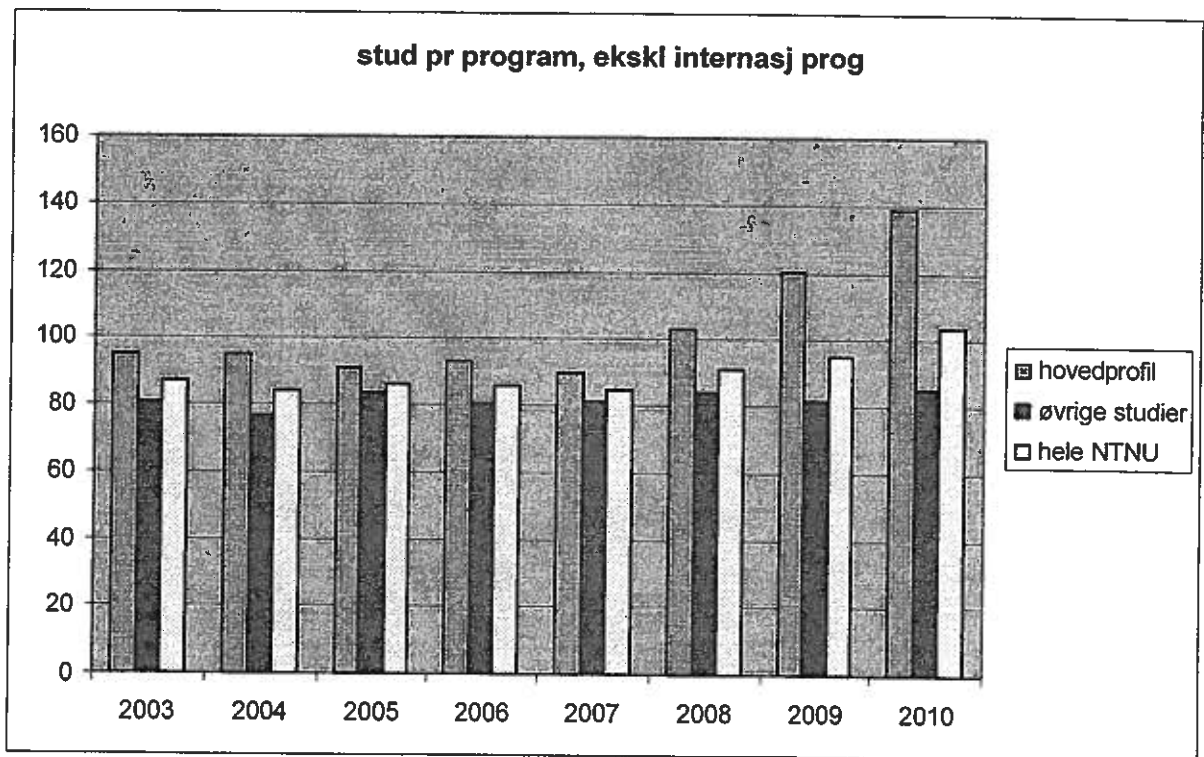


Diagram P11

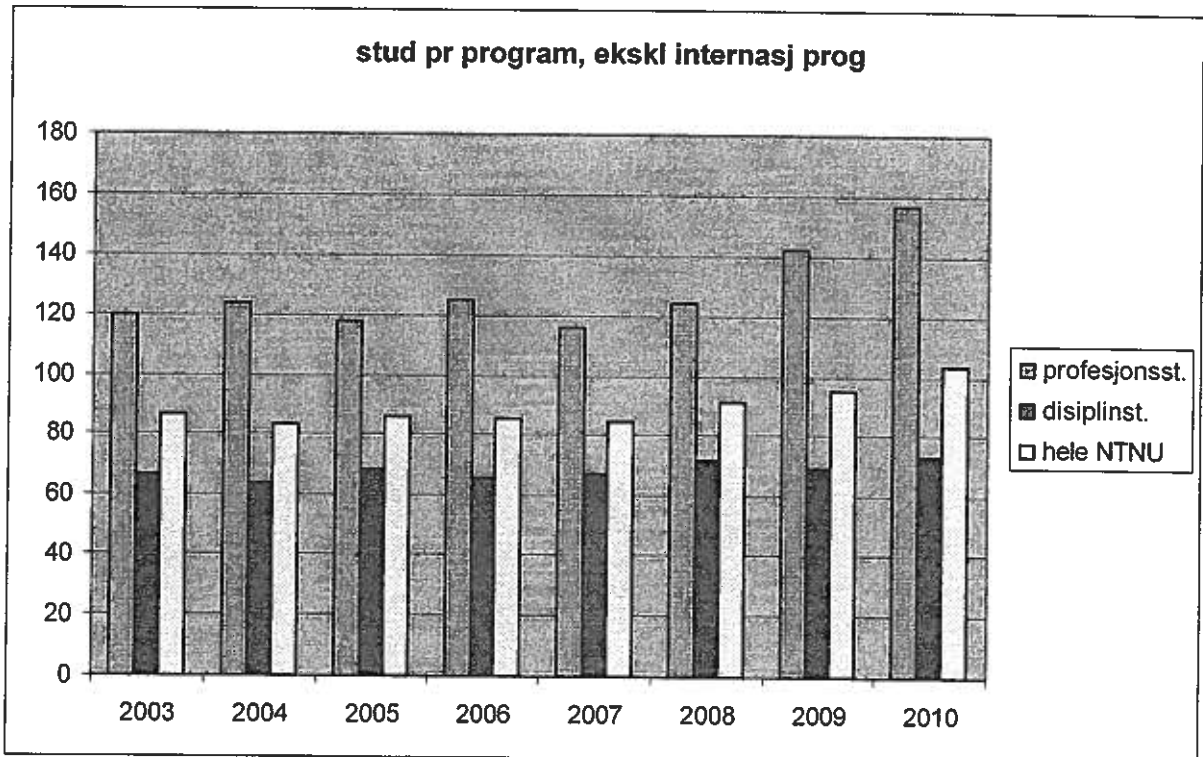


Diagram P12

Overordnede kriterier for utvikling av (og nedleggelse innenfor) NTNUs samlede studieprogramportefølje

- * *Alle studieprogram skal ha forankring i så vel fakultetets som NTNUs strategi, og ved utviklingen av fakultetenes samlede portefølje må dette aspektet være i fokus.*
- * *Ved utviklingen av porteføljen skal det tas hensyn til de føringer som følger av sentrale styrevedtak, for eksempel om internasjonal handlingsplan og tematiske satsingsområder (jfr lenkesamling i krav.spek.)*
- * *Ved utviklingen av NTNUs samlede portefølje skal det tas hensyn til de nasjonale føringer som følger av Kunnskapsdepartementets årlige tildelingsbrev og styringsdialogen mellom departementet og universitetet*
- * *Det må ved utviklingen av fakultetets portefølje sikres at der er tilstrekkelige ressurser med hensyn til at god undervisnings- og læringskvalitet kan ivaretas ved alle studietilbudene*
- * *Den samlede fordeling mellom ressurser til forskning og utdanning må vurderes ved utviklingen av den samlede porteføljen.*
- * *Fordelingen mellom lavere og høyere grad og mellom profesjons- og disiplinutdanninger må vurderes ved porteføljeutviklingen med sikte på sikring av langsiktig rekruttering på alle nivåene*

Føringer for kvalitetsmeldinga 2010 fra fakultetene

sendes i ePhorte-saksnr. 2011/477 til Studieavdelingen v/ senierrådgiver Eirik Lien

I meldinga om hvordan utdanninga ble kvalitetssikret i 2010 ber Rektor fakultetene om å være tydelig på at det årlige kvalitetssikringsarbeidet er en *kontinuerlig* prosess. Tiltakene som er resultatet av evalueringa et år, skal føre til forbedring. Det betyr at sikringsrutinene ved NTNU må være todelt:

1. analysere effekten de tiltakene som ble satt i verk etter forrige års evaluering
2. avdekke behov for nye og/eller forbedrete tiltak

Proessen med å bringe fram og deretter evaluere disse tiltakene er det egentlige kvalitetssikringsarbeidet – meldinga fra fakultetet er kvittering på at det er gjort. Fakultetene får frist til **1. mai 2010** med å levere sin melding om kvalitetssikringsarbeidet for 2010 til Rektoratet.

Struktur på og innhold i melding for 2010

Rektor ber om at meldinga blir beskrevet ut fra de samme målepunktene som i fjor. Nedenfor er det satt opp noen *eksempler på* hva de enkelte målepunktene kan bygge på.

Inntakskvalitet

Nivået på de studentene som er tatt opp til studieprogrammene, beskrevet gjennom konkurransepoengene fra videregående skole til begynnerstudiene og karakternivået på bachelorgraden ved opptak til masterprogrammene. Har program med karaktergrense gitt målbare utslag? Opptaksgrunlaget for de utenlandske studentene til de internasjonale masterprogrammene, dersom det er mulig å beskrive.

Undervisningskvalitet

Omfanget av referansegrupper, hvordan de har fungert og resultatet av deres arbeid. Læringsmiljø. Pedagogisk kvalitet, f eks som samhandling lærer – student, tilbakemeldinger underveis i semesteret, organisering av gruppeundervisning og kollokvievirksomhet, hvordan fakultetet arbeider for at studentene skal ta ansvar for egen læring. Tilfredshetsmålinger.

Programkvalitet

I hvilken grad har utforming av programmet betydning for kvaliteten: f eks
- innholdet (f eks emnesammensetning og størrelsen på emnene)
- progresjonen, er f eks rekkefølgen på emnene riktig
- programstrukturen, f eks omfang av obligatoriske emner
Har eventuelle nye eller omarbeidete studieprogram gitt en virkning som var forutsatt på f eks søkning og gjennomføring. I hvilken grad har studentenes deltakelse i referansegrupper hatt betydning for å bedre kvaliteten og læringsmiljøet?

Resultatkvalitet

Karakterstatistikker fra rapporteringsåret og foregående år. Beståttprosent. Gjennomstrømning og omfang på gjennomføring (vs frafall) – knyttet til de forskjellige kategoriene studieprogram. Har fakultetet avdekket spesielle ”flaskehalsen”?

Samfunnsrelevans

Får ferdige kandidater relevant arbeid etter fullført studium, basert på arbeidslivets vurderinger og kandidatenes egne vurderinger. Samhandling mellom arbeidslivet og fagmiljøene. Hvordan svarer utdanningstilbudet på samfunnets behov? Opplever kandidatene selv at deres utdanning er meningsfylt.

Rammekvalitet

Tilgjengelige ressurser ut fra ønsket aktivitet. Fysiske rammer for undervisninga: lese-

saler, undervisningsrom, laboratorier, grupperom, teknisk undervisningsutstyr. Har disse ressursene tilstrekkelig kvalitet? Er den administrativ støtte på fakultetet og sentralt, inkludert it-baserte system, god nok.

Styringskvalitet

Programstyrene: sammensetning, funksjon og myndighet. Hvordan samhandling mellom programledelse og emneansvarlige har fungert, særlig knyttet til de tverrfaglige programmene. Studentenes deltakelse i planlegging og styring. Hva fakultetet gjør når det blir avdekket avvik på forventet undervisningskvalitet og programkvalitet (f eks manglende koordinering i planleggingsfasen). Dersom noen ikke bruker KVASS i sin kvalitetssikringsprosess, må de vise hva de bruker i stedet.

Fakultetene bestemmer selv hvilket datagrunnlag de vil bygge sine meldinger på. Vi vil imidlertid minne om at KVASS gir en strukturert inngang til DBHs database i tillegg til direkte eksamensstatistikk for emner fra FS. Dessuten kan to undersøkelser gi noen nyttige innspill:

- læringsmiljøundersøkelsen fra 2010 på <http://www.ntnu.no/adm/utvalg/uu/lmund>
- kandidatundersøkelsen fra 2009 på <http://www.ntnu.no/adm/utvalg/uu/kandund>

Utdanningsutvalget fikk i et møte ta del i noen erfaringer fra Fakultet for samfunnsvitenskap og teknologiledelse om hvordan de arbeider med kvalitetsmeldinga og følger opp den. De viktigste erfaringene er at fagmiljøene opplever at selve prosessen er positiv, grunnlaget for analysen er blitt bedre og tidsplanen for budsjettarbeidet gir et bedre grunnlag for å følge opp kvalitetssikringsarbeidet. Imidlertid blir meldinga fort for omfattende, og gjør det likevel nærmest umulig å følge opp i praksis, samtidig som det er vanskelig å få til god nok koordinering med plan- og budsjettprosessen.

Erfaringene fra SVT viser at målepunktene gir en god struktur på arbeidet og god fokus for analysene. Som mal for sin melding bruker SVT en oppsummerende analyse av styrke, svakhet/avvik, muligheter og trusler knyttet til de 7 målepunktene. Ved SVT blir analysen fulgt opp ved å plukke ut inntil fire tiltakstemaer (lokale og/eller sentrale), det som de mener er realistisk å få gjennomført. Den struktureres i

- motivasjon og mål
- hvem som er ansvarlig
- nødvendig ressursbruk
- behov for støtte fra fakultetsadministrasjonen
- tidsplan (som må være realistisk)

Fakultetene får følgende retningslinjer for arbeidet i vårsemesteret 2011 om melding om utdanningskvaliteten for 2010:

- Hvilke tiltak fakultetet selv satte i verk etter forrige års kvalitetssikringsrunde, oppfølging og analyse av resultatet av disse tiltakene. Gir fokus på *forbedring*, ikke bare statusbeskrivelse.
- Registrering av avvik fra planlagte opplegg og undervisningsaktivitet. Det skal både avdekke og sette i verk tiltak for å forhindre at de samme avvikene skjer igjen. Det inkluderer organisert involvering av studentene og tiltak for å få kontinuitet i studentenes medvirkning.
- Evaluering av kvalitetssikring må inkludere veiledning og de administrative rutinene.
- Programrådslederne må delta i det fakultetsinterne kvalitetssikringsarbeidet.

- Meldingene fra fakultetene må gi tydelig skille mellom hva fakultetet selv kan ta hånd om og hvilke tiltak fakultetet mener må tas sentralt. Tiltakene må være realistiske, både i tid og bruk av ressurser.

Notat

Til:	Studieavdelingen
Kopi til:	Filosofisk institutt
Fra:	Det humanistiske fakultet

Deltakelse ved Erasmus Mundus-søknader ved Det humanistiske fakultet

Det humanistiske fakultet søker med dette om adgang til å delta ved EACEAs Erasmus Mundus Joint Master og Erasmus Mundus Joint Doctorate i anvendt etikk søknadsrunde for 2011.

Masterprogrammet er 2-årig og doktorgradsprogrammet er 3-årig med universitetet i Utrecht (UU), Nederland, som koordinerende institusjon, og med deltakelse fra universitetet i Linköping (LiU), Sverige, universitetet i Stellenbosch (UoS), Sør-Afrika og NTNU. Søknaden om deltakelsen i det 2-årige masterprogrammet (EMMC) er en videreføring av fjorårets søknad, på bakgrunn av at det 1-årige Erasmus Mundus masterprogrammet i anvendt etikk som avsluttes studieåret 2011/12 (under Erasmus Mundus Brand Name), slik det også ble orientert om i porteføljenotatet for studieåret 2011/12 (2010/642). I tillegg kommer altså søknad om deltakelse i det 3-årige ph.d.-programmet innenfor samme konsortium. Vi gjør oppmerksom på at de vedlagte søknadene fra Utrecht (se vedlagt) er fjorårets søknader, men at det ikke vil bli gjort større endringer i søknadene ut over de justeringer som er nødvendig for å ferdigstille søknadene i tråd med årets utlysning og gjeldende regelverk.

Erasmus Mundus: Master in Applied Ethics

Fakultetet har nå besluttet å delta i samarbeidet om den 2-årige felles mastergraden i anvendt etikk (med akronymet MAE) etter anmodning fra Filosofisk institutt, som vil være vertsinstitutt for programsamarbeidet ved fakultetet vårt. For nærmere redegjørelse viser vi til vedlagt kravspesifikasjon, men vil i tillegg understreke følgende:

EMA vil som nevnt være en *fellesgrad* ("joint degree"), med Utrecht som vitnemålsutsteder på vegne av konsortiet og de deltakende universitetene. Dette er i samsvar med ønske fra EU, samt KD, om at Erasmus Mundus-konsortiene utsteder ett felles vitnemål dersom den nasjonale lovgivningen ved samtlige av partnerinstitusjonene i tillegg til koordinator tillater dette. Strategisk er tilbudet forankret som et sentralt tverrfaglig satsingsområde på studie- og forskningsaktiviteten ved Program for anvendt etikk ved NTNU, som ble startet høsten 2001 med støtte fra Norges Forskningsråd, og fra og med 2004 finansiert i sin helhet av NTNU. Programmet styres av et interfakultært styre, har to

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	http://www.ntnu.no		Telefaks +47 73 59 10 30	Tlf: +47 73 59 66 89

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

vitenskapelig ansatte og finansierer ett doktorgradsprosjekt, og har bl.a. som ett av sine mål å delta i og utvikle relevante nasjonale og internasjonale nettverk, slik det aktuelle Erasmus Mundus-samarbeidet er et godt eksempel på.

Studier i Anvendt etikk gir en dobbel kompetanse: kunnskap i både grunnlagsetiske og fagspesifikke problemstillinger. Anvendt etikk er en sentral komponent i flere pågående forskningsprosjekt, og et stadig økende antall doktorgradsstudenter har et nært samarbeid med programmet. Aktiviteten er størst innen medisinske og bioteknologiske forskningsmiljøer, men også innen mediefag og IT- / teknologifag pågår mange aktiviteter der etikk står sentralt. Etikk tilbys også som K-emne (komplementæremne for siv.ing.-utdanningen) og som perspektivemne ved NTNU.

Søknaden til det 1-årige masterprogrammet i Applied Ethics har vært stor, godt over 100 søkere per år. Det er blitt tatt opp totalt 20-25 kandidater per år. Dette viser at det er stor etterspørsel etter et mastertilbud i anvendt etikk, og det forventes ikke at en overgang til et 2-årig program vil endre nevneverdig på denne etterspørselen internasjonalt. Vi forventer imidlertid at et 2-årig program vil gjøre det mer attraktivt for norske studenter med tanke på at dette er mer i samsvar med hovedstrukturen i gradsutdanningene her til lands. Internasjonalt er det i liten grad opprettet egne masterprogram i anvendt etikk (kun i Australia), så markedet for en master i anvendt etikk, både med teoretisk og praktisk innretning, er åpenbart til stede. Slik det framgår av søknaden fra Utrecht bekrefter alumniforeningen at det er et godt arbeidsmarked for kandidater med master i Applied Ethics, med gode muligheter også for videre ph.d.-utdanning.

Når det gjelder ressursmessige konsekvenser ved etablering av mastergraden, er det viktig å understreke at det nødvendige emnetilbudet ved NTNU allerede er etablert, samt at vi allerede har tilstrekkelig veiledningsressurser og -kompetanse innenfor feltet. Det betyr at deltakelsen innenfor en felles mastergrad i Applied Ethics ikke får større ressursmessige konsekvenser for fakultetet.

Erasmus Mundus Joint Doctorate in Applied Ethics

Det humanistiske fakultet viser seg til vedlagte bekreftelse fra Filosofisk institutt og stiller seg positive til deltakelse i EMJD-søknaden *Erasmus Mundus Doctorate in Applied Ethics*. Søknaden er en videreutvikling av søknaden som ble godkjent av Styret våren 2009. Søknaden bygger på viktige og gode erfaringer i konsortiet, som bl.a. har gode resultat å vise til fra masternivå. Konsortiet har også utviklet en søknad om Marie Curie Initial Training Network, et arbeid som både har knyttet konsortiet tettere sammen og gitt mulighet til å videreutvikle samarbeidet om ph.d. Den endelige søknaden vil ferdigstilles i tråd med fakultetets budsjetts- og opptaksrammer, og fakultetet vil bistå instituttet med sin administrative kompetanse.

Erasmus Mundus Doctorate in Applied Ethics vil tilby ph.d.-utdanning innen anvendt etikk på høyt internasjonalt nivå. Anvendt etikk er et etterspurt fagområde fra forskningsmiljø i og utenfor humaniora og fra samfunnet generelt. Konsortiet består av følgende europeiske partnere:

- Universiteit Utrecht, Nederland
- Linköpings universitet, Sverige
- Norges teknisk-naturvitenskapelige universitet, Norge
- Ruhr-Universität Bochum, Tyskland

- Eberhard-Karls-Universität Tübingen, Tyskland
- Université catholique de Louvain, Belgia (ny deltaker)

I tillegg vil det samarbeides tett med ulike ikke-europeiske institusjoner og næringslivspartnere.

Arbeidet med en Joint Doctorate er en naturlig fortsettelse på Erasmus Mundus Joint Master som har eksistert gjennom flere år, og viser at dette er et velfungerende og veletablert konsortium og konsept. For øvrig vil mange av de samme momentene som gjelder for en Erasmus Mundus Joint Master i anvendt etikk være gjeldende for en Joint Doctorate innen samme fagområde.

Notat

Til: Studieveilingen

Kopi til:

Fra: Det humanistiske fakultet

Signatur:

Kravspesifikasjon i forbindelse med etableringen av Erasmus Mundus Master Course (EMMC) in Applied Ethics (akronym "MAE")**1) Strategisamsvar, fakultært og institusjonelt. Strategisk forankring for forslaget.**

NTNU is a university with a broad academic scope, and offers an extensive range of subjects in the natural sciences, technology, the humanities, social sciences, and aesthetic studies. The Faculty of Humanities' academic provision includes humanistic core areas and interdisciplinary programmes of study and research projects. The Faculty aims to contribute to the international community concerning knowledge, expertise and innovation. We aim to promote programmes of study that respond to society's need for relevant programmes of study. The Faculty therefore strategically aims to develop project and practice oriented programmes of study, especially at master's level, which integrate theoretical and methodological course work, theses, project oriented courses, and possibilities for internships in combination with public or private institutions, companies or NGO.

2) Krav til bachelorprogram og masterprogram i forskrifter, jfr nasjonale normer og krav

Det toårige masterprogrammet i anvendt etikk foreslått her består av 120 studiepoeng/to års normert studietid. Studieprogrammet tar sikte på en fellesgrad. Emnene som tilbys inn i det internasjonale masterprogrammet består av emner på 7,5 sp og multipler av dette. Det vil ikke være adgang til å avlegge dette studiet på deltid, i samsvar med innholdet i Erasmus Mundus programutlysning. Studieprogrammet vil være en fellesgrad, med ett vitnemålsdokument og ett diploma supplement. Utrecht som koordinator-institusjon vil ta opp samtlige studenter på vegne av det samlede konsortiet, men rent teknisk/elektronisk vil studentene søke via det svenske søknadssystemet, via Högskoleverket (www.hsv.se). Hvert av de tre lærestedene i konsortiet tilbyr 30 ECTS hver inn i studieprogrammet. MAE vil ha to studieretninger/varianter (se punkt 3 nedenfor). Emnene som tilbys inn i det internasjonale masterprogrammet fra NTNUs side består av emner på 7,5 sp og multipler av dette. Øvrige læresteder følger egen nasjonal og/eller institusjonell lovgivning rundt studiepoeng og emnestørrelse. Masteroppgaven vil ha et omfang på 30 eller 60 studiepoeng, avhengig av studieretningen.

**3) Studieplan, emnebeskrivelser, krav til innhold i hht studieforskrift; læringsmål m.v.
Structure and Content**

Postadresse 7491 Trondheim	Org.nr. 974 767 880 E-post hf-fak@hf.ntnu.no http://www.hf.ntnu.no	Besøksadresse Bygg 2, nivå 5 Dragvoll 7049 Trondheim	Telefon + 47 73 59 65 95 Telefaks + 47 73 59 10 30	Rådgiver Anne Marit Skancke Tlf: + 47 73597435
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All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

In the two-year programme students can choose between tracks with two different orientations. The philosophical orientation is intended for students who seek an approach to practical moral problems that emphasises philosophical and theoretical analyses. The practice-orientation prepares students for a career as ethicist in a specific practice (e.g. health care). The different tracks don't begin until the second year, but even then there are core activities in which students from both tracks interact and work together.

Two orientations, one structure

The foci of the two tracks and the interconnections between them are illustrated in Figure 1. At the start of the programme, students discuss their plans with the programme coordinator. During the first semester all students have the same learning objectives. They receive advice from their tutor after the first semester regarding (a) which track seems most appropriate for them, and (b) which lacunas they need to overcome in order to qualify for that track. In the second semester, all students follow one course ("Politics and Ethics") and write a short thesis, but they also design and carry out a trackpreparation programme. At the end of the second semester, the knowledge and skills of students are assessed to determine whether they are qualified for their intended track. In the third and fourth semester, in addition to seminars and the research thesis, practice-oriented students do a supervised internship and philosophy-track students complete advanced coursework in philosophy. During the last three semesters, students from different tracks work together in small (online) tutor groups in which they explore their work and study the connections between philosophical and practical skills in applied ethics.

Semester 1

The programme starts with a two-week summer course, which serves as an introduction for the first year students as well as an opportunity to interact with the second-year students. After the summer course, the first year students continue their studies at one of the three European universities. During the first semester, they follow two philosophy courses and two courses focusing on specific fields of application. Although the specific content of these courses varies between the institutions, all involve students exploring the role of ethical theories and concepts in practical ethical analysis. Students study two fields of application and learn to what extent different fields overlap, and share moral assumptions. An important element is the analyses of real problems that are presented by invited professionals, and company or government employees. Parallel to and in connection with the courses, students attend training sessions aimed at academic writing and presentation skills.

Semester 2

In the second semester, students move to another university and complete a course on the highly relevant relationship between ethics and politics. Simultaneously they develop their own training programme to prepare for the track of their choice. This may involve language training, presentation techniques, or philosophical analysis. This semester concludes with a small research project and a short thesis. Regular training and peer-review sessions support the thesis writing, and collaborative learning is stressed throughout. At the end of the year, track-relevant skills and knowledge are assessed; in some cases students may need to do additional work to qualify for their track.

Semesters 3 and 4

The second year also starts with the joint summer course, at which second year students contribute by preparing and structuring case discussions. After the summer course, they focus on their specific tracks. Practice students start with a preparation course and do their internships. Philosophy track students take courses embedding their applied ethics work in broader philosophical debates. In the fourth semester all students work on their thesis project. There is an option for students to analyse the topic of their research project in an African context. For this, the UoS offers a specialised training programme with opportunities for fieldwork and thesis supervision. Throughout the whole second year, students work (partly online) in tutor

groups with participants from both tracks on joint projects and activities (including peer review, case analyses, presentations, and assignments), fostering interaction between the philosophy and practice tracks.

Figure 2: Course Structure

1st Semester			A c a d e m i c W r i t i n g & p r e s e n t a t i o n
Joint introduction and summer course			
Philosophy courses in 1st semester (15 ECTS)			
Ethical Theory & Moral Practice (at all partners), 7.5 ects includes introduction			
Philosophical Basics in Applied Ethics: Human Dignity and Human Rights (UU)	Philosophical Basics in Applied Ethics: Environmental and Animal Ethics (LiU)	Philosophical Basics in Applied Ethics: Technology for a good society (NTNU)	
Fields of application courses in 1st semester (15 ECTS)			
Applications 1: Ethics in Medicine and Public Health (UU)	Applications 1: Biomedical Ethics (LiU)	Applications 1: Biotechnology and Ethics	
Applications 2: Animal and Nature Ethics (UU)	Applications 2: Business Ethics (LiU)	Applications 2: Corporate Social Responsibility (NTNU)	
mandatory mobility			
2nd semester			
Politics and Ethics: relationship between law, morality and policy (UU) 7.5 ects	Politics and Ethics: Globalisation and Global Justice (LiU) 7.5 ects	Politics and Ethics: Multiculturalism (NTNU) 7.5 ects	
Preparations for theory/practice track; individual and in tutor groups (options: language courses, philosophy training, presentation training, etc) 7.5 ects			
Short Research Project & Thesis 15 ects			

optional mobility

3rd and 4th semester	
Joint Summercourse 1.5 ects	
Philosophical Track	Practical Track
Courses 22.5 ects total:	Preparation, Internsh, Reports 22.5 ects:
Core readings/seminars in practical, theoretical and history of philosophy (at UU or NTNU) 22,5 ects	Preparation Course (LiU)
	Internship/Fieldwork
	Internship Reports
Joint (cross institution) Tutor Group Work 6 ects	
Optional as part of thesis project: Ethics in South-Africa module (short course, fieldwork, thesis work) 15 ects	
Final Research Project & Thesis 30 ects	

Mobility and the multi-site approach

One of the most innovative features of this programme is the fact that students attend two or three different universities. This has significant advantages, particularly for a programme in applied ethics. To begin with, students are exposed to different approaches to academic ethics, since each department has its own methodologies and specialisations. In addition to this encounter with *academic* diversity, students benefit enormously from examining ethical problems in a variety of specific cultural contexts, which are known to influence how people and organizations respond to ethical issues. For this reason, professionals, government bodies and companies are invited to present cases, for which students prepare ethical analyses and recommendations. By giving feedback to these 'clients,' students gain a concrete understanding of the impact their work has in different cultural and organizational contexts. Students exploring a topic in which the context of developing countries is relevant can take specific training and do fieldwork as part of their thesis work in the first part of the fourth semester.

Student responsibility and mutual learning processes

The programme fruitfully stimulates students to reflect on their learning processes and make adjustments on an ongoing basis. Starting in the second semester, students reflect on what their chosen track and projected career require and then select the courses and activities that are relevant for the rest of their studies. *Practice students* strengthen the skills necessary for a successful internship such as presentation, local language, and group deliberation skills. They also begin identifying a suitable internship. *Philosophy-oriented students* identify gaps in their knowledge of the history of philosophy or skills in logic and argumentation analysis. In small mixed tutor groups, students of both tracks work together, and support each other in their training process. During the third and fourth semesters cooperation is continued in small, supervised tutor groups consisting of one student from each university. Students give regular (online) feedback on each other's work and draw connections between practical problems encountered during internships and philosophical theories. They complete several assignments involving cases from the internships. In this way, students are very much in charge of their own learning, and support each other's study processes, thereby strengthening understanding and cooperation between both practical and theoretical orientations in applied ethics.

The Philosophical Orientation

The philosophical orientation involves coursework in which practical ethics is related to broader philosophical theories and approaches, such as meta-ethics, philosophy of science and technology, logical analysis and

hermeneutics. It is embedded in the regular (research) master programmes in philosophy at UU and NTNU. Simultaneously however, students in this track will work closely together with 'practice track' students. The thesis research project will often have a strong theoretical focus, but it needs to be a work in *applied* ethics. This track is especially interesting for students who pursue a career in applied ethics and moral philosophy. Graduates who have completed this track will have an excellent basis for applying, not only to a PhD programme in applied ethics or in a specific field like bioethics or environmental ethics, but also to philosophy PhD programmes. Compared to graduates from a regular MA Philosophy, applied ethics graduates have clear advantages in terms of employability. They have benefited from the practical focus of the programme, and have developed a wide range of transferable competences.

The Practical Orientation

The practical track is especially interesting for students who want to specialise in one area of applied ethics (medical ethics, business ethics, environmental ethics, etc.) and therefore require knowledge of and experience in that particular context. Relevant employers are, apart from academic ethics centres, business companies, government departments and councils, and professional organizations. During their internship, students develop a wide range of skills that are necessary for successfully putting ethical reflection into practice. This involves chairing ethical deliberation sessions within an organization, giving presentations about moral problems for diverse audiences, writing practical analyses and recommendations for policy makers, etc. Most importantly, students are confronted with the difficulties with implementing ideal ethical recommendations in a non-ideal organizational context, requiring them to search for practical yet still responsible solutions. These case studies serve as the subject of joint analyses in tutor groups. Also because the thesis research project will be on practical issues in their specialization area, but must have a clear theoretical basis, graduates have an excellent basis for pursuing a PhD in a wide range of fields.

Internship

All practice-oriented students take an internship of 8-12 weeks at an organization that fits with the student's educational goals. This can be one of the associate members (the ethics department of the World Health Organization, the Rathenau Institute for Technology Assessment, Rabobank International, the Nord-Trøndelag Elektrisitetskverk Holding, and the Ethics Institute of South Africa) or e.g. an NGO, a company, an ethics committee in a hospital, a government agency (environmental issues, or public health). Students write letters of introduction in which they outline their competencies and the contributions they hope to make. Their supervisor is a faculty member with experience in their field. The hosting organisation also offers a dedicated supervisor. Once an internship is arranged, the conditions are laid down in a Memorandum of Understanding (MoU) signed by all parties. The MAE programme offers supervision and academic assessments of students' practical and academic assignments during and after the internship period for the purpose of accreditation. The preparation during a three week workshop aims at presentation skills, communication skills, ethical deliberation techniques, feedback skills, and avoiding the pitfalls of doing ethics in a practical context. During the internship students meet in (extra) intervision groups. Students conclude the internship by writing a detailed report on both the theoretical and practical aspects of their internship. The theoretical part of the report addresses either the broader ethical issues and questions encountered and investigated during the internship or discusses a specific case in the light of ethical theory. In either case the student shall make extensive use of relevant literature on ethical theory and its application. The practical part of the report describes the aim of the internship, the process of preparation, the significance for both the student and the partner organisation, shortcomings or problems encountered, and lessons learned. The report is assessed by the MAE supervisor, in consultation with the supervisor at the internship organisation. The latter supervisor also writes a concise evaluation report for the student, specifying his/her (developing) competences as showed during the internship.

4) Læringsmål og læringsutbytte, i tråd med det nasjonale kvalifikasjonsrammeverket. Alle nye studieprogram skal utarbeide skisse til slike læringsmål ved framleggelsen av sine endelige forslag i runde 2.

Utkast til læringsmål/forventet læringsutbytte:

The learning objectives of the new 120 ECTS programme represent an elaboration and deepening of the objectives of the existing 60 ECTS programme.

Knowledge:

1. has thorough knowledge of and insight into the field of applied ethics, including ethical debates in several areas, and its relation to both philosophy and other relevant disciplines;
2. has the knowledge and analytical skills to structure and evaluate public/professional debates;

In addition, graduates who have completed the philosophy track will

3. have profound knowledge and insight in the field of philosophy, which goes beyond the sub-domain of applied ethics;

Skills:

4. has the academic skills to set up and conduct research in the field of applied ethics and to report about it in a manner that meets the general standards of the discipline;
5. has the academic skills to identify and analyse ethical problems, to suggest and formulate possible solutions to them, and to do so independently;
6. has the skills to contribute (in an accessible way) to public and professional debates on moral issues, both in terms of presenting and assessing arguments, and in explaining underlying philosophical problems;

In addition, graduates who have completed the practice track will

7. have the sensitivity and skills to successfully engage professionals to ethical reflection, and have experience with various forms of ethical deliberation.

Competence:

8. is able to advise professionals and policymakers about the moral problems they face, in a theorybased yet for them accessible and fruitful way;
9. is capable of presenting and explaining moral problems and argument in the media;
10. is able to report concisely and fruitfully about the ethical dimensions of a particular policy or practice to a policymaker, minister, or executive.

In addition, graduates who have completed the philosophy track will

11. are able to use resources from other branches of philosophy in their analysis of practical moral problems.

Students develop skills that are transferable, i.e. their relevance for employability is not limited to employment in a university research setting. Relevant transferable skills are presentation and communication skills, capacity to explain complex problems and arguments, sensitivity to (organisational and cultural) context in which problems arise, skills in teamwork, mutual feedback and support, and self-assessment.

6) Kostnadsberegning og finansiering; krav til estimat for oppstarts- og utviklingskostnader og et estimat for kostnader for ordinær drift av programmet.

All partners, through the Consortium Agreement, guarantee an optimum teaching staff for all courses and programme coordination responsibilities and support staff for management and execution of the programme. UU has made funds available for the development of programmes aiming at joint degrees (expectation: € 30,000 available for further development and implementation on top of the EC grant). These funds will be used for travel costs for meetings. The EC lump sum will primarily be used to fund travel and other expenses for coordinators and teachers for the various meetings, and to fund (especially in the first years) the administrative costs. Initially the EC lump sum will be distributed as follows: € 10,000 for general coordination and administration (UU), and € 5,000 for each partner university..

8) Antall studenter det tas sikte på, inkl fordelingen mellom de ulike studentkategorier.

The programme will start with 20-30 students, depending on the number of Erasmus Mundus scholarships available, implying 10-15 non-scholarship holders in the first year. This is feasible: though it was advertised that there were no scholarships available for 2010-2011, the programme benefited from the Erasmus Mundus brand and received 60 applications. Given that the 2-year programme will be embedded both at NTNU and UU in regular (research) master courses, with courses that are offered anyway, a yearly enrolment of 20-25 students is expected to be sufficient to run the joint programme.

9) Opptakskrav og rangeringsregler.

The MAE consortium practices common standards and mechanisms for application, selection, admission and examination of students. Announcement of deadline for application, necessary information and application forms are published on the MAE homepage. Student applications are sent to the national admission office in Sweden that checks if formal requirements are fulfilled.

Entrance requirements

Entrance requirements are reviewed by the MAE selection committee. Requirements are:

- a bachelor's degree representing at least three years of academic studies,
- a basic competence in applied ethics and ethical theory, equivalent to successful completion of at least 30 ECTS of courses in applied ethics and/or moral philosophy,
- sufficient proficiency in English.

The competence in ethics is assessed on the basis of written work of the student, normally a BA thesis or written assignments for several courses in ethics. Applicants can decide to submit newly written work as part of the application.

Admission and selection

The MAE selection committee consists of one teacher of each of the degree-awarding partners, plus an administrative officer. They first assess which applicants will be admitted. In the previous year's this was 25-40 percent of all applications. Next, students are graded according to criteria that have been used and developed in the current programme. Applicants can get max 10 points for the quality of their written work, max 5 points for the level of their marks, and max 10 points for their academic potential (including demonstrated knowledge of ethics, relevant professional experience, accomplishments in leadership, publications, motivation, and quality of previous university). The selection committee also makes a provisional assessment of qualification for the preferred tracks. The committee discusses the individual rankings and comes to a final decision. The highest ranked students are nominated for available scholarships. Immediately after the selection process, results are transferred to the EACEA for confirmation. As soon as the decision of EACEA is known the consortium notifies the students.

Disabled students

Students with special needs are very welcome. All partner institutions provide necessary equipment and aid for students with disabilities. The coordinator is responsible for overseeing potential problems and for negotiating with the Agency for compensating additional costs for disabled students. In the previous years, three students with special needs were admitted. One of them decided to leave the programme because he was offered a very attractive job. The other two students in wheelchairs made use of the full programme and opted for maximum mobility (including a stay in South Africa).

Gender equality

Approximately 35 percent of the students are women. The selection committee practices the Swedish system: when male and female applicants have equal qualifications the applicant of the underrepresented sex, in this case female, is listed above the other.

11) Forskningskopling og tverrfaglighet.*Broad approach*

The four institutions also have in common that they take a broad approach to applied ethics, involving research and teaching in various fields of application, in line with the basic philosophy of the MAE programme. All institutions have experience in offering ethics courses to other faculties and (under) graduate schools at their universities (such as medicine, biology, veterinary medicine, business, and engineering). Moreover, the consortium brings together a broad experience with ethics training and consultancy to governmental, professional and business organisations. The institutions are complementary in various ways. Firstly in their philosophical approach to applied ethics, including hermeneutical traditions (UoS), the focus on normative ethical theory (UU, LiU) and philosophy of science (NTNU). Secondly, in the various fields of application: medical ethics (LiU, UoS), public health and human rights (UU, UoS), science and technology (NTNU), environmental ethics (UoS), ICT (NTNU, LiU) and global justice (UU, LiU).

The role of the third-country partner

The inclusion of UoS as third-country partner adds value to the programme in various ways. One of the main benefits is that interaction with UoS staff and students helps the European programme staff to critically reflect on the somewhat Western bias in much of the existing research in applied ethics. To this end, UoS colleagues are regularly invited as teachers in the programme, and staff of LiU, UU and NTNU will participate in courses in UoS. Anton van Niekerk (UoS) is member of the Consortium Committee and as such co-responsible for the development and adjustments of the syllabus. European Erasmus Mundus students who work on a thesis project for which a developing world perspective is relevant will benefit from doing part of their project and fieldwork in South Africa, supervised by UoS staff. In this they will interact with African students which further stimulates a broadened perspective. Another reason for cooperation is reaching other countries and universities (and hence students) in southern Africa through the UoS network.

12) Eksterne samarbeidspartnere; krav til avtale med evt. Eksterne samarbeidsaktører.

The MAE consortium consists of four partners that have a strong history of fruitful and successful cooperation, both in research and educational programmes. The institutions are: Utrecht University (UU), Netherlands,

Linköping University (LiU), Sweden; NTNU Norwegian University of Science and Technology, Trondheim, Norway; University of Stellenbosch (UoS), South Africa.

The institutions have distinct foci and approaches within applied ethics, but they share a clear, consensus-based way in organizing the educational programme. This shared attitude has proven to be fruitful in developing and improving the joint syllabus throughout the years, and in formulating and maintaining common procedures and regulations (admission, selection, marking, examination, evaluation and quality control).

14) Markedsvurdering; inkluderer blant annet krav til vurdering av nytt tilbud i forhold til eksisterende sammenlignbare tilbud ved og utenfor vår egen utdanningsinstitusjon.

Worldwide, there are only a few MA programmes dedicated to ethics in this way. There are, of course, MA programmes in philosophy, or theology / religious studies, within which students can specialize in ethics, but these are less focused. And there are programs in *applied* ethics that focus on specific fields (bioethics, medical ethics, law, etc.) but they are mainly directed at professionals who aim at strengthening their ethical skills. Australian National University offers one of the few broad master's programmes in applied ethics.

Bringing together theoretical and practical orientations

This MA programme in Applied Ethics is unique in Europe in that it brings theoretical and practical orientations together, focusing on the philosophical foundations and theories relevant to moral problems but also attending to the practical dimensions of applied ethics. This interaction is important not only for the students, who develop a broad range of theoretical and practical skills, but also for the discipline of applied ethics as such: the interaction contributes to communication and mutual learning between academic philosophers and practical ethicists working in different fields, thus preventing fragmentation. The success of alumni in finding jobs and PhD positions (in Australia, the USA, but especially in Europe), confirms that this programme is indeed making a difference to ethics in Europe.

Multicultural

An essential feature of the programme is the diversity of the student group. Thanks to the Erasmus Mundus status students come from Europe, Northern America and Australia, but also from Africa, Asia and South-America. This gives the courses and activities a multicultural context that has immediate benefits for the quality and the depth of the programme. Students confront each other with fundamental moral differences concerning e.g. global justice, homosexuality, and treatment of animals. They learn how to discuss such differences even though this requires them to discuss openly topics that are taboo in their home cultures. In this context, philosophical analysis of their diverging moral views provides a context in which they can practice the much-needed skill of finding common ground.

Notat

Til:	Det humanistiske fakultet
Kopi til:	
Fra:	Filosofisk institutt

Anbefaling av søknad om Erasmus Mundus Joint Master Course in Applied Ethics - 2011-2015

Filosofisk institutt viser til vedlagte søknad fra Utrecht University, Nederland om deltakelse i Erasmus mundus Joint Master in Applied Ethics – 2011-2015 og fakultetets kravspesifikasjon om samme. Instituttet gir sin tilslutning til søknaden om deltakelse.

Søknaden gjelder en felles toåring mastergrad i anvendt etikk og er en videreutvikling av en ettårig Erasmus Mundus master i anvendt etikk. Fra instituttets side er det snakk om en videreføring av de emner som ble opprettet i forbindelse med den ettårige mastergraden.

Rune Kristian Hansen
Kontorsjef

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The Erasmus Mundus Joint Masters Course in Applied Ethics

Application EMMC 2011-2015



Universiteit Utrecht

‘Quality education in interdisciplinary areas of ethics’
(*Alumnus Andrew Milroy*)

The Erasmus Mundus Joint Masters Course in Applied Ethics (MAE)

Application EMMC 2011-2015

Coordinating institution: Utrecht University (UU), Netherlands. Partner institutions: Linköping University (LiU), Sweden; NTNU Norwegian University of Science and Technology, Trondheim, Norway; University of Stellenbosch (UoS), South Africa.¹

Introduction

The Erasmus Mundus Master Course in Applied Ethics (MAE) is an international programme that makes it possible for outstanding students from all over the world to deepen their knowledge and skills in the field of ethics. It has been operating successfully since 2005, and has received support from the European Commission until this year. The MAE consortium is now applying for support for an expanded (120 ECTS) and more integrated programme within Erasmus Mundus II. The most important development is that a two-year programme will be offered beginning in 2011.

The key principles of the new and improved educational programme are:

- fostering interaction between philosophical and practical orientations (including a central role for internships) in applied ethics;
- promoting student responsibility in formulating and attaining their learning objectives, and enabling them to learn from each other;
- improving how students progress through the programme, enabling their step-by-step development of their knowledge and academic skills in ethics;
- using moral diversity among students as a basis for in-depth ethical reflection, which is realised by having a genuinely international and multicultural student group.

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¹ The Ethics Institute at Utrecht University, the Programme for Applied Ethics at the NTNU Norwegian University of Science and Technology, the Centre for Applied Ethics at Linköping University, and the Centre for Applied Ethics at Stellenbosch University. Utrecht University will take over the role of coordinating institution from Linköping University.



A.1 Academic quality and course content

A.1.1 Objectives-needs analyses

The growth of applied ethics is a response to modern societal challenges. Economic, technological, social and political global trends have created and continue to create a need for ethical reflection and ethical competence.

Globalisation

Present-day globalisation is characterised by processes and relations (social, economic, political, technological, and cultural) that transcend national borders and connect distant places and peoples. Modern societies are in transition on a global scale. People find themselves continuously having to navigate new worlds that present new possibilities, unanticipated demands and novel ethical dilemmas. Reflection on ethical pluralism and relativism is necessary. As peoples and cultures interact more closely – through multinational companies, humanitarian aid, migration and global media – they inevitably face questions of how to nurture mutual understandings and to avoid destructive clashes of religious, moral and political values. At a very concrete level, development in many poor countries is hampered by corruption and human rights violations. And, indeed, many of the previous master students chose to write their theses on ethical aspects of these phenomena. An increased awareness of ethics might be one way to come to grips with these pressing social problems.



Given the growing importance of issues in applied ethics worldwide, we need highly trained professionals who understand ethical

problem-solving. Very few institutions are approaching this issue in such a contemporary and wise manner.

Gabriel Lima Verde, Brazil

Professional and business ethics

Professional and business ethics are expanding. Fifty years ago doctor and lawyer were the only professions with ethical codes. Due to new professional challenges, expanded autonomy, and (sometimes) heightened public scrutiny, many professional organisations have become keenly aware of their ethical responsibilities. In response, a large number of professional organisations have developed their own ethical codes. Something similar happened subsequently in business. Companies are increasingly scrutinised from a moral point of view, by the public as well as by shareholders. As a consequence, corporate social responsibility is nowadays an integral part of the policy of companies. The focus on ethical issues, and the need for ethical deliberation, policy-making and advice within professional organisations and companies place significant demands on ethics resources and competencies.

ELSI studies

There is a growing interest in ELSI studies (the Ethical, Legal and Social Impacts of research) in connection with globalised large-scale research projects in for example genomics and nanotechnology. The ethical dimension and the social responsibility of research as well as the need for research ethics is repeatedly emphasised in the EC Framework 7 Programme on Science and Society. This holds especially for new bio- and nanotechnologies, genetic testing and security technologies. As a consequence of an EU-directive, in all member countries research involving human subjects must be reviewed by research ethics committees. This has highlighted the need, not only for more research, but also for more ethical experts to serve as members and scientific officers of the committees. Examples of contemporary issues with moral challenges are: new insights in neuroscience, robotic warfare, and international agreements on property rights and patents to pharmaceuticals.

Growing need for educated ethicists

Quite generally, there is growing need for educated ethicists. Ethical expertise is needed for political decision making, and for decision making in corporations, NGOs and health care and research ethics committees. United Nations member organisations, for example, are now employing ethics officers. Previous students have found jobs at government bioethics centres, at the International Red Cross, at universities and at companies. Applied ethicists are increasingly contributing fruitfully to ethical reflection in organisations, government agencies, or professional contexts. To be successful as an ethicist in practice, one needs a range of academic-analytic skills, in leading and structuring moral deliberation, in engaging professionals to reflect on their routines, in preparing and evaluating public debates, in reporting concisely on current ethical controversies, in advising professionals or companies

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on practical moral problems and on policy-making with respect to ethical issues. The development of these skills is a core focus of the programme.

An integrative approach to applied ethics and ethical theory

The diversity of contexts in which ethical reflection is needed and is developed also present challenges. Currently, there is a tendency for different fields of applied ethics – such as bioethics, business ethics, environmental ethics, etc. – to become more independent from each other and from foundations in ethical theory. Too much independence however is undesirable because moral problems often arise

precisely at the intersections of these fields, e.g. health care and business; medicine and ICT; public health and human rights; environmental problems and global justice, etc. In addition, notwithstanding the differences between practices, general normative ethical theories and philosophical analysis are relevant for critical analysis of and reflection on arguments that arise in those practices. Furthermore, systematic analyses, (e.g., of the relationship between law and morality or between domestic and global justice) are relevant to almost all fields of application. For these reasons, as well as to improve employability of the students, the programme incorporates different fields of applied ethics, and is set up in such a way that (1) students get acquainted with different moral practices and their overlaps, (2) they explore the relevance of philosophical ethical theory to practical problems and vice versa, and (3) those with a more philosophical orientation to practical ethics work together with more practically or professionally oriented students, such that they contribute to each other's development.



The course is invaluable in offering quality education in interdisciplinary areas of ethics, which is otherwise hard to find. I was exposed

to issues of which I was completely unaware. By understanding the ethical elements interwoven in the subject areas, I gained a far deeper knowledge of the issues.

Andrew Milroy, Canada

A.1.2 Added value

Worldwide, there are only a few MA programmes dedicated to ethics in this way. There are, of course, MA programmes in philosophy, or theology / religious studies, within which students can specialise in ethics, but these are less focused. And there are programs in *applied* ethics that focus on specific fields (bioethics, medical ethics, law, etc.) but they are mainly directed at professionals who aim at strengthening their ethical skills. Australian National University offers one of the few broad master's programmes in applied ethics.

Bringing together theoretical and practical orientations

This MA programme in Applied Ethics is unique in Europe in that it brings theoretical and practical orientations together, focusing on the philosophical foundations and theories relevant to moral problems but also attending to the practical dimensions of applied ethics. This interaction is important not only for the students, who develop a broad range of theoretical and practical skills, but also for the discipline of applied ethics as such: the interaction contributes to communication and mutual learning between academic philosophers and practical ethicists working in different fields, thus preventing fragmentation. The success of alumni in finding jobs and PhD positions (in Australia, the USA, but especially in Europe), confirms that this programme is indeed making a difference to ethics in Europe.

Multicultural

An essential feature of the programme is the diversity of the student group. Thanks to the Erasmus Mundus status students come from Europe, Northern America and Australia, but also from Africa, Asia and South-America. This gives the courses and activities a multicultural context that has immediate benefits for the quality and the depth of the programme. Students confront each other with fundamental moral differences concerning e.g. global justice, homosexuality, and treatment of animals. They learn how to discuss such differences even though this requires them to discuss openly topics that are taboo in their home cultures. In this context, philosophical analysis of their diverging moral views provides a context in which they can practice the much-needed skill of finding common ground.



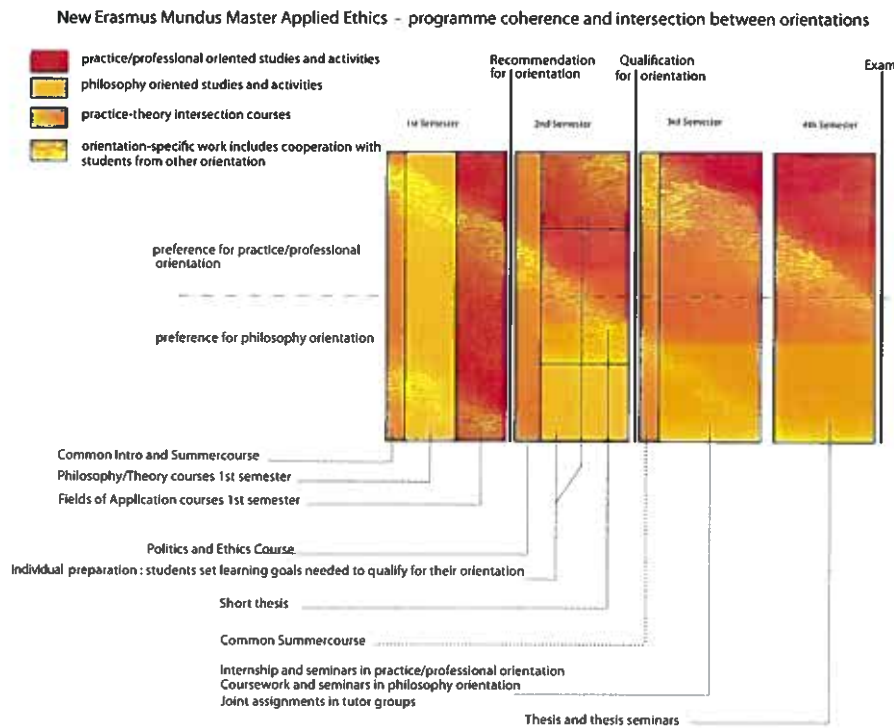
A.1.3 Structure and Content

In the two-year programme students can choose between tracks with two different orientations. The philosophical orientation is intended for students who seek an approach to practical moral problems that emphasises philosophical and theoretical analyses. The practice-orientation prepares students for a career as ethicist in a specific practice (e.g. health care). The different tracks don't begin until the second year, but even then there are core activities in which students from both tracks interact and work together.

Two orientations, one structure

The foci of the two tracks and the interconnections between them are illustrated in Figure 1. At the start of the programme, students discuss their plans with the programme coordinator. During the first semester all students have the same learning objectives. They receive advice from their tutor after the first semester regarding (a) which track seems most appropriate for them, and (b) which lacunas they need to overcome in order to qualify for that track. In the second semester, all students follow one course ("Politics and Ethics") and write a short thesis, but they also design and carry out a track-preparation programme. At the end of the second semester, the knowledge and skills of students are assessed to determine whether they are qualified for their intended track. In the third and fourth semester, in addition to seminars and the research thesis, practice-oriented students do a supervised internship and philosophy-track students complete advanced coursework in philosophy. During the last three semesters, students from different tracks work together in small (online) tutor groups in which they explore their work and study the connections between philosophical and practical skills in applied ethics.

Figure 1: programme coherence and intersection between tracks



Semester 1

The programme starts with a two-week summer course, which serves as an introduction for the first year students as well as an opportunity to interact with the second-year students. After the summer course, the first year students continue their studies at one of the three European universities. During the first semester, they follow two philosophy courses and two courses focusing on specific fields of

4



application. Although the specific content of these courses varies between the institutions, all involve students exploring the role of ethical theories and concepts in practical ethical analysis. Students study two fields of application and learn to what extent different fields overlap, and share moral assumptions. An important element is the analyses of real problems that are presented by invited professionals, and company or government employees. Parallel to and in connection with the courses, students attend training sessions aimed at academic writing and presentation skills.

Semester 2

In the second semester, students move to another university and complete a course on the highly relevant relationship between ethics and politics. Simultaneously they develop their own training programme to prepare for the track of their choice. This may involve language training, presentation techniques, or philosophical analysis. This semester concludes with a small research project and a short thesis. Regular training and peer-review sessions support the thesis writing, and collaborative learning is stressed throughout. At the end of the year, track-relevant skills and knowledge are assessed; in some cases students may need to do additional work to qualify for their track.

Semesters 3 and 4

The second year also starts with the joint summer course, at which second year students contribute by preparing and structuring case discussions. After the summer course, they focus on their specific tracks. Practice students start with a preparation course and do their internships. Philosophy track students take courses embedding their applied ethics work in broader philosophical debates. In the fourth semester all students work on their thesis project. There is an option for students to analyse the topic of their research project in an African context. For this, the UoS offers a specialised training programme with opportunities for fieldwork and thesis supervision. Throughout the whole second year, students work (partly online) in tutor groups with participants from both tracks on joint projects and activities (including peer review, case analyses, presentations, and assignments), fostering interaction between the philosophy and practice tracks.

Figure 2: Course Structure (see appendix 1 for List of regular courses and course objectives)

1st Semester			A c a d e m i c W r i t i n g & P r e s e n t a t i o n
Joint introduction and summer course			
Philosophy courses in 1st semester (15 ECTS)			
Ethical Theory & Moral Practice (at all partners), 7.5 ects includes introduction			
Philosophical Basics in Applied Ethics: Human Dignity and Human Rights (UU)	Philosophical Basics in Applied Ethics: Environmental and Animal Ethics (LIU)	Philosophical Basics in Applied Ethics: Technology for a good society (NTNU)	
Fields of application courses in 1st semester (15 ECTS)			
Applications 1: Ethics in Medicine and Public Health (UU)	Applications 1: Biomedical Ethics (LIU)	Applications 1: Biotechnology and Ethics	
Applications 2: Animal and Nature Ethics (UU)	Applications 2: Business Ethics (LIU)	Applications 2: Corporate Social Responsibility (NTNU)	
mandatory mobility			
2nd semester			
Politics and Ethics: relationship between law, morality and policy (UU) 7.5 ects	Politics and Ethics: Globalisation and Global Justice (LIU) 7.5 ects	Politics and Ethics: Multiculturalism (NTNU) 7.5 ects	
Preparations for theory/practice track; individual and in tutor groups (options: language courses, philosophy training, presentation training, etc) 7.5 ects			
Short Research Project & Thesis 15 ects			

5



optional mobility

3rd and 4th semester	
Joint Summercourse 1.5 ects	
Philosophical Track	Practical Track
Courses 22.5 ects total:	Preparation, Internsh, Reports 22.5 ects:
Core readings/seminars in practical, theoretical and history of philosophy (at UU or NTNU) 22,5 ects	Preparation Course (LiU)
	Internship/Fieldwork
	Internship Reports
Joint (cross institution) Tutor Group Work 6 ects	
<i>Optional as part of thesis project:</i> Ethics in South-Africa module (short course, fieldwork, thesis work) 15 ects	
Final Research Project & Thesis 30 ects	

Mobility and the multi-site approach

One of the most innovative features of this programme is the fact that students attend two or three different universities. This has significant advantages, particularly for a programme in applied ethics. To begin with, students are exposed to different approaches to academic ethics, since each department has its own methodologies and specialisations². In addition to this encounter with *academic* diversity, students benefit enormously from examining ethical problems in a variety of specific cultural contexts, which are known to influence how people and organisations respond to ethical issues. For this reason, professionals, government bodies and companies are invited to present cases, for which students prepare ethical analyses and recommendations. By giving feedback to these 'clients,' students gain a concrete understanding of the impact their work has in different cultural and organisational contexts. Students exploring a topic in which the context of developing countries is relevant can take specific training and do fieldwork as part of their thesis work in the first part of the fourth semester.

Student responsibility and mutual learning processes

The programme fruitfully stimulates students to reflect on their learning processes and make adjustments on an ongoing basis. Starting in the second semester, students reflect on what their chosen track and projected career require and then select the courses and activities that are relevant for the rest of their studies. Practice students strengthen the skills necessary for a successful internship such as presentation, local language, and group deliberation skills. They also begin identifying a suitable internship. Philosophy-oriented students identify gaps in their knowledge of the history of philosophy or skills in logic and argumentation analysis. In small mixed tutor groups, students of both tracks work together, and support each other in their training process. During the third and fourth semesters cooperation is continued in small, supervised tutor groups consisting of one student from each university. Students give regular (online) feedback on each other's work and draw connections between practical problems encountered during internships and philosophical theories. They complete several assignments involving cases from the internships. In this way, students are very much in charge of their own learning, and support each other's study processes, thereby strengthening understanding and cooperation between both practical and theoretical orientations in applied ethics.



It was impressive how much I learned in just ten months. In a two year programme, one would be able to learn even more.

The exchange among people from different cultures worked very well. It was an intense, challenging, and extremely enjoyable experience, both academically and personally.

Merten Reglitz, Germany

The Philosophical Orientation

The philosophical orientation involves coursework in which practical ethics is related to broader philosophical theories and approaches, such as meta-ethics, philosophy of science and technology, logical analysis and hermeneutics. It is embedded in the regular (research) master programmes in philosophy at UU and NTNU. Simultaneously however, students in this track will work closely together with 'practice track' students. The thesis research project will often have a strong theoretical focus, but it needs to be a work in *applied* ethics. This track is especially interesting for students who pursue a career in applied ethics and moral philosophy. Graduates who have completed this track will have

² UU focuses on the role of ethical theory in practical moral decision making; NTNU focuses on philosophical approaches to technology and society; LiU has a specific research focus on justice and society; UoS has an expertise on the specific features of ethical problems arising in a developing world context.



an excellent basis for applying, not only to a PhD programme in applied ethics or in a specific field like bioethics or environmental ethics, but also to philosophy PhD programmes. Compared to graduates from a regular MA Philosophy, applied ethics graduates have clear advantages in terms of employability. They have benefited from the practical focus of the programme, and have developed a wide range of transferable competences.

The Practical Orientation


The practical track is especially interesting for students who want to specialise in one area of applied ethics (medical ethics, business ethics, environmental ethics, etc.) and therefore require knowledge of and experience in that particular context. Relevant employers are, apart from academic ethics centres, business companies, government departments and councils, and professional organisations. During their internship, students develop a wide range of skills that are necessary for successfully putting ethical reflection into practice. This involves chairing ethical deliberation sessions within an organisation, giving presentations about moral problems for diverse audiences, writing practical analyses and recommendations for policy makers, etc. Most importantly, students are confronted with the difficulties with implementing ideal ethical recommendations in a non-ideal organisational context, requiring them to search for practical yet still responsible solutions. These case studies serve as the subject of joint analyses in tutor groups. Also because the thesis research project will be on practical issues in their specialisation area, but must have a clear theoretical basis, graduates have an excellent basis for pursuing a PhD in a wide range of fields.

Internship

All practice-oriented students take an internship of 8-12 weeks at an organisation that fits with the student's educational goals. This can be one of the associate members (the ethics department of the World Health Organization, the Rathenau Institute for Technology Assessment, Rabobank International, the Nord-Trøndelag Elektrisitetsverk Holding, and the Ethics Institute of South Africa) or e.g. an NGO, a company, an ethics committee in a hospital, a government agency (environmental issues,

or public health). Students write letters of introduction in which they outline their competencies and the contributions they hope to make. Their supervisor is a faculty member with experience in their field. The hosting organisation also offers a dedicated supervisor. Once an internship is arranged, the conditions are laid down in a Memorandum of Understanding (MoU) signed by all parties. The MAE programme offers supervision and academic assessments of students' practical and academic assignments during and after the internship period for the purpose of accreditation. The preparation during a three week workshop aims at presentation skills, communication skills, ethical deliberation techniques, feedback skills, and avoiding the pitfalls of doing ethics in a practical context. During the internship students meet in (extra) intervision groups. Students conclude the internship by writing a detailed report on both the theoretical and practical aspects of their internship. The theoretical part of the report addresses either the broader ethical issues and

questions encountered and investigated during the internship or discusses a specific case in the light of ethical theory. In either case the student shall make extensive use of relevant literature on ethical theory and its application. The practical part of the report describes the aim of the internship, the process of preparation, the significance for both the student and the partner organisation, shortcomings or problems encountered, and lessons learned. The report is assessed by the MAE supervisor, in consultation with the supervisor at the internship organisation. The latter supervisor also writes a concise evaluation report for the student, specifying his/her (developing) competences as showed during the internship.



The programme opened me up to core issues in applied ethics that I never knew before. I am now putting my knowledge into use, teaching Master of Science class in the West African Bioethics Programme in Nigeria and training members of research ethics committees in both Nigeria and Ghana.
Chris Agulanna, Nigeria



A.1.4 Learning outcomes, future academic opportunities, and employability

Learning objectives

The learning objectives of the new 120 ECTS programme represent an elaboration and deepening of the objectives of the existing 60 ECTS programme. After completing the new MAE programme, the graduate³

1. has thorough knowledge of and insight into the field of applied ethics, including ethical debates in several areas, and its relation to both philosophy and other relevant disciplines;
2. has the academic skills to set up and conduct research in the field of applied ethics and to report about it in a manner that meets the general standards of the discipline;
3. has the academic skills to identify and analyse ethical problems, to suggest and formulate possible solutions to them, and to do so independently;
4. is able to advise professionals and policymakers about the moral problems they face, in a theory-based yet for them accessible and fruitful way;
5. has the skills to contribute (in an accessible way) to public and professional debates on moral issues, both in terms of presenting and assessing arguments, and in explaining underlying philosophical problems;
6. is capable of presenting and explaining moral problems and argument in the media;
7. has the knowledge and analytical skills to structure and evaluate public/professional debates;
8. is able to report concisely and fruitfully about the ethical dimensions of a particular policy or practice to a policymaker, minister, or executive.

In addition, graduates who have completed the philosophy track will

9. have profound knowledge and insight in the field of philosophy, which goes beyond the sub-domain of applied ethics;
10. are able to use resources from other branches of philosophy in their analysis of practical moral problems.

In addition, graduates who have completed the practice track will

11. have the sensitivity and skills to successfully engage professionals to ethical reflection, and have experience with various forms of ethical deliberation.

Students develop skills that are transferable, i.e. their relevance for employability is not limited to employment in a university research setting. Relevant transferable skills are presentation and communication skills, capacity to explain complex problems and arguments, sensitivity to (organisational and cultural) context in which problems arise, skills in teamwork, mutual feedback and support, and self-assessment.

Employability

In a 2009 survey among alumni, updated in 2010, information was received of current employment or further studies of alumni. Most of the responding students were from the first three Erasmus Mundus editions.

³ Graduates from the different tracks (practice, philosophy) may differ in the level in which they have mastered objectives 5 and 8. The former will have had extensive 'on the job' training in these respects, on top of the basic training all students have during the first year. The latter will have a much broader training in philosophy, which gives them a better chance to apply for PhD programmes in (moral) philosophy.



Figure 3: Jobs of alumni

Job description	# students
PhD student	15
Lecturer/researcher in philosophy/ethics, at university	12
Government officer, work for which ethics is relevant	3
Government officer, work for which ethics is not relevant	2
NGO employee, work for which ethics is relevant	7
NGO employee, work for which ethics is not relevant	0
United Nations / WTO employee	3
Hospital employee, with focus on ethics	2
Independent ethics professional	1
Company employee, focusing on ethics in business	0
Company employee, not working on business ethics	3
Teacher, not in ethics	1
Pursuing further (MA) studies	2
Total of responding alumni	51

30 % indicated they are currently employed as PhD students at universities, all in the field of applied ethics, philosophy or law. 24 % are working as lecturer or researcher in ethics/philosophy at a university. Some of them were already teaching/research assistant before they started the MAE programme, and they have managed to earn a more secure or fixed position after they graduated. Examples of the other jobs and employers are: delegate at the International Red Cross, secretary 'development & environment' at the WTO regional office in Singapore, consultant and lobbyist for the right to information at an NGO in India, coordinator Strategic Corporate Citizenship at the Kenan Institute Asia. In general, students stress the relevance of their MAE studies for their current career. Getting employed *as an ethicist* is easier in governmental/non-governmental organisations and universities, than in companies. The renewed 120 ECTS MAE programme, with a focus on practical learning objectives, and increased possibilities for internships will promote employability in governmental and non-governmental organisations and companies. Moreover, students in the philosophy track will improve their chances of being accepted into philosophy PhD programmes.

A.1.5. The consortium composition and the expertise of key academic staff

The MAE consortium consists of four partners that have a strong history of fruitful and successful cooperation, both in research and educational programmes. The institutes have distinct foci and approaches within applied ethics, but they share a clear, consensus-based way in organizing the educational programme. This shared attitude has proven to be fruitful in developing and improving the joint syllabus throughout the years, and in formulating and maintaining common procedures and regulations (admission, selection, marking, examination, evaluation and quality control).

Broad approach

The four institutes also have in common that they take a broad approach to applied ethics, involving research and teaching in various fields of application, in line with the basic philosophy of the MAE programme. All institutes have experience in offering ethics courses to other faculties and (under) graduate schools at their universities (such as medicine, biology, veterinary medicine, business, and engineering). Moreover, the consortium brings together a broad experience with ethics training and consultancy to governmental, professional and business organisations. The institutions are complementary in various ways. Firstly in their philosophical approach to applied ethics, including hermeneutical traditions (UoS), the focus on normative ethical theory (UU, LiU) and philosophy of science (NTNU). Secondly, in the various fields of application: medical ethics (LiU, UoS), public health and human rights (UU, UoS), science and technology (NTNU), environmental ethics (UoS), ICT (NTNU, LiU) and global justice (UU, LiU).

The role of the third-country partner

The inclusion of UoS as third-country partner adds value to the programme in various ways. One of the main benefits is that interaction with UoS staff and students helps the European programme staff to critically reflect on the somewhat Western bias in much of the existing research in applied ethics.



To this end, UoS colleagues are regularly invited as teachers in the programme, and staff of LiU, UU and NTNU will participate in courses in UoS. Anton van Niekerk (UoS) is member of the Consortium Committee and as such co-responsible for the development and adjustments of the syllabus. European Erasmus Mundus students who work on a thesis project for which a developing world perspective is relevant will benefit from doing part of their project and fieldwork in South Africa, supervised by UoS staff. In this they will interact with African students which further stimulates a broadened perspective. Another reason for cooperation is reaching other countries and universities (and hence students) in southern Africa through the UoS network.

Key persons in charge of the MAE programme

In charge of the main MAE programme are:

Dr Marcel Verweij, *coordinator and chair of the Committee*, is associate professor at the Ethics Institute / Philosophy Department of UU. He has extensive (20 years) experience teaching in applied ethics in course and programme development. He recently completed the UU training programme in educational leadership. Verweij has led the MA Applied Ethics programme in Utrecht since 2003. His research and consultancy expertise is in public health ethics; he is one of the key experts in this field globally.

Dr Wieke Eefting, *programme manager and member of the MAE Consortium Committee* is head of research and education policy in the Faculty of Humanities of UU, in charge of approximately 50 support staff, and directly reporting to the Dean of Humanities. She was director of the Ethics Institute between 2003 and 2007. She also has responsibility for the EU Liaison Office of the Faculty of Humanities, which will take care of the financial management of the MAE programme and scholarships.

Prof dr Göran Collste, *member of the Consortium Committee* is professor of applied ethics at LiU. He has led the MAE programme until now and he will hand over the chair of the consortium committee to Verweij in September 2010. Collste has 25 years of experience in teaching applied ethics, and has directed the Centre for Applied Ethics in Linköping for more than 15 years. His specialisations are in ICT ethics, bioethics and global justice.

Prof dr May Thorseth, *member of the Consortium Committee* is professor of philosophy and director of the Programme for Applied Ethics, Department of Philosophy at NTNU. Her research focus is in ICT ethics and multiculturalism.

Prof dr Anton van Niekerk, *member of the Consortium Committee* is professor of philosophy and director of the Centre of Applied Ethics at UoS. His research focus is on infectious diseases and justice in developing countries.

Prof dr Marcus Düwell *member of the Consortium Committee* is professor of Ethics in the Department of Philosophy at UU. He is director of the Ethics Institute and of the Netherlands School for Research in Practical Philosophy (the national Dutch umbrella organisation for ethicists; with more than 100 members). His research focus is on human dignity and human rights, and in bioethics.

Each of the four partners has an extensive and experienced research and teaching staff. In total approximately 20 full time teacher-professors are at work in the four ethics centres. Key persons include: **dr Mariëtte van den Hoven** (coordinator professional ethics courses, Ethics Institute), **prof dr Anders Nordgren** (Director Centre for Applied Ethics, LiU), **dr Rune Nydal** (associate professor NTNU), **prof dr Johan Hattingh** (professor of philosophy, UoS). Members of the teacher group are editor-in-chiefs for the leading journals *Ethical Theory and Moral Practice*, *Public Health Ethics*, and *Etikk i praksis* (Nordic Journal of Applied Ethics) and members of boards for international journals (*Bioethics*, *J of Agricultural & Environmental Ethics*) and international conferences on applied ethics. Research projects are carried out in the fields of application that are central for the master's programme (e.g. public health, animal ethics, global justice, technology). The teaching staff also have extensive experience in fulfilling societal roles as practical ethicists, e.g. as members of committees at EU-level (ESF/COST), the Health Council of the Netherlands and on various local and national clinical/research ethics committees. Moreover they have training and consultancy experience at hospitals, government departments, the WHO, the European Centre for Disease Control, the Netherlands Forensic Institute, etc. These experiences are systematically used in the courses in the programme. Finally,



there is extensive research cooperation (including EU FP7) among all partner institutions.

Invited scholars

Invited scholars are leading experts in either a field that is central in the programme, either a field that would remain underexposed without their contribution. Examples of the first from previous years are visits of experts in ethics & ICT, moral philosophy, and environmental ethics, from outstanding universities. The latter visits exposed matters on ethics of public administration, and public health in a developing world perspective. Invited scholars are fully responsible for a part of a course (2-5 weeks), and participate in sessions with local teachers and in thesis and paper supervision. They visit at least two partner institutions.

A.1.6 Interaction with the professional sector

In the course programme there are regular visits from professionals from companies, governments or other institutions, who present ethical problems. Examples are: an infectious disease specialist presenting an acute moral problem in a vaccination programme; a consultant presenting problems around governmental response to street kids on the verge of criminal behaviour, or an NGO director presenting questions around abandoning a project. Guests provide feedback on students' analysis and recommendations. In the new two-year programme interaction with the professional sector will increase due to internships. Associate members (the ethics department of the World Health Organization, the Rathenau Institute for Technology Assessment, Rabobank International, the Nord-Trøndelag Elektrisitetsverk Holding, and the Ethics Institute of South Africa) offer internships and play a special role in giving yearly feedback on the practical skills formulated as learning objectives.

A.2. Course integration

A.2.1 Integration

The current 60 ECTS MAE programme has a clear integration. There are joint learning objectives, a joint syllabus, common standards of assessment, and common courses. Decisions about courses, syllabus and examination standards are always made jointly within the Consortium Committee in which all partners are represented. The expansion to 120 ECTS offers opportunities to deepen reflection and



It was a highly interactive learning experience that emphasized independent study as well as collaborative dialogue with my peers and teachers. I

benefitted from the excellent selection of literature and the in-depth discussions in the seminars and the one-to-one sessions with my advisor.

Anjelina Eloisa de Dios, Philippines

develop practical and theoretical competences, and creates more possibilities for course integration and progression in the programme. At the heart of the integrated programme is a basic understanding of the discipline of applied ethics: philosophical approaches and various specialisations in applied ethics should each develop in their own right, and at the same time have important links and possibilities for mutual exchange. The MAE programme embeds this idea in an integrated course, combining philosophical studies and more practical specialisations, and stimulating students to see the fruitfulness of mutual connections. All European partners have an equal share in the courses offered in the programme. The role of UoS is smaller, in terms of courses, but UoS has a clear responsibility in co-directing the contents of the programme as a whole, in co-organizing activities that lead to awareness of moral problems in a developing world context, and in marketing the programme in southern Africa.

Integration within semester 1 programme

As explained under A.1.3, and in Figure 1 and 2, the syllabus consists of different modules, delivered at each of the partner universities in parallel, with the same learning objectives. The groundwork is made in the common introduction, and the course "Ethical Theory and Moral Practice". After that, the partners offer courses focusing on their own research fields, still with shared general learning objectives: acquiring competence and a reflective view on (a) the relevance of the main ethical theories in applied ethics, and (b) relationships between different fields of application. Students are advised about their preferred (philosophical or practical) orientation. In these recommendations a tutor from the student's first and second semester institution are involved.



Integration within the semester 2 programme

During the second semester, students develop, co-organise and carry out a training programme aimed at preparing them for their preferred orientation. At each university, students follow a course on Ethics and Politics, and finally set up and carry out a small (15 ECTS) research project and thesis. At the end of the year, each student's work and her/his competences are discussed by staff of different institutions in order to assess whether (s)he qualifies for the chosen orientation at a particular university.

Integration within the semester 3 programme

In the third semester, students will, depending on their track, either focus on course work and philosophy training, or on practical ethics in an internship. The philosophy track is offered at UU and at NTNU, the practice track is offered at and organised from LiU. Even though students study in different tracks, they have common work and assignments in the (mixed) tutor groups – each tutor group consists now of one student of each European partner. Their collaboration will mostly be online. The tutor group work enables interaction and mutual feedback and learning processes between the different orientations.

Integration within the semester 4 programme

In the fourth semester, students work on their thesis research projects. Each student has two supervisors from two different institutes. European students who work on topics that require a developing world perspective also benefit from a training/fieldwork programme at UoS, as part of their thesis work.

Overall course integration

Further mechanisms for course integration are:

- Each course has a system of peer review, in which the teacher receives comments by teachers from two other institutes. The peer-review also applies to examination of assignments.
- The progression of each student (and any recommended adjustments) is discussed at the regular (online) consortium meetings.
- One person is responsible for co-ordinating the contents of various academic writing and presentation training activities at the different institutions.
- Each tutor in the second year supervises a tutor group of students from different tracks and home institutes.
- One person is responsible for overseeing and co-ordinating the roles of tutors.
- Each final MA theses is supervised by professors from two universities.

A.2.2 Recognition and degrees

So far, the programme has awarded double degrees with a common Diploma Supplement, because joint degrees were legally possible only in Norway. In the course of 2010 joint degrees will be legalised in Sweden and the Netherlands. A joint degree agreement between NTNU and LiU has been drafted, but the conditions that will be set in the Netherlands are not clear yet. The NVAO (the Accreditation Organisation of the Netherlands and Flanders) will issue its regulations for joint degrees later in 2010. Hence it is expected that a fully joint degree can be awarded for the 2011 edition of the MAE programme (first degrees issued 2013). If the process of formulating conditions for the Netherlands will create problems in this time path, than initially NTNU and LiU will have a joint degree and UU a double degree. The envisaged joint degree means that each student receives a fully recognised *Master of Arts* diploma with the logos of the two universities involved in the supervision and examination of her/his thesis. In Utrecht the joint diploma represents the already recognised 2-year MA degree for the *research* master in philosophy. At NTNU it represents the recognised 2-year MA degree in philosophy, and in LiU the newly recognised 2-year MA degree in Applied Ethics. In other words, in Utrecht and at NTNU the MAE programme will be a specialisation within the already recognised 2-year MA programmes in philosophy. LiU will recognise the new 2-years MA in Applied Ethics by 3 June 2010. UoS is not a degree-awarding partner. As in the previous years, all



Applied ethics demonstrates its usefulness in analyzing real-world cases. My research capability has been improved dramatically through collecting data, formulating arguments, and having in-depth discussions with my supervisor.

Ning Wang, China



courses and modules are mutually recognised and adopted in the course guides of all degree-awarding partners.

A.2.3 Application, selection and admission

The MAE consortium practices common standards and mechanisms for application, selection, admission and examination of students. Announcement of deadline for application, necessary information and application forms are published on the MAE homepage. Student applications are sent to the national admission office in Sweden that checks if formal requirements are fulfilled.

Entrance requirements

Entrance requirements are reviewed by the MAE selection committee. Requirements are:

- a bachelor's degree representing at least three years of academic studies,
- a basic competence in applied ethics and ethical theory, equivalent to successful completion of at least 30 ECTS of courses in applied ethics and/or moral philosophy,
- sufficient proficiency in English.

The competence in ethics is assessed on the basis of written work of the student, normally a BA thesis or written assignments for several courses in ethics. Applicants can decide to submit newly written work as part of the application.

Admission and selection

The MAE selection committee consists of one teacher of each of the degree-awarding partners, plus an administrative officer. They first assess which applicants will be admitted. In the previous years this was 25-40 percent of all applications. Next, students are graded according to criteria that have been used and developed in the current programme. Applicants can get max 10 points for the quality of their written work, max 5 points for the level of their marks, and max 10 points for their academic potential (including demonstrated knowledge of ethics, relevant professional experience, accomplishments in leadership, publications, motivation, and quality of previous university). The selection committee also makes a provisional assessment of qualification for the preferred tracks. The committee discusses the individual rankings and comes to a final decision. The highest ranked students are nominated for available scholarships. Immediately after the selection process, results are transferred to the EACEA for confirmation. As soon as the decision of EACEA is known the consortium notifies the students.

Disabled students

Students with special needs are very welcome. All partner institutions provide necessary equipment and aid for students with disabilities. The coordinator is responsible for overseeing potential problems and for negotiating with the Agency for compensating additional costs for disabled students. In the previous years, three students with special needs were admitted. One of them decided to leave the programme because he was offered a very attractive job. The other two students in wheelchairs made use of the full programme and opted for maximum mobility (including a stay in South Africa).

Gender equality

Approximately 35 percent of the students are women. The selection committee practices the Swedish system: when male and female applicants have equal qualifications the applicant of the underrepresented sex, in this case female, is listed above the other.

A.2.4 Examination methods and mechanisms

All courses and course modules are registered (and hence recognised) in the syllabi of all three degree-awarding universities. Marks are given and registered in ECTS. The MAE consortium has also developed common standards for the examination of students which have been in place now since 2007.

Examination methods

Courses are most often examined through student activities (presentations, written assignments) throughout the course and a final written assignment (essay or ethical advice). The teacher of the



course is also the examiner, with the help of two "co-examiners" from the partner institutions (see A.2.1). In the current one-year programme, the master thesis is examined by two teachers (one supervisor, and one independent examiner) at the student's home institution. In addition, NTNU practices a system with external evaluation of theses. In the 2-year programme, theses will be supervised and examined by teachers from two different universities. A third examiner, not involved in the supervision, examines the thesis as well. At the oral examination, students are invited to defend their thesis in response to questions from the third examiner and the supervisors.

Standards

Course essays and theses are assessed on the basis of joint standards, in which several levels are distinguished in (a) the formal and linguistic aspects, (b) the quality of demonstrated knowledge and analytic skills, and (c) creativity and independent reflection. The criteria and the way how they are applied [are published on the programme website](#).

Joint Diploma

The joint Diploma is given at special ceremonies after the exams. A joint Diploma Supplement is part of the degree certificate, offering information about the programme and the knowledge and competences student have acquired through the programme.

A.2.5 Student's participation costs

The first year (2011-2012), the tuition fee for non-European students is set to € 8,000 and the tuition fee for European students is set to € 2,500. These fees are based on (1) the fees charged by UU (€ 14,280/year non-EU students; € 1,700/year EU students) and LiU (estimated at € 8,000/year for non-EU students), (2) costs for student insurances (€ 800/year) and (3) a limited budget for programme improvement, (travel) costs for the student panel, maintenance of the alumni network, and special activities in the programme (summer course, excursions).

A.3 Course Management, visibility and sustainability measures

A.3.1 Cooperation mechanisms

All partners have specific responsibilities in the programme. Each partner is in lead of specific tasks. A designated teacher or support staff will take care of the task and direct teams of teachers or staff at all partners to execute the task. The distribution of tasks is laid down in the EMMC Consortium Agreement (see appendix 2 for draft agreement) to be signed by all partner universities. Official committees are the Consortium Committee, the Student Panel, the external Advisory Board, and the admission and selection committee (A.2.3).

Management and coordination responsibilities per partner	
Utrecht University (UU) Overall Coordination Programme reports Communication EACEA Quality management: planning and control Financial Management: programme/scholarships Promotion and marketing Coordination of tutor group work Coordination joint introduction / summer course Insurance scheme Coordination fundraising & grant opportunities	Norwegian University of Science and Technology (NTNU) MAE Website maintenance Online Course evaluation system (maintenance / publicity / distribution of results) Coordination of academic writing training Coordination 'Ethical Theory & Moral Practice' Coordination of thesis (co-)supervision
University of Stellenbosch (UoS) Organisation / implementation Ethics in Africa training programme Promotion and marketing in southern Africa	Linköping University (LiU) Coordination of admission and selection process Coordination of internship programme Coordination of 'Ethics and Politics' courses Exam Board



Consortium Committee

The Consortium Committee leads the programme and makes decisions regarding legal and financial matters as well as syllabi and quality control. It comprises the programme coordinator (chair) and manager, plus 4 persons representing each partner. If decisions require voting, each partner institute has one vote. The committee meets at least 6 times a year (2 'physical' meetings, and 4 tele-conferences). Apart from this the coordinator visits each partner university at least once a year during the first two editions, to discuss the programme with the local teaching staff.

Student Panel

The Student Panel advises the coordinator about the quality of the programme and the facilities. It consists of 6 students representing both years. The panel reviews evaluations and discusses these with the Coordinator. The coordinator responds to all recommendations and takes action to adjust the programme. 'Physical' meetings of the Consortium Committee include a discussion with (a delegation of) the Student Panel about possible adjustments in the programme.

Advisory Board

The Advisory Board consists of four international experts in philosophy, law and applied ethics, and an alumnus: prof dr Wibren van der Burg, Erasmus University Rotterdam; prof dr David Benatar, University of Cape Town; prof dr Carl-Henrik Grenholm, Uppsala University, prof dr Vigni Songe-Møller, University of Bergen; and MAE alumnus Merten Reglitz (University of Warwick). The board meets at least twice in the period between 2011-2015 to review the programme and have discussions with students and with the Consortium Committee. Again, the coordinator responds to recommendations and takes action where necessary. Both types of review are included in the planning & control framework adopted by the coordinator and reported in the Consortium Committee.

A.3.2. Partner institutions' contribution and financial management

All partners, through the Consortium Agreement, guarantee an optimum teaching staff for all courses and programme coordination responsibilities and support staff for management and execution of the programme. UU has made funds available for the development of programmes aiming at joint degrees (expectation: € 30,000 available for further development and implementation on top of the EC grant). These funds will be used for travel costs for meetings. The EC lump sum will primarily be used to fund travel and other expenses for coordinators and teachers for the various meetings, and to fund (especially in the first years) the administrative costs. Initially the EC lump sum will be distributed as follows: € 10,000 for general coordination and administration (UU), and € 5,000 for each partner university.

A.3.3 Development and sustainability plan

Marketing strategy

The main marketing strategy is aimed at increasing the number of students without Erasmus Mundus scholarships. The website of the new 2-year programme will show possibilities for scholarships (including Swedish student grants for non-European students; Utrecht Excellence Scholarships; NFP, HSP Huygens, Fullbright grants; Ford Foundation International Fellowships, etc.), and most specifically scholarships aimed at developing countries. Apart from this, students in many European countries can study in the MAE programme by using their own (national) study grants/loans. The participation costs for European students (€ 2,500 including insurance) are high compared to some countries, but they include health insurance, and are lower than in some countries (e.g. the United Kingdom). This fact will partly direct the marketing strategy. European students will be informed about Erasmus Exchange grants where relevant.

Amount of students

The programme will start with 20-30 students, depending on the number of Erasmus Mundus scholarships available, implying 10-15 non-scholarship holders in the first year. This is feasible: though it was advertised that there were no scholarships available for 2010-2011, the programme benefited from the Erasmus Mundus brand and received 60 applications. Given that the 2-year programme will be embedded both at NTNU and UU in regular (research) master courses, with courses that are offered



anyway, a yearly enrolment of 20-25 students is expected to be sufficient to run the joint programme.

Cost reduction

After the period of EC funding, existing teacher mobility funds will be used for joint courses and meetings for joint research projects combined with Consortium Committee meetings, reducing the costs of programme management. Fundraising will primarily focus on specific (development/mobility) projects that contribute to the quality and hence attractiveness of the programme.

A.3.4 Course promotion measures

Websites

All consortium partners will have the EM MAE visible on study information websites at all levels, linking to the programme's website www.maeappliedethics.eu. This website is set up in such a way that all necessary information can easily be found, also via online search engines. There is also an alumni website: www.applied-ethics.eu. Recruitment of full-fee paying students will be emphasised in order to sustain the student inflow to the programme.

Social media

UU is currently looking into possibilities to intensify the use of social media (Facebook, Twitter, etc.) for international student recruitment, and the Erasmus Mundus master Applied Ethics will be taken along in this project.

Other promotion measures

Information about the programme and about application possibilities is sent to exchange partner institutions, the networks of academic colleagues, and to philosophy student associations in selected countries. Each year alumni spread information about the programme. A new brochure will be developed, to be distributed at academic conferences and fairs.

A.4 Students' services and facilities

A.4.1 Information provided to the students

The main information tools for prospective and participating students are the website, student handbooks (for EU and non-EU students), orientation activities at the beginning of the programme and each semester, and the online community.

Student information on the website

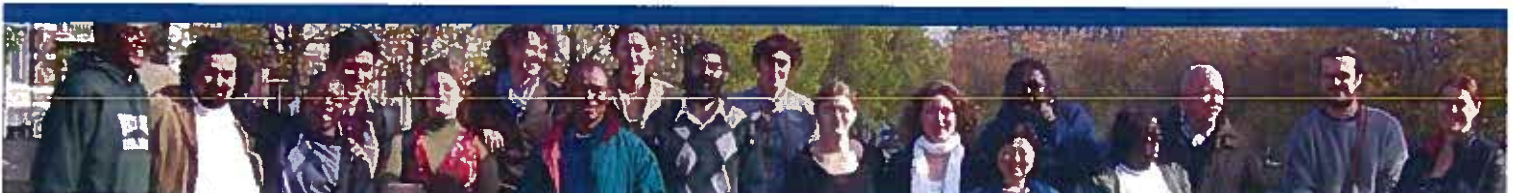
The website provides students with information on the consortium, the study programme, entry requirements, the application and selection procedures and final degrees awarded. Application is to be done online, through a link on the website. Part of the application file (such as official copies of diploma's) needs to be sent in by ordinary mail to the Swedish national admission office. Since the consortium is aiming to not only attract students through Erasmus Mundus scholarships or students sustaining themselves, the website will also provide elaborate information about other kinds of scholarships students can apply for.

Student Handbook

The handbook, which is published on the programme's website, informs students about how to travel to the partner institutions, student accommodation, visa information, special measures for students with functional disabilities, student support, student life and other facilities. Handbooks are sent out by ordinary post as well since some students might have difficulties in downloading extensive documents.

Orientation activities

All partner institutions have international offices that take care of international students and answer questions from individual prospective and participating students. Contact details are provided on the website and in the handbook. The international offices and master's coordinators are closely involved in orientation activities at the beginning of the students' study period at one of the partner universities.



Online community

At the beginning of the programme all students are invited to join a specific online community. Throughout the programme, news and important information for students will be posted there. At the same time this community serves as a tool for networking among students (see A.4.6).

A.4.2. Student agreement

Appendix 3 shows the Student Agreements defining the rights and obligations of the Consortium towards students (scholarship holders (A and B) and non-scholarship holders) and vice versa.

A.4.3. Services provided to host students / scholars

Student information

As mentioned in A.4.1 students are provided with information about the services that are offered, through the website and the student handbook. The NTNU, LiU and UU are familiar with international students and are experienced in assisting international students in arranging basic needs and administrative issues, such as accommodation, visa and registration with the municipality.

Living abroad

All universities offer international student accommodation and inform each admitted student personally and promptly about the application procedures, prices and application deadlines. Scholarship holders are guaranteed accommodation by all consortium member universities. With regards to visa, the consortium has been trained for the past five years to deal with the complexity of different visas and residence permits that comes along with the Erasmus Mundus mobility element. Since Dutch immigration procedures are relatively complex and time-consuming, UU's International Office acts as a mediator between students and the Dutch Immigration Authorities, which fastens the procedure. Furthermore, UU organises a 'registration day' in cooperation with the municipality and immigration authorities, allowing students to register with the municipality and apply for a residence permit at the same place and time. Application procedures for Swedish and Norwegian visas and residence permits are considerably less complicated. Therefore LiU and NTNU do not act as mediator, but obviously do inform students about the application procedure and act as an advisor. The consortium will also assist students in opening a bank account and re-opening one after moving, if needed.



I have benefited a lot from this programme, and it was a wonderful experience. After completing the programme, I was promoted to the

position of Lecturer of Philosophy at Chancellor College, University of Malawi. Now I am able to impart my knowledge and experience I got in Europe to my colleagues and students.

Japhet Bakuwa, Malawi

Student support

The orientation programmes introduce students to the student support system at the respective universities. Student counsellors introduce themselves and inform students about the support offered in case of personal (psychological, financial, study-related) problems. Furthermore, the incoming international students at LiU are offered a local student "buddy".

Visiting scholars

Visiting scholars are guaranteed of and provided with accommodation by all consortium universities. Furthermore, they are offered access to university facilities such as the university library, university restaurants and, if necessary, they will be offered a workspace at the departmental office. The International Office at the receiving institute will assist visiting scholars in applying for visa or inform them about the procedures.

A.4.4 Insurance scheme

The Consortium will offer an Insurance Scheme to participating students. All Erasmus Mundus students (both scholarship holders and non-scholarship holders) will be offered an insurance of the W.B.D. Lippmann Groep BV, a Dutch company that provides a so-called Insurance Passport for Students



(IPS). UU is familiar with IPS, since for many years its international students have satisfactorily made use of this insurance. The W.B.D. Lippmann Groep BV has designed an insurance covering minimum requirements as stated by the European Commission and more: medical costs (cost price), urgent dental costs, extraordinary costs (repatriation 1st and 2nd grade, costs for transfer of family in case of sincere illness), legal aid, accidents, liability and baggage and household goods. UU will apply for the insurance policies. After this, students will receive a Guarantee Card with which they have access to the IPS global network so that where they might be; they can call the special help line service, day or night.

A.4.5 Language policy

All courses in the EM master Applied Ethics are taught in English. Proficiency in English (TOEFL score of at least 213/550, IELTS (academic) overall band score at least 6.0) is one of the requirements for admission. All partner institutions offer courses in English writing, and language courses in Swedish, Norwegian and Dutch respectively, alongside the programme courses. These courses are offered free of charge or on a minor payment. Students taking courses in Swedish at LiU will get 5 ECTS credits, which will be listed in the Diploma Supplement. At the NTNU and UU students receive a certificate mentioning the amount of course hours.

A.4.6 Measures taken to facilitate networking among students

The following table shows how networking among students is facilitated:

When	Activity	By
1 st week of the programme	Joint Summer school and Introduction	Personal contact with fellow students (newly starting and 2 nd year students); organizing a dinner for students and teachers.
Semesters 1 & 2	Tutor groups (preparation theory track / practice track mixed)	Face-to-face meetings with fellow students at same university
1 st week of 2 nd academic year	Joint Summer school	Personal contact with fellow students (newly starting and fellow 2 nd year students)
Semesters 3	Intervision among interns	Regular meetings (physically or online)
Semesters 3 & 4	Joint (cross-institution) Tutor Group Work	Videoconferencing, online community (VLE), e-mail
Throughout the programme	Online community EM Applied Ethics (in Virtual Learning Environment)	Online contact with fellow students at different universities and alumni
Throughout the programme	Weekly meeting over lunch (Trondheim)	Inviting teachers and students
Throughout the programme	Tuesday lunches (LiU)	Inviting professors and students
Throughout the programme	Student Room on campus (Utrecht)	Offering students an informal place to meet each other, at a central location
Throughout the programme	International Corner (to be opened soon at LiU, close to the university library)	Facilitating for international students to socialise and interact with other students on campus
Throughout the programme	Weekly seminars	Rounding of each seminar with a coffee break
At any moment before, during or after finishing the master's programme	MAE alumni website (www.applied-ethics.eu) and an online community on Facebook .	Inviting students and alumni to become member and get in touch with (other) students and alumni. The Alumni website and Facebook community are promoted on the programme's website.



A.5 Quality Assurance and evaluation

A.5.1 Internal evaluation

Student evaluation system

NTNU, on behalf of the MAE programme, hosts an online student evaluation system with surveys about all courses as well as the programme as a whole. Each teacher has a responsibility to evaluate and approve courses by those. At least twice a year, the Student Panel review the outcomes, and discuss problems and recommendations with the coordinator. The coordinator formulates his/her responses in a brief report that is presented to the Student Panel and the Consortium Committee, and takes immediate action if necessary.

Planning & control cycle

The student evaluations and the Student Panel also play a central role in the planning and control cycle that the coordinator follows. If adjustments to the programme are made, it is important to evaluate the effects (in terms of student evaluations, grades, the prevention of drop-outs, the attainment of learning objectives, etc.) and fine-tune or re-adjust the measures accordingly. A special focus in this respect will be to evaluate the attainment of practical academic competences by students. Throughout the programme, students evaluate their progress and discuss their evaluations with their tutor. Tutors report to the coordinator about possible lacunas in the programme with respect to development of practical skills.

Mid-term review

The advisory board (4 academic experts, 1 alumnus and 1 representative from the professional sector) will do a mid-term review of the programme in 2013-2014. They will interview students and alumni, review the quality of theses and reports, and review how the coordinator has implemented the quality (planning & control) cycle.

A.5.2 External quality assurance

The MAE programme is regularly assessed by an independent quality assurance body, through a committee of external experts. The committee reviews the programme on the basis of a self-assessment report (written by the coordinator), site-visits, discussion with students and teachers and programme management, and review of student work and study outcomes. So far the MAE programme has received independent evaluation and accreditation through the national bodies of the (degree-awarding) partner countries, where site-visits and self-assessments focused on the

'local' parts of the MAE programme. Although the assessments were very positive, for a joint degree programme this procedure is not desirable. Therefore the consortium will, as one of the steps towards a fully joint degree programme, negotiate the terms for an overall (international) assessment that is accepted by all national bodies. Preferably this will be based upon current regulations in the Netherlands and practice at the faculty of Humanities, UU: every 6 years an independent audit carried out by a Dutch quality assurance organisation, KNAW (Royal Netherlands Academy for Arts and Sciences) or QANU (Quality Assurance Netherlands Universities) as basis for formal accreditation by the national accreditation agencies. Between the 6-year audits, a mid-term review is carried out by the Advisory Board, again on the basis of a self-assessment report written by the coordinator.



As the world confronts complex issues like globalization, movement of people and economic uncertainty, it is more important than ever that rare

programmes like this produce people capable analyzing these problems from an ethical perspective and contributing their ideas to the development of policy.

Andrew Bushnell, Australia



Notat

Til: Det humanistiske fakultet

Kopi til:

Fra: Filosofisk institutt

Anbefaling av søknad om deltakelse i Erasmus Mundus Doctorate in Applied Ethics - 2011-2015

Filosofisk viser til vedlagte søknad om deltakelse i Erasmus Mundus Doctorate in Applied Ethics for perioden 2011-2015. Instituttet støtter søknaden.

Søknaden er en omarbeidet utgave av søknad om samme program med samme tittel. De europeiske partnerne i konsortiet består av Utrecht University (koordinator, Nederland), Liköpings Universitet (Sverige), NTNU (Norge), Ruhr-Universität Bochum og Eberhard Karls Universität (Tyskland). Ikke-europeiske partnere er University of Stellenbosch (Syd Afrika), Case Western Reserve University (USA), Chulalongkorn University (Thailand) og Charles Sturt University (Australia).

Rune Kristian Hansen
Kontorsjef

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All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandlerne ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

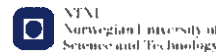
Erasmus Mundus Doctorate in Applied Ethics

EMJD Application 2011-2015

Co-ordinating Institution:
Utrecht University (The Netherlands)

European Partner Universities:
Linköpings Universitet (Sweden)
**Norwegian University of
Science and Technology (Norway)**
Ruhr-Universität Bochum (Germany)
**Eberhard Karls Universität
Tübingen (Germany)**

Non-European Partner Universities:
University of Stellenbosch (South Africa)
Case Western Reserve University (USA)
Chulalongkorn University (Thailand)
Charles Sturt University (Australia)



EMDAE: Erasmus Mundus Doctorate in Applied Ethics

Ethical reflection on life sciences, sustainability and global justice

B.1 Academic and research quality - B.1.1 Objectives & Needs Analysis

The Erasmus Mundus Doctorate in Applied Ethics (EMDAE) will offer high-quality PhD training in applied ethics. The program aims to produce a large cohort of exceptional doctoral graduates with expertise in relevant ethical theory and at least one area of applied ethics. The program will equip graduates to contribute to working life as either academics, policy makers, or in some other suitable field such as working for national or international NGOs.

The program has a particular focus upon the ethical issues that arise as a result of current economic, environmental, technological and political change on a global level. The overall approach will be to identify the relevant theoretical and practical issues in each project, but also explore the more general methodological issues that arise through doing work in applied ethics. Such methodological issues will be a particular focus of the doctoral skills training as such issues will be relevant to all doctoral projects. There will also be a strong emphasis upon critical engagement with practical and policy-relevant questions.

The objectives of the program are as follows:

- (a) Develop a strong, coherent and academically excellent collaborative doctoral programme between the partners.
- (b) Produce excellent doctoral graduates with the relevant knowledge and skills to contribute to future intellectual and economic development in Europe and across the world.
- (c) Provide doctoral students with understanding of theoretical and practical issues relevant to their chosen topic in applied ethics, including an overview of the relevant empirical issues, international context, conceptual tools and methodologies.
- (d) Strengthen the connection between fundamental research in philosophical ethics with actual practice, by embedding the training program both in academic institutes and in relevant fields of application from the beginning of researchers' careers.
- (e) Develop existing, and create new, links with relevant national, European and international non-academic bodies working in areas relevant to applied ethics.
- (f) Enhance the quality of, and setting standards for doctoral training and supervision of participating institutions through the sharing of skills, knowledge and best practice.
- (g) To develop standards and procedures for a fully joint PhD degree between European partners.

Needs Analysis

Current economic, environmental, technological and political changes on a global level raise a whole range of questions about moral values and norms. Despite growth in average welfare an enormous number of people continue to live in poverty and famine. Technological advances in agriculture and medicine may offer some hope of improvement but the benefits disproportionately reach the better-off; climate change may have particularly harmful effects on poor countries; unrestricted economic development of low-income countries may itself raise environmental problems; and unrestricted use of antimicrobial drugs is creating global threats of drug-resistant infections.

These developments urgently require internationally coordinated responses, which, however, are confronted with severe problems, particularly because they must be made in a context of fundamental moral disagreements. Academic competence is needed in applied ethics, especially with respect to ethical issues that arise as a result of current economic, environmental, technological and political changes on a global level. Such competence is needed to reflect on and deal with (a) existing moral pluralism, (b) the complexity of moral issues, and (c) the international and globalised context of the problems at stake. Dealing with moral diversity is a challenge for modern societies that influences the functioning of political and societal institutions.

Not only political organizations, but also many professionals, companies, and NGOs are confronted with ethical challenges; for example they find themselves in a situation in which moral duties are in conflict; or they wonder how far their obligations go towards reducing risks, offering people a safe environment, or helping people in need. These challenges are particularly urgent in an international and globalised context, where moral disagreement is also influenced by deep cultural and religious differences. For example, the human-rights-framework is perceived differently in different areas of the world, and the application of human rights in the context of emerging technologies and environmental challenges is often contested. These problems are so fundamental that they ask for intense discussion from the perspective of moral and political philosophy.

Ethical experts are needed who have the competence to deal with these ethical questions in both practical and theoretical terms. On the one hand, most commonly in Western countries, governments, health care institutions, companies, international organizations, and scientific institutions are increasingly asking for experts who are trained to deal with such ethical questions, either as advisors, or as experts in setting up fruitful forms of moral deliberation; although in other parts of the world (notably developing countries) there is also a clear increase in need for ethical reflection as well as for professionals who can offer training in practical ethics.

On the other hand, it is a challenge on a theoretical level. Currently, most training programs in (applied) ethics either take place in an exclusively academic setting, or they have moved away from current philosophical debates on morality. This calls for a program that provides a sound connection between fundamental research in philosophical ethics and actual practices. For all practices it is important to offer training for experts that combines a good overview of theoretical debates in ethics with the skills in interdisciplinary work and the methodological knowledge that is needed to deal with concrete moral problems.

Furthermore, there are many specialised fields of ethical reflection, some of which tend to develop relatively independently from each other (e.g. business ethics; ethics of technology; clinical ethics). However, many moral problems arise where different practices overlap (health care and business; human rights and environmental issues; economics and public health, etc). To analyse such new problems more fruitfully, a systematic, rather than just thematic, approach to applied ethics is needed. For instance, questions of sustainability derive their urgency from environmental developments such as climate change, which can be seen partly to be the result of technological and economical developments.

The fact that these developments are not distributed evenly throughout the world but have a widely different impact in developed and developing countries in turn raises issues of global responsibility and global justice. These questions become especially pressing in the light of increasing internationalization of political and corporate structures. This interrelatedness of different themes and ethical questions will be reflected in the individual PhD-projects.

B.1.2 Added value & distinctiveness

In Europe it is not common to have a structured course program as part of PhD studies in philosophy or applied ethics. The few doctoral-programs that have an integrated teaching program and that include a broad range of fields of applied ethics mainly operate on a national level. Programs that do currently exist in Europe such as the program of the Netherlands School of Research in Practical Philosophy and the Research Training Group in Bioethics at the Ethics Centre of the University of Tübingen/Germany will participate in this collaboration and EMDAE will build upon this knowledge and experience. In the *United States*, most programs in applied ethics are related to a specialized professional context only, e.g. in medical schools. This professional isolation is an obstacle for an interdisciplinary orientation. Therefore, the EMDAE could give a strong impulse to the existing ethical training programs not only in Europe but worldwide:

- 1) By offering an integrated set of teaching modules, organising collective intensive courses, master classes and joint supervised dissertations, the program will help to develop *common standards in research in applied ethics* in Europe.
- 2) The project will lead to an *exchange of experience* and *setting of standards* in PhD training and supervision. Currently, there are only a few infrastructures that invite professors in philosophy or ethics to exchange their experience in doctorate teaching and supervision. The proposed Supervision

and Teaching Board in our program (see B.5.1) can play a central role in establishing a forum for exchange and standard-setting.

- 3) The *mobility of students* in Europe, the joint supervision, and the involvement of non-European staff and students will enrich ethical analyses. PhD students are confronted with different ethical debates in different countries, and with different cultural contexts and perspectives, stimulating them to explore the possibilities of common ethical arguments and will be a stimulant to critical ethical thinking.
- 4) The program has added value, because the *involvement of non-European students* and staff will make European discussions more prominent outside Europe and will have an important impact on a stronger internationalization of the European debates in applied ethics.

B.1.3 Originality, innovative aspects and scientific quality

The originality of the proposed program is in the connection between fundamental research in philosophical ethics, debates in applied ethics, and knowledge of specific practices. The methodological and theoretical level of current training programs in applied ethics is often relatively thin. As a result, contributions to ethical debates sometimes show a very theory-free attitude. Philosophy programs are, on the other side, often not prepared to work in an interdisciplinary way that takes the factual details of social moral problems seriously.

The ambition of this program is to combine work in ethical theory with interdisciplinary methodologies. It can therefore be expected that the program will carry out important research concerning basic ethical concepts, their application in different areas and their intercultural dimension. The program aims especially to deepen reflection on the political and institutional dimensions of questions in applied ethics. Furthermore it aims at an explicit reflection of standards in applied ethics-research in an international context.

As an educational endeavour the program offers not only course modules and PhD training. The program will strengthen the scientific quality of education and supervision strategies, for example through creating possibilities of peer review between supervisors.

Program of the Erasmus Mundus Doctorate in Applied Ethics (EMDAE)

The syllabus of the PhD program consists of four elements:

1. Compulsory master classes and progress meetings (15 ECTS in total)

Meeting	Focus	Description	Organizers
Kick-off (start)	Development of a focused research question and methodology	The program starts with a three day kick-off meeting in which each researcher presents his or her project, and where they jointly discuss possible research strategies for their projects.	UU, Tübingen
Master class 2nd year	Progress and report meeting and training of peer review	At the beginning of the second and third year, this meeting will be followed up by a three-day master class where all researchers will present the progress of their research projects and will engage in peer review sessions among themselves and with professors. Peer review is not only used as an instrument for reflection on the individual research projects; researchers will also be trained in how peer-review should be given, and how it can be most productive. In this way, they are trained in one of the central procedures in current scientific practice. The specific focus of the progress meetings will be tailored to the phase of the research projects.	NTNU, LiU
Master class 3rd year		In the final year, the program ends with an international conference, in which all researchers within the edition present the results of their projects. The presentations will be combined with key-note lectures and responses of senior staff and external international experts in the field, both from academic backgrounds and from the public and private sector. Several PhD-researchers will be involved in the organization of the conference, offering learning experience in organizational skills.	LiU, Tübingen
Conference	Reports and presentations		Bochum and NTNU

2. Mandatory coursework (15 ECTS)

Next to these start-, progress-, and final meetings two mandatory intensive courses (each with a duration of six days) are organized for all PhD-students

Course	Aim	Place in program	Organizer
Methods in Applied Ethics (7,5 ECTS)	To deepen methodological knowledge in applied ethics, especially regarding its institutional, political and intercultural contexts	At the end of the first year of the program	Tübingen and Bochum
Ethical Theory in Practice (7,5 ECTS)	To combine theoretical debates in ethics with the skills in interdisciplinary work and the methodological knowledge that are needed to deal with concrete moral problems in the different areas.	At the end of the second year	UU, LiU

The latter course has already been offered several times successfully to PhD students (with up to 25 participants) by UU in the context of the Netherlands School for Research in Practical Philosophy.

3. Optional courses and PhD seminars (up to 60 ECTS)

The program includes additional courses that can be chosen by students – in cooperation with their supervisors - based on their specific needs. Our institutes currently offer a large number of courses for PhD and advanced (research) master students. In the EMDAE program the courses are made available to all students.

Examples of courses currently offered	Organizers
Specialised bioethics courses	Tübingen, UU, LiU
Specific courses in political philosophy	NTNU, UU
Human dignity and human rights	UU, Bochum
Environmental ethics and biophilosophy	UU, Tübingen
Ethics/philosophy of technology	NTNU
Ethics of risk	Tübingen
Business and economic ethics	Bochum, NTNU, LiU
Globalisation and global justice	LiU

Each partner in the consortium has agreed to welcome researchers within the program as visitors and as participants in the courses of its graduate course program. These courses are offered in a way that fits with the objectives of the student's Personal Learning and Career Development Plan. This equally holds for the opportunity to train practical ethical competence at one of the participating non-academic institutions. The Exam Board of the program assesses each individual study plan (and adjudicates on possible exemptions) in relation to the program objectives and the Personal Learning and Career Development plan of the individual student. Up to 15 ECTS can be used for practical training in the local language.

4. Supervised thesis research (minimum 2 years/120 ECTS)

The thesis research period will include participation in regular research- or PhD-colloquia at the host institutions, such as the research seminar in Linköping, and Trondheim, the Colloquium in Utrecht, the Kollegiaten Kolloquium in Tübingen, and the Forschungskolloquium in Bochum. The thesis writing process will be supervised by two supervisors: a primary supervisor from the student's host institution and a second from the institution that he or she will visit in the second or third year. This double supervision is to promote interaction between partners, and to enhance coherence in the program and set standards for supervision and training. The choice of the secondary supervisor is determined at the start of the PhD-trajectory by the primary supervisor and the researcher. The coordinator of the program (UU) assists in finding suitable secondary supervisors within the consortium. In the second or third year, students spend at least 6 months at the 2nd supervisor's institute and they follow colloquia and courses at that institute. Especially European students will have the opportunity to work at one of the non-European partners. Furthermore: many students will take the opportunity to do part of their thesis work at a non-academic institution. This especially applies to research projects that have been requested by one of the associate

partners. Both these 'internships' and student mobility aim provoke students to develop transferable skills: they have to deal with, and adapt their analyses to different academic and organizational contexts. The topics of the individual research projects are related to one of the three main research areas: Ethics of Life Sciences, Sustainability and Global Responsibility and should fit well with the particular focus areas of the host institution within the program. This will guarantee coherence of the research program as well as adequate supervision by each host institution. Also, the training program is constructed in order to develop a set of knowledge-areas and skills that is most fruitful for the type of research projects in which the researchers are involved. In practice this means that the training program will pay special attention to methods of doing interdisciplinary research, the relation between theory and practice, and to ethics of life sciences, sustainability and global responsibility: the fields of applied ethics with which all research projects are concerned.

The training program thus consists of a combination of courses arranged by each host institution, collective courses for all researchers participating in the program, exchange visits with a partner institution and the possibility of additional practical training at one of the non-academic partners.

Program activities EMDAE (Thesis work minimum 2 years full time)

	Master Classes [15 ECTS]	Mandatory courses [15 ECTS]	Optional courses [max 60 ECTS]	Mobility and internships	Supervision and further training
Year 1	Kick-off meeting	Methods in Applied Ethics (7,5 ECTS)	Language training		supervised thesis work PhD colloquia at host institution
Year 2	Three day master class	Ethical Theory in Practice (7,5 ECTS)	Courses available at any participating institution	Mobility options: • Mandatory mobility to 2nd institution • Visit to non-European partner • Internship non-academic institution	supervised thesis work PhD colloquia at 2 nd institution
Year 3	Three day master class International conference				supervised thesis work PhD colloquia at host institution

B.1.4 Collaboration

For PhD-researchers in applied ethics it is of crucial importance to have sufficient knowledge of:

- (a) The state of art academic discussions in (applied) ethics and
- (b) The relevant practices in industry, policy and government.

With respect to (a) all academic partners play a central role. The non-European Universities will play a central role in this part. First, the Chulalongkorn University (Bangkok, Thailand) and the Stellenbosch University (South Africa) will be the key partners in recruiting and selecting potential PhD-researchers from Asia and Africa. Their network in these continents enables them to advertise this program and to find excellent candidates. On top of this, their expertise and partners are relevant in order to define research questions with a global and/or cross-cultural dimension. Second, all non-European Universities will play a role as centres of expertise. For instance, the Stellenbosch University has an expertise in environmental ethics and public health, Case Western Reserve University (Cleveland, USA) has one of the strongest centres in clinical bioethics and genetics in the USA and Charles Sturt University (Australia) is especially strong in ethics of technology. This enables the PhD-students to stay at these centres of expertise for some period and work under close supervision of the local staff.

With respect to (b), it is the ambition of the program that the PhD-researchers will not only have studied empirical aspects of the practice they deal with but will also gather intensive work experience in this practice. The program therefore systematically supports contacts of PhD-students with relevant practices and organisations. Therefore, this program includes non-academic partners that are involved in a broader network of industries, policy settings and non-governmental organizations, and international organizations: the ethics department of the WHO, the Rathenau Institute for Technology Assessment, Rabobank International Holding B.V., the Nord-Trøndelag Elektrisitetsverk Holding AS, and the Ethics Institute of South-Africa. These organizations are involved with ethical issues in current modern society, and jointly they cover a broad area of applied ethics. The ethics team of WHO is especially interesting given their focus on international ethical issues in public health. The Ethics Institute of South-Africa offers ethics consultancy and training to companies and organizations. The Nord-Trøndelag Elektrisitetsverk Holding A.S. is a Norwegian energy utility company whose principal business services include the production, distribution and sale of green and renewable energy. This can be of profound relevance for projects in the area of sustainable technology development and social corporate responsibility. The Rabobank International Holding is a large international financial services provider. This can be of relevance for researchers who work on issues of policy development, -interpretation and implementation concerning sustainability in the food & agribusiness supply chain, with particular focus on interpretations of diverging cultural values. The Rathenau Institute is an independent organization established and financed by the Dutch Ministry of Education, Culture and Science, aiming to promote societal and ethical reflection on scientific and technological innovation.

The inclusion of these non-academic partners provides PhD-students with the necessary societal and institutional contexts of their research projects. The non-academic partners will propose topics for research projects and they will offer opportunities for short internships. This secures the practical relevance of the research and will help the researcher to gain insight in relevant practical contexts in which the ethical questions she studies, arise. The interaction will also promote employability.

B.1.5 Outcome

PhD students will write PhD theses as well as articles for peer-reviewed journals, and their work will include both theoretical work and practical ethical proposals about how societies, organizations or professionals can deal with the ethical dilemmas they meet. The research aims at excellent contributions to a variety of urgent questions related to the ethics of life sciences, sustainability and global responsibility. This will result in profound reflections on important philosophical and conceptual notions, like the justification and application of the concepts of human dignity and human rights. Furthermore it aims at deepening the methodological basis of research in applied ethics, especially regarding its institutional, political and intercultural contexts.

The educational program aims at providing PhD-students with the following competences and skills:

- Students will have good knowledge of theoretical discussions and controversies in philosophical ethics (meta-ethics, normative ethics) and political philosophy.
- Students will have a general overview of methodologies and discussions in applied ethics and will be able to use those methods for clarification of moral problems.
- Students will be able to work in an interdisciplinary way and have the methodological skills for integrating normative and empirical questions in their research; they will be able to present their analyses in a clear way to stakeholders.
- Students will have the theoretical knowledge and skills to reflect on the political, sociological and legal dimension of their research.
- Students will have developed the skills to reflect critically on the international and intercultural dimensions of their research
- Students will have gained experience in practical ethical deliberation and in structuring and guiding ethical debates.
- The mobility and internships aim at development of transferable skills: students need to be able to apply their analysis in different organizational (academic and non-academic) contexts, which requires social and communicative competences and attentiveness to context.

The program aims at combining theoretical and methodological knowledge with skills of concrete application of ethical theories. It is a deliberate choice not to confine the scope of the program to one concrete practice context. The combination of theoretical knowledge with skills of application will enable students to transfer the knowledge and skills they've learned in the program to very different practice contexts. Consequently, successful PhD graduates will be able to continue their careers in more than one field of application.

B.2 Partnership experience and composition

B 2.1 The Consortium Composition

All partners have a strong tradition in research and teaching with regard to the core philosophies of the program: the relationship between ethical theory and moral practices, and a broad perspective on applied ethics. Research in applied ethics at these institutes is also often developed and carried out in cooperation with professional or governmental organizations in which the relevant moral problems actually exist. This offers a fruitful context for PhD students in applied ethics. The 6 degree-awarding partners have central responsibility for the program:

1. Ethics Institute, Utrecht University (NL)

General description The Ethics Institute of Utrecht University coordinates all ethics research and teaching within Utrecht University. Its mission is to explore and clarify practical moral problems and to teach students how to reflect on the moral dimensions of their field of study. This involves both theoretical work in moral and political philosophy and applied studies. Research at the institute focuses on the foundations of human rights, in particular the concepts of dignity and autonomy, on moral problems in public health, animal and environmental ethics and on the relation between ethical, political and legal frameworks. Currently the institute has approximately 10 teachers and professors and 8 PhD-students.

Key competences and facilities: The Ethics Institute offers ethics courses for all undergraduate students at Utrecht University. Also, the institute currently leads the Netherlands School for Research in Practical Philosophy, which coordinates all graduate education in ethics in the Netherlands, and constitutes the main platform for exchange, and plays an important role in one of the major research foci of Utrecht University, the focus area on Conflicts and Human Rights. It collaborates closely with the Copernicus Institute for Sustainable Development and Innovation. Utrecht University is the leading university in the Netherlands in the area of life sciences, sustainability, Medicine and Veterinary Medicine with the national biggest Institute for Ethics and the Institute for Human Rights. The Ethics Institute hosts an international Master program in Applied Ethics, which is also embedded in the Erasmus Mundus Master Applied Ethics. The institute also has extensive experience with international research projects such as ETHICSWEB, CHIMBRIDS, COB and PHM-ETHICS, Pathways to Dignity (IUA, ESF, UNESCO)

Role The Ethics Institute will be coordinator of this Initial Training Network. Dr. Verweij will act as the coordinator of the project. Prof. Düwell, the director of the Ethics Institute, will chair the Supervisory Board. Dr. Verweij, Prof. Düwell and Dr. Eefting (manager) are the executive coordinating team the project. The institute will host and supervise two PhD-researchers per edition. The involved staff members will also act as co-supervisors and teachers in the training program, and a representative will be member of the Teaching Board.

Key persons Prof. M. Düwell, Dr. M. Verweij, Prof. D. Beyleveld, Prof. B. v.d. Brink, Dr. Joel Anderson, Dr. M. Werner

2. IZEW: Eberhard Karls University Tübingen (D)

General description The International Centre for Ethics in the Sciences and Humanities (IZEW) is an interdepartmental research centre at Eberhard Karls University Tübingen which was founded in 1990. It practices research in cooperation between scholars of different disciplines and the advancement of the next generation of researchers in the field of ethics in the sciences and humanities. Another focal

point is the transfer of results of research to the area of education and other society domains, and the coordination of both regional and international networks on ethical topics.

Key competences and facilities The IZEW hosts a successful interdisciplinary graduate programme in applied ethics (the Graduiertenkolleg Bioethik, financed by the DFG, German Research Association). Also, it has extensive experience with interdisciplinary international research projects (EU-EDIG, VALUE ISOBARS, ETHICSWEB, FASTER, REMEDY, and new projects on security ethics). Given its research agenda and its curriculum of studies, the IZEW is expected to contribute to and further the professionalization of an interdisciplinary application-oriented ethics in general as well as specifically in the fields of bioethics, environmental ethics and security ethics and, additionally, to help establish professional-academic structures in this field. The IZEW maintains an extensive specialist library, one of the largest in Europe, with a documentation centre.

Role The institute will host and supervise PhD-researchers. The involved staff members will also act as co-supervisors and teachers in the training programme. Representatives will be member of the Supervisory Board and Teaching Board.

Key persons: PD Dr. T. Potthast, Prof. E.-M. Engels, Prof. R. Ammicht Quinn, Dr. R. Kipke

3. Linköping University (SE)

General description The Centre for Applied Ethics (CTE) of Linköping University is one of Sweden's leading institutes in applied ethics. CTE is a meeting place for ethicists and academics from other disciplines involved in different areas of applied ethics. CTE staff is involved in research in different fields of applied ethics, academic teaching, courses for public institutions and in committees for professional ethics and research ethics.

Key competences and facilities The Centre for Applied Ethics is the main coordinator of the Erasmus Mundus Master Program on Applied Ethics and thus has ample experience with coordinating educational programs in an international context. Also, the Centre is involved in several European research projects such as EU-EDIG and PHM-ETHICS. Linköping University is renowned for its innovative educational spirit and its longstanding tradition of cross-disciplinary studies and research. Its strategic enterprises reflect the dual criteria of scientific relevance and contributions to public wealth. Linköping University's aim is to be known as a university with high international visibility that functions as a principle driving force in a knowledge-rich cosmopolitan region.

Role The institute will host and supervise PhD-researchers. The involved staff members will also act as co-supervisors and teachers in the training program. Representatives will be member of the Supervisory Board and Teaching Board.

Key persons: Prof. G. Collste, Prof. A. Nordgren, Dr. E. Palm

4. NTNU: Norwegian University of Science and Technology (N)

General description The Program for Applied Ethics at NTNU coordinates and creates arenas for ethical reflection on technological developments at undergraduate and graduate levels. NTNU has a strong multidisciplinary profile; relevant in the present context is for example the Globalisation program, hosted by the Faculty of Arts. NTNU hosts many researchers working within various branches of applied ethics like bioethics, medical ethics, CSR and the ethics of ICT and technology. Moreover, the NTNU Program for Applied Ethics coordinates various research activities such as NTNU Bioethical Research Group and the Journal Etikk i praksis, Nordic Journal of Applied ethics.

Key competences and facilities The NTNU Program for Applied Ethics is a main partner in the Erasmus Mundus Master Program on Applied Ethics and thus has ample experience with education in an international context. The NTNU Program of Applied Ethics has three permanent positions and is located at the Department of Philosophy, which has ethics as one of its priority areas. NTNU has special expertise in various ethical, social, political, economic and cultural aspects of technology, having developed a specific valuable network within the ethics of ICT and technology.

Role The institute will host and supervise PhD-researchers. The involved staff members will also act as co-supervisors and teachers in the training program. Representatives will take place in the Supervisory Board and the Teaching Board.

Key persons Dr. M. Thorseth, Dr. R. Nydal, Dr. S. Granum Carson

5. Ruhr University Bochum, Institute for Philosophy

General description The Ruhr University Bochum is one of Germany's strongest research universities.

With its 20 faculties, all major scientific disciplines are united on one compact campus. This makes the university an ideal place for interdisciplinary research. The Ruhr University hosts several interdisciplinary doctoral programs, most notably the Ruhr University Research School. A winner of the Excellence Initiative, the Ruhr University Research School aims to provide a meeting place for talented doctoral and post-doctoral candidates to pursue interdisciplinary, cross-border research. The Ruhr University's Institute of Philosophy is one of Germany's largest and most renowned Institutes of Philosophy. It comprises 10 professorships in the different fields of philosophy, and has more than 20 additional lectures. Furthermore, there are about 50 PhD-students enrolled at the institute. The institute established a structured doctoral program in 2008. The institute also participates in the Erasmus Mundus Master program in "German and French Philosophy in the European Context (EuroPhilosophie)".

Key competences and facilities Of the three professorships in practical philosophy, one is specialized in applied ethics and another in political philosophy. The focus is on methodological questions of applied ethics, global ethics, global justice, economic ethics and ethics of risk. Within these fields of research, the different dimensions of individual and social responsibility are studied. Currently, there are 5 PhD-students working on problems of economic ethics and global justice. For the future, the establishment of an interdisciplinary, international master program in economic ethics is envisaged.

Role The institute will host and supervise PhD-students. The involved staff members will also act as co-supervisors and teachers in the training program. Representatives will be member of the Supervisory Board and Teaching Board.

Key Persons Prof. K. Steigleder, Prof. C. Mieth, Dr. C. Neuhäuser

Third country partners

These partners have been chosen on the basis of their expertise and because they have previously cooperated successfully. For instance, Stellenbosch has been an important partner for the Erasmus Mundus Master in Applied Ethics [Action 3]. Furthermore, the staff of Utrecht and Stellenbosch are also working together in public health ethics, and notably also as editors of the journal *Public Health Ethics* of Oxford University Press. The Centre for Bioethics in Case Western Reserve University has close cooperation with Linköping University, as Dr. Anders Nordgren is a member of the Board of Advisors. The Ethics Institute of Utrecht University offers a yearly teaching program (2/3 days) for bioethics students of Case Western Reserve University, and there have been several teacher/scholar exchanges between Utrecht and Cleveland. Apart from offering the prospect of fruitful cooperation, the specific added value of cooperation with Case Western Reserve University, CAPPE, Chulalongkorn and the university of Stellenbosch is that these non-European partners can offer PhD students a period of stay and supervision at their universities. Staff of these universities will contribute to the core courses of our program, and thus strengthen the excellent character (and hence the international attractiveness) of these courses. The team leaders at these universities will also serve as members of our Advisory Board and hence guide the Consortium Committee in decision making concerning the content of the teaching and supervision program.

Finally, Chulalongkorn University in Thailand and Stellenbosch University in South-Africa enable the consortium to take developing world contexts seriously for all fields of applied ethics. Ethical issues are debated more and more on a global level, with specific attention to how problems arise (differently) in low-income countries. Both universities are also chosen for their broader academic networks in Southern Africa and South-East Asia, hence enhancing the cultural diversity of both the student group and the teaching staff of the program.

B 2.2 Complementarity & diversity

In Europe, formal PhD training programs in ethics are only just developing, but our Joint Doctorate program combines elements of some of the best practices and experiences: The Tübingen DFG-funded "Graduiertenkollegs" ("Ethics in the Sciences" 1990-2000, "Bioethics" 2004-2012), and the Netherlands

School for Research in Practical Philosophy summer and winter courses in ethics in the Netherlands; and a variety of graduate courses in all partner universities.

Furthermore, the Erasmus Mundus Doctorate in Applied Ethics builds upon the existing cooperation within the Erasmus Mundus Master in Applied Ethics (Linköping, Utrecht, Trondheim, and Stellenbosch). The Master in Applied Ethics consortium already covers a range of countries and has a broad expertise in moral and political philosophy, bioethics, public health ethics, technology, and corporate social responsibility. This consortium is now expanded in terms of region and experience. In terms of region, the consortium is enlarged by partners from Asia, the US, and Australia. This contributes to finding relevant PhD-students and to improve the inclusion of the global dimension of many ethical issues. In terms of experience, the proposed consortium now covers both ethical theory and the diverse fields of application. For instance, Tübingen has a long-standing strength in ethics in the life sciences, environmental ethics, ethics and education, and – more recently – security ethics. Bochum has a research focus on the questions of the justification of moral norms and the problems of doing normative ethics in the contexts of pluralistic societies and different cultures. Another focus is on economic ethics and global ethics. Here the problems of global governance and of the demands and complex relationships of individual, corporate and social responsibility are to the fore. Case Western Reserve University has one of the strongest centres in clinical bioethics and genetics in the USA. CAPPE/Charles Sturt University is strong in many different fields but especially in ethics of technology, Chulalongkorn University in moral philosophy, science and technology, and Stellenbosch University in environmental ethics and public health ethics.

B 2.3 Track record in networking and cooperation activities

Organizations Track record in cooperation in education

Linköping, Trondheim and Utrecht have set up and carried out a successful joint Master program in Applied Ethics for the past 5 years. Notwithstanding the many practical difficulties that had to be overcome, cooperation has always been highly fruitful, friendly and efficient. The program has been evaluated very well in national audits, European assessments, and student evaluations. Apart from this, the expanded consortium is based upon fruitful cooperation in supervision and examination of PhD students (notably between Linköping and Trondheim; Linköping and Utrecht; and Stellenbosch and Utrecht, and Utrecht and Tübingen).

Track record in joint research

All European partners have participated (and continue to participate) in FP5/6/7 research projects. Examples are Europhen and Ethicsweb. Tübingen and Linköping have cooperated in the FP6-project "Ethical dilemmas due to prenatal and genetic diagnostics (EDIG), Utrecht and Linköping cooperate in a FP7-project on ethical aspects of personalised health monitoring (PHM-Ethics). Utrecht, Tübingen and Linköping were participating in a joint research program on Human Dignity (directed by Utrecht University and financed by the European Science Foundation and the International Union of Academies), resulting in an extensive Cambridge University Press Handbook. Tübingen and Utrecht have been running a program together with a series of conferences on fundamental philosophical questions on bioethics, financed by the European Science Foundation and resulting in two extensive volumes at Springer Publishing House. Utrecht and Linköping have a long tradition on reflective equilibrium approaches in applied ethics. More generally, methodology in applied ethics has been an important topic of joint research activities of all European partners.

Track record in networking activities

On top of the previously mentioned forms of international cooperation between the partners, all partners have a strong international orientation and almost all staff have held visiting lecture/ professorships abroad.

- The Ethics Institute of Utrecht University has assistant/ associate/full professors of Dutch, German, UK and US nationalities. The institute also has a long tradition in leading or coordinating academic networks: e.g. the European organization for research in ethics *Societas Ethica*, the European Society for Agricultural and Food Ethics (EurSafe); the International Public Health Ethics Network, and the International Association of Bioethics (IAB).

- The Centre for Applied Ethics in Linköping played a key role in EthiComp, the international association for ICT ethics. Linköping is involved in research cooperation with University of Science Malaysia (USM) on religious and value pluralism.
- The Program for Applied Ethics in Trondheim has been an important agent in the International Association for Computing and Philosophy (IACAP).
- The research training group "Bioethics" in Tübingen is connected to partner institutes in Cardiff (UK), Tartu (Est), Utrecht (NL), and Zürich (Ch). Also, a network of German and Dutch Ethics Centres ("MUNT": Münster-Utrecht-Nijmegen-Tübingen) has been established.

Finally, staff members are editors-in-chief of *Ethical Theory & Moral Practice*; *Public Health Ethics*; *Analyse & Kritik*; *Ettik i praksis* (Nordic Journal of Applied Ethics), and member of editorial boards of journals like *Bioethics*, *Journal of Agricultural and Environmental Ethics*, *Journal of Applied Philosophy*, and *Ethik in der Medizin*.

B 2.4 Role of professional sector

Applied ethics involves creating interaction between moral practices and practical ethical dilemmas and ethical theory and methodology. The partners are involved in various forms of research cooperation with professional or societal organizations like the WHO and the National Institute for Public Health and the Environment (Netherlands). Such cooperation will play an important role in our joint doctorate program. As mentioned before, the role of associated members is that they take the ethical problems they are dealing with and use these as resource for PhD studies. Associated members will also offer possibilities for longer or shorter internships, which will further improve the future career opportunities for our PhD students.

B.3 European integration and functioning of the program

B.3.1 The extent to which the EMJD program is organised in a structured and integrated way

At the start of his or her studies each student writes, together with his or her first supervisor, a Personal Learning and Career Development Plan (PLCDP). The PLCDP describes the specific learning objectives for the student in relation to the general learning outcomes of the program, and the activities and courses that are planned to attain those goals. It will include personalized training program comprising

- (1) the mandatory courses and masterclasses
- (2) specialized courses and selected seminars available at the host institute or other partners,
- (3) the timing of study periods at the student's 2nd university
- (4) a short summary of the research project.

The PLCDP will be used as a basis to evaluate progress, and will be adjusted and specified during the program (e.g., at later stages third country mobility and an internship will be included).

The EMDAE Exam Board is responsible for evaluating the quality and coherence of individual learning and career development plans, and the appropriateness within the general description of the program. The Personal Learning and Career Development Plan will also serve as an annex to a co-tutelle contract which will be made for each Erasmus Mundus PhD student, to be signed by legal representatives of the two European universities where the PhD student will study.

Most importantly, integration is created by means of the joint admission and selection, and the Supervision and Teaching Board, aiming at development of common standards and best-practices for PhD supervision.

B.3.2 The relevance and appropriate organisation of the mandatory mobility periods

The mobility (at least 6 months) of PhD students is an integral component of the program. Each Erasmus Mundus PhD-student will have a 1st supervisor at the university where he/she is based, and a 2nd supervisor at one of the other European (degree-awarding) partners. Students will work one semester (in total) at the latter institute. This is the minimum needed to work together fruitfully in the local PhD seminars or colloquium, and to cooperate with local scientific staff. During his/ her visit the PhD-student can follow

courses or a seminar at the guest university. Students will also receive supervision for their thesis work at the university they visit.

Where relevant and fruitful, the student can also opt for a (shorter) mobility period at one of the non-European partners, or an internship at one of the associated members (or another relevant societal partner). The mobility will be determined on the basis of relevant expertise of a specific partner. The Exam Board of the program assesses each individual study plan (and adjudicates on possible exemptions) in relation to the program objectives and the Personal Learning and Career Development plan of the individual student.

In philosophical ethics and applied ethics it is essential that PhD students learn to develop and defend their analysis in different scientific contexts. Ethical analysis and moral philosophy are enriched by confrontation with different approaches. In this way studying at a different institute, with different traditions, will strengthen the PhD student's work, and will prepare his/her for a future academic career. Some PhD theses will focus on problems in applied ethics in a cultural comparative way. For such a thesis, the mobility scheme will have additional advantages, as it helps studying and comparing 'local' ethical debates. In these cases the possibility of staying at a non-European university will also be very important. Mobility towards our partners in South-Africa and Thailand will be particularly helpful where the topic of a thesis will have new or different dimensions in a developing world (or low-income) context.

B.3.3 The common standards and mechanisms developed by the consortium for the application, selection, admission and examination of doctoral candidates.

Prior to the application period, the Consortium Committee which is in charge of the program, will decide about how the fellowships will be distributed among the degree-awarding institutions. In principle the Erasmus Mundus fellowships are distributed equally among the European partners.

Admissions Committee & Selection Committee

There will be an Admissions Committee that determines admission of candidates to the program, and a Selection Committee that selects students for the fellowships and other PhD job openings that will be included in the program. Both committees consist of (associate) professors of each degree awarding university.

For each edition of the program, the call for application will contain information about several specific research projects as proposed by the associated members (i.e. the WHO; Rathenau Institute, The Ethics Institute of South-Africa, the Rabobank and Nord-Trøndelag Elektrisitetsverk), and about research projects for which the participating institutes have funding, but there will also be several 'open' positions.

Application & Review candidates

Candidates who apply for the program have to submit (among other things) a short research proposal. This can either be an elaboration of one of the specific projects in the Call, or just a proposal that fits their own interest and expertise. The joint admissions committee decides about admission on the basis of the quality of the candidate's research proposal, his/her CV, degrees, and motivation. Candidates who can be admitted to the program will compete for the PhD places (fellowships) that are available. The Selection Committee will select candidates for the places available on the basis of their dossier plus a (Skype) interview. The places are already allocated to host institutions. For each place available, the Selection Committee will be complemented by an additional person from the host institution. The representatives of the host institution will have a final say about which candidate will be selected for a place at their institution; the rest of the selection committee will have an advisory role.

For each of the planned PhD-projects outlined above, vacancies will be announced internationally (both in and outside Europe). The vacancies will be widely announced through the communication channels of the participating universities. Furthermore, the announcement will also be distributed via international mailing lists such as PHILOS-L and via the official EU channels. Also, professional networks such as ETHICSWEB will be asked to distribute information and announcements. Third-country students will be reached via the mailing lists of non-European applied ethics studies networks. Candidates will be invited to submit a CV and an innovative research proposal that fits the framework of the project they apply for.

3.4 Participation Costs

The participation costs for students are € 10 800 for the full program, which is the maximum for Erasmus Mundus scholarship holders. Almost all of these costs are directly beneficial to each individual student, as they cover travel expenses, participation in intensive courses and classes, costs for publication of theses and of open-access journal articles.

Student Participation Costs per (three-years) edition	per student	total
intensive meetings/masterclasses (700/course incl accomodation)	€2.800,00	€22.400,00
extra travel expenses for meetings/conferences (on top scholarship)	€2.000,00	€16.000,00
publication costs (PhD thesis/Open Access articles)	€1.500,00	€12.000,00
language / academic skills training	€1.500,00	€12.000,00
host university costs (support staff, computer, facilities)	€2.000,00	€16.000,00
contribution costs 2nd university	€1.000,00	€8.000,00
program management (registration, administration, financial issues)	€1.200,00	€9.600,00
Total (assuming 8 fellowships; same costs for non-fellowship holders)		€86.400,00
Per student		€10.800,00

3.5 Quality of joint supervision & monitoring

Each student will have regular meetings with his or her supervisor where progress in the PhD research will be discussed. Supervision however should not only focus on the research project and the thesis that is being written. The basis for the supervision process is each student's Personal Learning and Career Development Plan. At least every 6 months the student and his/her supervisor will discuss the student's progress and prospects on the basis of this plan, and where relevant, the plan will be adjusted. The plan is also taken as a starting point for discussions with the 2nd supervisor. Twice a year, the PhD students are asked to complete a short evaluation form with questions about both the courses and the supervision. The evaluations are collected anonymously and processed by the program coordinator. Once a year a special meeting of the Supervision & Teaching Board will be organised. During this meeting, supervisors will exchange their experiences with supervision and teaching and discuss the results of student evaluations.

The supervision and monitoring consists of two parts:

Course work

Examination of coursework is normally done by written assignments (papers/essays). In previous years we have successfully developed joint standards for ECTS grades for the assessment of student work in the Erasmus Mundus Master in Applied Ethics. These joint standards will be applied for evaluating PhD course work as well. The EMDAE Exam Board will be responsible for evaluating – and if necessary – for adjusting these criteria in the PhD context.

Training, internship, PhD seminars/colloquia, and thesis work

These parts of the program are not assessed in terms of ECTS grades. Apart from the regular supervision meetings (at least once a month), every 6 months a PhD student will have a special meeting with his/her supervisors, where the results so far will be evaluated, lacunas are made explicit and necessities for further studies or training are agreed upon.

The supervisors and PhD student summarise the main findings and conclusions in a report. All supervisors give a summary of their evaluations at the yearly Supervision and Teaching Board meeting. Currently, different partner universities have different procedures for assessment and defence of PhD theses. The ultimate aim of the program is to develop one assessment and defence procedure for a joint degree that is recognised by all degree-awarding partners. However, since few universities have either legally recognised joint degrees or have experience with it, joint degrees are only expected to be approved after gaining more extensive negotiations that are planned for Autumn 2010. Utrecht University has reserved a budget for negotiations among all degree-awarding partners. A first step is to agree on a basic format for joint degree agreements that is accepted by all universities. This format will then be the basis for individual (joint degree) contracts (one for each student) between the two universities that are responsible for joint supervision and assessment of a student.

B.3.6 the kind and nature of the degree(s) awarded and, if applicable, the measure taken or envisaged by the consortium to deliver a fully accredited and recognised joint degree

The ultimate aim of the project is to award a joint degree for all Erasmus Mundus PhD students in applied ethics. Currently NTNU already has a policy for joint degrees, and this will be taken as a starting point for further negotiations between the European universities. This policy provides that for each PhD student an agreement is made between the universities who will issue the joint degree. Both supervisors, as well as the (representatives of) rectors/vice-chancellors of both universities and the candidate will sign the agreement. The agreement will at least state that the candidate is admitted to both institutions and has to meet the requirements of both institutions; what the contents of the PhD program are and at which periods the student will stay at each institution; and what facilities are provided by each institution. Moreover, the agreement will specify the regulations for the assessment committee, the defence, and the awarding of the degree recognised by both universities.

The partner universities will take this existing procedures as a starting point for the following steps towards a joint degree. Utrecht University has reserved funds for collaboration aiming at joint degrees (€ 30,000/per program), hence we expect to have sufficient means to facilitate (and cover expenses for) the following steps:

- In September-November we will negotiate on the general framework for joint degree contracts between pairs of partners. At least one meeting of representatives of boards of degree-awarding universities is planned. Deliverable: a general agreement signed by all degree-awarding partners, to use the same basic framework for co-tutelle contracts between pairs of universities. This framework will follow the contents and procedures of the EMDAE program.
- The joint degree / co-tutelle contract between two universities will normally be more specific than the general framework, and include details about, for example, assessment committees and defence ceremonies. By January 2011 we expect to have several formats for bilateral joint degree contracts ready. By May 2011, there should be enough formats for bilateral joint degree contracts ready so that the first edition of students can start with the projects as planned.
- In this way there is a clear procedure available for all students who start in 2011. For each student that is admitted and selected, a specific agreement will be signed by the two universities involved in her supervision, along the lines presented above.
- A committee of professors representing the rectors/vice chancellors of all degree-awarding universities will monitor the co-tutelle procedures and the assessment and promotion ceremonies for the graduation of the first generations of EMDAE students. They will advise the universities in Summer 2014 about the possibilities for further integration of the various procedures.

B.4 Provisions for EMJD candidates and fellowship holders

B.4.1 the information and promotion strategy envisaged by the consortium to reach out potentially interested candidates and more particularly from third-countries;

Both the academic world and the public and private sectors indicate that there is an urgent need for in-depth ethical reflection that can be translated into policy and legal decision-making strategies. In order to address this need, the program aims to deliver early-career researchers with multifaceted competencies. Candidates will be trained to integrate their philosophical and methodological expertise with insight in applied contexts and real-world constraints. In order to reach this aim, the program will recruit students with multidisciplinary profiles involving at least a philosophical or legal background, combined with knowledge of life sciences or economics. For each of the planned PhD-projects outlined above, vacancies will be announced internationally (both in and outside Europe). The vacancies will be widely announced through the communication channels of the participating universities. Furthermore, the announcement will also be distributed via international mailing lists such as InterPHEN, PHILoS-L and via the official EU channels. Also, professional information and documentation networks such as ETHICSWEB will be asked to distribute information and announcements. Third country students will be reached via the mailing lists of

non-European applied ethics studies networks. Candidates will be invited to submit a CV and an innovative research proposal that fits the framework of the project they apply for.

B.4.2 the quality and nature of the services provided by the consortium

As soon as the selection procedure has been finalized, each PhD-researcher will be matched with a secondary host institute (for secondary supervision and exchange). The PhD-researchers will be employed with their primary host university as regular staff for the full duration of their grant. All students will receive assistance in finding appropriate housing, applying for a visa and relevant insurances, and, if necessary, for a work & residency permit. Furthermore all researchers will be enrolled as PhD-students in the different Graduate Schools of the partner institutions. The Graduate School is where the other local PhD-students will meet and where they will have a chance to review each other's work. Next to this group of colleagues, the PhD-researchers will have the other selected PhD-researchers as their peer network. The joint meetings will be organised in conference facilities including accomodation (included in the participation costs)

B.4.3 Language policy

The working language within the consortium is English and all the training elements will be offered in English. However, candidates applying for positions at the different universities can also opt to follow training courses offered in the national language of the institute, providing their proficiency in this language is good enough. Candidates are also offered the possibility of taking language courses during their stay at the host institution. All partners in the consortium have their own language institutes, recognized for their excellent language programs. The PhD students can enrol in a language program and up to a maximum of 15 ects of their courses can be integrated in the PhD training program. The costs for the language programs are covered by the fee of € 10.800 for the participation costs.

B.4.4 The extent to which administrative arrangements are foreseen to address the candidates' rights

At all partners, the selected PhD students will be employed as regular staff in the university of their first supervisor. This university (through employment costs) will contribute to the national services in regard to health care, unemployment benefit and pension rights. In addition, such students will be insured for liability while at work because of their employment status. In all cases, during the course of their fellowship students will remain attached to their host institution and will not be employed by their second institution. However, the Doctoral Candidate Agreement will specify their rights with respect to supervision, research facilities, courses etc at the different institutions.

The Erasmus Mundus lump sum will be used to run the program (coordination, student board and course organization) and to compensate travel expenses of board members, associate partner advisors, and teachers in the joint (mandatory) courses.

Distribution of lump sum			
	# beneficiaries		
Coordination UU (reports, registration, support boards) (UU)	1	€10.000,00	€10.000,00
Budget for student board	1	€3.000,00	€3.000,00
Partners that organise courses	5	€1.200,00	€6.000,00
Management/travel costs all European consortium partners	5	€2.000,00	€10.000,00
Management/travel costs third-country partners	4	€1.500,00	€6.000,00
Management/travel costs associate members	5	€1.200,00	€6.000,00
Travel costs non-Eur advisory board members	4	€1.200,00	€4.800,00
Reservation			€4.200,00
Total			€50.000,00

Utrecht University (through the Faculty of Humanities' EU Liaison Office) will distribute the Erasmus Mundus lumpsum, cover relevant expenses, and transfer students' Erasmus Mundus fellowships to the

relevant partners. Most of the participation costs per student will also be transferred to the student's host institution.

B.4.5 The measures taken by the consortium to ensure the candidate's career prospects and to monitor his/her career development once graduated

After graduation the PhD students will get regular support from the partner institutions to assist them in obtaining a new position. This means, for example, that the supervisor can coach the graduated PhD student in applying for postdoc positions (like the Marie Curie Individual Fellowships). Furthermore, after graduation, the PhD students are eligible to apply for job openings at one of the partner institutions. The commitment of all partners in the Consortium to assist the candidates to improve their career prospects will be part of the arrangements included in the consortium agreement.

Furthermore, non-academic organizations demonstrate a clear need for the kind of systematic reflection that can be provided by academically trained scholars. Especially now that both governmental and the private bodies are more and more called to account regarding the normative implications of their interventions on a transnational scale, the need for systematic reflection is increasing. The combination of theoretical knowledge and practical and professional skills of application developed in the proposed program will enable students to transfer the knowledge and skills they have gained in the program to very different practice contexts. As a result, successful PhD graduates will be able to continue their careers in more than one field of application, thereby enhancing employability and mobility. This is enhanced by the international scope of the program. The special efforts made to support career development of the researchers and the development of a network database of relevant contacts in the academic, public and private sectors is also expected to substantially improve the professional perspectives of the researchers within the program.

B.4.6 The nature and comprehensiveness of the Doctoral Candidate Agreement

Upon approval of the program by the European Commission, the Consortium will start drafting a Doctoral Candidate Agreement. In this agreement, which will have to be signed by both parties, all mutual rights and obligations of the fellows and the Consortium will be laid down. It has been agreed that the PhD students will be charged a fee of € 10.800 to cover all participation expenses related to the 3 year PhD training program. The DCA will specify:

- The € 10.800 participation costs charged to the candidate, what they do and (if relevant) do not cover.
- The subject of the candidate's research activities and the main structure, activities and milestones of his/her doctoral program.
- The nature of the supervisory/monitoring/assessment procedures and the criteria used to assess the candidate's performance.
- The candidate's obligations as regards the delivery of preliminary research results and the state of progress in his/her thesis preparation, as well as the consequences of not respecting these obligations.

Erasmus Mundus fellowship holders who fail to fulfil their obligations toward the Consortium should, after adequate warning, have their fellowship stopped. A copy of such agreement will be submitted to the Commission's agency prior to the award of the first Specific Grant Agreement.

B.5 Program Management and Quality Assurance

B.5.1 The quality of the organisational arrangements and cooperation mechanisms

Utrecht University will act as the coordinating institute. The Faculty of Humanities at Utrecht University has an EU Liaison Office dedicated to the management and administration of European projects, both research and education projects. The EU Liaison Office has dedicated project managers, project administrators and administrative support. They have experience in the management and administration of

a number of European funded projects (such as the Erasmus Thematic Network ATHENA, Intensive program NOISE, the eContent Plus project Video Active, and several FP7 research projects). The EU Liaison Office will assist in the overall project management of the project, and will provide administrative and practical support for the scientific coordinator. Furthermore they will provide all communication with the European Commission (via the project officer) and be responsible for a smooth communication within the consortium. Finally, the EU Liaison Office will provide support for the supervisory and executive board for the organisation meetings, communication etc.

The EMDAE program is governed as follows: The Consortium will be led by the consortium committee. The consortium committee delegates daily management to an executive team based on the coordinating institution (Utrecht).

1. The Consortium Committee (CC) is formally in charge of the program, it meets at least three times in person during the project: at the kick off meeting, the mid-term meeting and the final meeting. Furthermore they will have phone/video conferences on a 4-monthly basis at least. The Consortium Committee consists of the executive team plus one representative of each degree-awarding university. The program leader, Prof. Düwell, chairs the Committee.

Responsibilities Consortium Committee	Responsibilities Executive Team
<ul style="list-style-type: none"> • decision making about the budget; • the preparation of new applications or specific (yearly) renewals; • distribution of fellowships; • installing the Exam Board; admission committee and selection committees; • co-ordinating the process towards a fully joint degree; • taking decisions about the teaching program • discussing and evaluating the progress of the program on a general level. 	<ul style="list-style-type: none"> • preparing and organising evaluations; • making proposals for changes in the syllabus or in supervision policies; • keeping records of students' progress; • monitoring the negotiations and developments towards a fully joint degree; • financial procedures; • facilitating the Student Board and Advisory board; • preparing and supporting the work of the different committees. • organizing a yearly call for applications;

The Consortium Committee will be advised by:

- An Advisory Group with representatives of each non-European partner
 - A Student Board, which represents all PhD students
 - A Supervision and Teaching Board in which all supervisors each year discuss the program, their supervision experiences, the progress of individual students and the teaching program.
2. The Exam Board (installed by CC) assesses individual study plans and develops grading criteria.
 3. The Admission & Selection committee (installed by the CC) decides on admission of students; one or more selection committees will be installed for selecting students for specific projects or fellowships.
 4. The Executive Team consists of the Director of Studies (Verweij) and an administrator. Daily management consists of
 5. The Supervision and Teaching Board plays a central role in exchanging ideas about PhD teaching and supervision, and it will be the motor for improving the quality of the program. The full Supervision and Teaching Board meets twice a year (during the progress meetings and Master Classes), but various smaller working groups will focus on specific topics (student evaluations; course development; supervision policies, etc.). The Supervision and Teaching Board will create and facilitate intervention sessions among supervisors, thus enhancing reflection about supervision problems and strategies.

At its first meeting the CC will distribute the tasks to all partners. The Committee will ensure an adequate distribution of responsibilities between all (degree-awarding) partners. This will include decisions about relevant steps towards a joint degree. On the basis of these decisions an official partnership agreement between the cooperating institutes will be prepared. The agreement will cover the details of the scientific, administrative and financial responsibilities of the partners.

Communication within the consortium partners, and with early stage researchers will happen on a day-to-day basis via E-Mail. Students will be encouraged to set up their own means of communication using media of their choice. The Consortium will develop a joint website with an intranet for document sharing,

announcements, instructions, reporting etc. The website will provide information for the scientific and general public about the PhD projects, courses and activities of the program and the general progress of the EMJD.

B.5.2 Development and sustainability plan

There is a potential that more European Ethics Institutes could be involved in the collaboration in the future. The development of the joint degree, the experience in joint supervision, the establishing of a structure teaching program and common standards for PhD's in applied ethics will be a good basis for a broader consortium. The instruments developed during the funding period are flexible enough to allow the involvement of future partners. In the second half of the funding period the Consortium will consider possibilities for a broader network for our PhD-program in Europe. This includes, in the first instance, Ethics Institutions in the cooperating countries, in relation to which the partners will have to assess the possibilities of securing additional funding from national sources. Furthermore a broader network can involve partners in other European countries, especially in Eastern Europe. There are a variety of interesting partners in Middle and Eastern Europe that normally lack the infrastructure to develop PhD-programs of their own. The proposed program – especially because of the focus of the Supervision and Teaching Board on evaluating and improving PhD supervision and teaching, and hence to set European standards of excellence – can offer an important infrastructure for them. Besides this, the program will be of substantial interest for the non-European partners. As soon as a clear basis for joint degrees among the European institutes is achieved, we will explore possibilities to have selected non-European universities outside degree-awarding partners. For many students from the USA, America and Asia a joint degree program attractive will be attractive as they can study for a European doctorate without losing the strong relationship with their own university. There is a growing interest in educating PhD-students in countries other than those involved in the consortium. The Ethics Institute in Utrecht is, for example, developing research programs with several groups in China. As a first step, joint PhD-students together with the Agriculture University in Beijing (funded by the Chinese Research Association) will initiate a broadening of the network. For the sustainability of the program it will be very helpful to develop alternative possibilities for funding, and in the second half of the Erasmus Mundus funding period we will pay particular attention to this. However, it must be emphasized that, as soon as we have the joint program running, we will no longer be fully dependent on European funding. From the beginning, the students with Erasmus Mundus fellowships will study together with other PhD students, and all partners will bring PhD students that are funded in different ways (from other projects, or from basic university funding, from national research organizations) into the joint program. The Erasmus Mundus grant will enable us to get the program started, and to attain a level of excellence within a very short time. In the longer term this form of excellence in PhD teaching and supervision will assist the Consortium and the individual partners to obtain new funds for research (including PhD projects) which will contribute to the sustainability of the joint PhD program.

B.5.3 The extent to which complementary funding possibilities have been explored and secured

As previously mentioned, all institutes will include more PhD students (funded on national/international research grants) into the program. The Graduiertenkolleg in Tübingen already has fellowships for 14 PhD-students. Depending on their research topics, PhD students in Tübingen will be included in the program. The Netherlands Research Association is preparing a system for fellowships in the context of a PhD-program, and the Institute in Utrecht will develop an application in order to get additional fellowships for the joint PhD program, together with the Netherlands School for Research in Practical Philosophy. In Linköping the university has already made a commitment to finance additional PhD-students in the context of our program. In addition, it is very likely that students from non-European countries will join the program with funding from their national research institutions.

According to current figures, the Erasmus Mundus fellowships will not fully cover employment costs and salaries in the Netherlands and Germany, and in Norway the employer costs for PhD student employment contracts clearly exceed the Erasmus Mundus fellowships. The risks of financial gaps are accepted by the relevant departments/universities. The board of NTNU (Norway) has agreed to finance the difference for up to 5 fellowship students who will be employed at NTNU.

Apart from this, Utrecht University has reserved funds for the development of joint degree programs (maximum € 30,000 per program). These funds will enable us to expand current joint PhD courses and start new activities (including negotiations about the framework for joint degree) as early as August-September 2010.

B.5.4 Internal evaluation

The doctoral students are part of the local structures. In Utrecht they are part of the Graduate School. The Board of Directors is ensuring the quality of the programs in the School, the Research Institute for Philosophy has more detailed assessment structures; that include an assessment of the progress of each PhD-student on an annual basis. Something similar is true for the Linköping, Trondheim, Tübingen, and Bochum. The program will fully participate in all the existing local structures and their internal feedback structure.

Furthermore the Consortium has its own internal feed-back structure. The Exam Board assesses the progress of the individual PhD-students. The feed-back structure on the level of the program includes active participation of the Student Board. All PhD-students are asked twice a year to complete an evaluation form that includes questions about the content and quality of the teaching program, the supervision and the collaboration between the different universities. The evaluations enable the Supervision and Teaching Board and the Consortium Committee to take measures with respect to the program and to contact individual supervisors if there are problems in the supervision. The Supervision and Teaching Board will have a specific function to enable intervention and to be a motor for improvement of education.

Furthermore will there be an active assessment of individual courses by the students. In the Erasmus Mundus-Master program it was very effective to ask a small group of students from the Student Board to meet together and develop proposals for enhancing the quality of the individual courses and to discuss these proposals with the responsible docent. The same model is followed in the PhD-program.

All partner institutions have established evaluation systems for local research and PhD-programs. The Graduiertenkolleg in Tübingen has been and will be evaluated every three years by the German Research Association (DFG). All research programs in the Netherlands are evaluated on a regular basis every six years by an international peer review system, including the assessment of the PhD-supervision and education. Moreover, the Ethics Institute/Philosophy Department has a mid-term review three years after the last official review. The Netherlands School for Research in Practical Philosophy has an accreditation for six years and will be re-evaluated by the Dutch Royal Academy. Similar Assessments exists in Sweden and Norway.

Notat

Til:	Studieavdelingen
Kopi til:	Institutt for musikk, Ola Furre, Ståle Rønning, Unni Rohnes
Fra:	Det humanistiske fakultet

Deltagelse fra HF ved Erasmus Mundus søknadsrunde 2011, samt søknad om omgjøring av Nordisk mastergrad i dansevitenskap (No-mads) til International Master in Dance Studies fra og med studieåret 2011/2012

I. Deltagelse fra HF ved Erasmus Mundus søknadsrunde 2011

1. Kort om studieprogrammet og konsortiet for det aktuelle Erasmus Mundus-studieprogrammet

Det humanistiske fakultet søker med dette om adgang til å delta ved EACEAs Erasmus Mundus søknadsrunde for 2011 med det toårige masterprogrammet innenfor danseantropologi/etnokoreologi med tittel "Choreomundus – International Master in Dance Knowledge, Practice and Heritage". Studieprogrammet akronym/forkortelse er "Choreomundus". Søknaden er en omarbeidet utgave av fjorårets søknad (samme studieprogram og konsortium). Konsortiet består også i år av NTNU (koordinator), Université Blaise Pascal - Clermont-Ferrand, Frankrike, Roehampton University, London, Storbritannia, samt University of Szeged, Szeged, Ungarn. Szeged har i tillegg samarbeid med et forskningsinstitutt, som i søknaden er anført som assosiert medlem (ikke fullverdig partner) av konsortiet.

2. Vitnemålststedelse

Choreomundus vil være en *fellesgrad* ("joint degree"), med NTNU som vitnemålststeder på vegne av hele konsortiet, på bakgrunn av samtlige av universitetene. Dette er i samsvar med ønske fra EU, samt KD, om at Erasmus Mundus-konsortiene utsteder ett felles vitnemål dersom den nasjonale lovgivningen ved samtlige av partnerinstitusjonene i tillegg til koordinator tillater dette. Når det gjelder den praktiske og tekniske gjennomføringen av dette, viser vi til håndbok for fellesgrader utarbeidet av UHR.

Postadresse	Org.nr. 974 767 880	Besøksadresse	Telefon	Saksbehandler
7491 Trondheim	E-post: postmottak@hf.ntnu.no	Bygg 2, nivå 5, Dragvoll	+47 73 59 65 95	Anne Marit Skancke
	http://www.ntnu.no		Telefaks +47 73 59 10 30	Tlf: +47 73 59 74 35

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

3. Kort om de estimerte samfunnsbehovene bak Choreomundus

Utgangspunktet for at masterprogrammet Choreomundus ble planlagt opprettet er vern av den immaterielle kulturarven. Immateriell kulturarv som konsept er knyttet til aktivt vern av immateriell kultur, og ble uttrykkelig satt på den politiske dagsorden med etableringen av UNESCO sin konvensjon om bevaring av den immaterielle kulturarven i 2003. I Norge ble UNESCO-konvensjonen ratifisert gjennom vedtak i Stortinget i 2007.

Innholdet i Choreomundus oppstod med tanke på å innfri et internasjonalt behov for ekspertise innenfor kulturelt mangfold når det gjelder dans og andre bevegelsessystemer og danseanalyse. Dans og bevegelse er i denne sammenhengen sett på som uttrykk for den immaterielle kulturarven, og de utøvende/praktisk-estetiske fagene står sentralt i konvensjonens bevaringspolitikk. Aktuelle yrkesområder internasjonalt er blant annet arbeid med vern av kulturminner i privat og i offentlig sektor, samt undervisning og forskning. Konsortiet vil i samråd med sine respektive institutt- og fakultetsledelser legge til rette for at det første kullet studenter

Dersom søknaden blir imøtekommet av EU i denne søknadsrunden vil Choreomundus bli det første Erasmus Mundus-programmet og masterprogrammet generelt som fokuserer på dans som ledd i den immaterielle kulturarven.

4. Kort om endringer i 2011-søknaden sammenlignet med fjorårets

2011-søknaden vil ta inn i seg de faktorene som EU ga oss trekk for i søknaden, særlig samfunnsrelevans (og i forlengelsen av dette sosialt entreprenørskap).

Choreomundus vil ha en samlet opptaksramme på 20 studenter i første kull (opptaksår). Koordinator (NTNU) vil forestå opptaket på vegne av konsortiet.

5. Kort om ressurser herunder skolepenger

Når det gjelder administrative ressurser, estimerer fakultetet i søknaden at Choreomundus vil kreve en 50 % administrativ ressurs tilknyttet Institutt for musikk, dersom programmet godkjennes opprettet av EU. Denne ressursen vil bli dekket av EUs årlige flate bidrag på € 30,000 til konsortiet, som dermed uavkortet går til koordinator (NTNU). Den vitenskapelige koordinatorressursen vil beløpe seg til det omtrent det samme, som vil dekkes opp av eksisterende fagstab ved Institutt for musikk. I tillegg vil det bli satt av en 20 % administrativ ressurs ved de tre partnerinstitusjonene, samt en 50 % faglig koordinatorressurs i Roehampton, som dekkes av de tre partnerinstitusjonenes egne budsjettammer.

Det er kun Roehampton University som tar skolepenger innenfor Choreomundus-programmet. Den reduserte skolepengeavgiften i Roehampton for (fjerde studiesemester) vil være ca. € 7,400 for kategori A-studenter (tredjeland), og ca. € 2,600 for kategori B-studenter (europeiske).

6. Kort skisse over studieløpet på Choreomundus

Studentene skal oppnå 30 studiepoeng pr. semester, og avlegge et studieopphold av kortere eller lengre varighet ved hver av de fire institusjonene. I første studieår skal studentene oppholde seg ved NTNU og Blaise-Pascal, hvor de tar obligatoriske emner. I andre studieår er de i Szeged (tredje

semester) og i Roehampton (fjerde semester), og tar en kombinasjon av obligatoriske og valgbare emner. Emnene som tilbys inn i programmet av de fire partnerinstitusjonene er i stor grad basert på gjenbruk fra eksisterende programmer, med den gevinsten at Choreomundus-studentene også får mulighet til faglig og sosial integrering med lokale studenter på det snart opprettede masterprogrammet International Master in Dance Studies (en videreføring av det snart nedlagte studieprogrammet nordisk mastergrad i dansevitenskap (ofte forkortet "no-ma-ds").

6.1. Semesterinndelt skisse for Choreomundus:

6.1.1. Første semester: Halvparten av studentene er ved NTNU, de resterende er i Blaise-Pascal etter valg av faglig fordypning.

Emnetilbud i dette semesteret:

Alle studenter (NTNU):	<i>Dance analysis (EU Intensive Programme (IP)) (15 ECTS)</i>
Gruppe 1 (NTNU):	<i>Field and archiving techniques in dance and music (15 ECTS)</i>
Gruppe 2 (UBP):	<i>Anthropological analyses of dance (10 ECTS) and Ethnographic research methods: Fieldwork, interview and other techniques (5 ECTS)</i>

6.1.2. Andre semester: Halvparten av studentene er ved NTNU, de resterende er i Blaise-Pascal.

Emnetilbud i dette semesteret:

Alle studenter (NTNU):	<i>Critical perspectives on intangible cultural heritage (IP) (15 ECTS)</i>
Gruppe 1 (NTNU):	<i>Dance as knowledge (5 ECTS) and Analysing dance (Thesis 1) (10 ECTS)</i>
Gruppe 2 (UBP):	<i>Transmitting dance as embodied culture, knowledge and experience (5 ECTS) and Conceptual and methodological issues for fieldwork (Thesis 1) (10 ECTS)</i>

6.1.3. Tredje semester: Alle studentene studerer i Szeged

Emnetilbud i dette semesteret:

Alle studenter:	<i>Dance heritage, individual creativity (5 ECTS), From field to archive (5 ECTS) and Research methods (Thesis 2) (10 ECTS). I tillegg: 10 studiepoeng/ECTS med valgbare emner.</i>
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6.1.4. Fjerde 4: Alle studentene studerer i Roehampton

Emnetilbud i dette semesteret:

Alle studenter:	<i>Ethnography in multicultural societies (10 ECTS) and Extended Essay (Thesis 3) (10 ECTS). I tillegg: 10 studiepoeng/ECTS med valgbare emner.</i>
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II. Søknad om omgjøring av Nordisk mastergrad i dansevitenskap (No-ma-ds) til Master of Arts (MA) in Dance Studies fra og med studieåret 2011/2012

Fakultetet viser til sak om studieprogramporteføljen for 2011/2012, hvor vi redegjorde for opprettelsen av et internasjonalt masterprogram i dansevitenskap, med påfølgende aksept fra rektoratet. Vi søker med dette om styrets formelle godkjenning til å opprette et internasjonalt masterprogram i dansevitenskap med tittel Master of Arts (MA) in Dance Studies, og viser til vedlagte kravspesifikasjon.

Med vennlig hilsen

Kathrine Skretting
dekanus

Ivar Østerlie
fakultetsdirektør

Vedlegg:

- Kravspesifikasjon for Master of Arts (MA) in Dance Studies i forbindelse med opprettelse av et eventuelt nytt studieprogram 2011/2012
- Kravspesifikasjon for Choreomundus i forbindelse med opprettelse av et eventuelt nytt studieprogram fra og med 2012/2013
- Emnebeskrivelser for Choreomundus

Notat

Til: Studieavdelingen

Kopi til:

Fra: Det humanistiske fakultet

Signatur:

Kravspesifikasjon i forbindelse med etableringen av Erasmus Mundus masterprogram i dansevitenenskap – "Choreomundus – International Master in Dance Knowledge, Practice and Heritage"

1. Strategisamsvar, fakultært og institusjonelt. Strategisk forankring for forslaget.

NTNU is a university with a broad academic scope, and offers an extensive range of subjects in the natural sciences, technology, the humanities, social sciences, and aesthetic studies. The Faculty of Humanities' academic provision includes humanistic core areas and interdisciplinary programmes of study and research projects. It has an aesthetic profile, with practical-aesthetic and artistic activity, and aims to be future-oriented while also attending to the humanistic tradition and cultural heritage. The Faculty aims to contribute to the international community concerning knowledge, expertise and innovation. We aim to promote programmes of study that respond to society's need for relevant programmes of study. Furthermore, Choreomundus has strong elements of social entrepreneurship. Research activities at the Department of Music are presently undertaken in dance theory and history, and Ethnochoreology. Current projects and publications are related to 'Dance in Nordic Spaces'. The academic community of Dance belongs to an international association of HEIs, which demonstrates the European and international dimension of the field. NTNU hosts the Erasmus Mundus Intensive Programme (IP) in Dance, abbreviated IPEDAMS (formerly known as 'IPEDAK').

NTNU is the coordinating institution/main beneficiary for the proposed Choreomundus – International Master in Dance Knowledge, Practice and Heritage, with University of Roehampton, London, UK, Université Blaise Pascal (Clermont-II), Clermont-Ferrand, France, and University of Szeged, Szeged, Hungary as co-beneficiaries. Therefore, NTNU has the primary legal responsibility towards the Agency in terms of implementing the Choreomundus agreement. NTNU is the primary academic and administrative body responsible within the consortium of four internationally renowned academic institutions recognised for their leadership in the development of curricula for the analysis of the structures of dance, and for its understanding within society. NTNU's strong-point is especially within Ethnochoreology and dance anthropology and analysis, which are at the core of the Choreomundus Master's programme.

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All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandlende enhet ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

2) Krav til bachelorprogram og masterprogram i forskrifter, jfr nasjonale normer og krav

Det toårige Erasmus Mundus masterprogrammet i dansevitenskap – Choreomundus – består av 120 studiepoeng/to års normert studietid. Det vil ikke være adgang til å avlegge dette studiet på deltid, i samsvar med innholdet i Erasmus Mundus programutlysning. Studieprogrammet vil være en fellesgrad, med ett vitnemålsdokument og ett diploma supplement. NTNU som koordinator-institusjon vil ta opp samtlige studenter på vegne av det samlede konsortiet. Hvert av de fire lærestedene i konsortiet tilbyr 30 ECTS hver inn i studieprogrammet. Choreomundus vil ha to studieretninger/varianter (se punkt 3 nedenfor). Emnene som tilbys inn i det internasjonale masterprogrammet fra NTNUs side består av emner på 7,5 sp multipler av dette, i likhet med No-ma-ds. Øvrige læresteder følger egen nasjonal og/eller institusjonell lovgivning rundt studiepoeng og emnestørrelse. Skoleringsdelen består av 90 studiepoeng, mens masteroppgaven har et omfang på 30 sp.

3) Studieplan, emnebeskrivelser, krav til innhold i hht studieforskrift; læringsmål m.v.**Strukturtabell for Choreomundus – gruppe 1**

Semester	7.5 ECTS Credits	7.5 ECTS Credits	7.5 ECTS Credits	7.5 ECTS Credits
4th Semester Spring (Roehampton University)	<i>Ethnography in multicultural contexts (10 ECTS)</i> <i>Extended Essay (thesis 3) (10 ECTS)</i> In addition 10 ECTS with electives			
3rd Semester Autumn (Univ. of Szeged)	<i>Dance heritage, individual creativity (3 ECTS)</i> <i>Phonetic architecture (5 ECTS)</i> <i>Research methods (thesis 2) (10 ECTS)</i> In addition 10 ECTS with electives			
2nd Semester Spring	ENGL112 Cognitive and Theoretical Aspects of Language		<i>Dance as knowledge and Analysing dance (15 ECTS) *</i>	
1st Semester Autumn (NTNU)	DANS8003 <i>Dance Analysis</i>		<i>Field and Archiving Techniques in Dance and Music *</i>	

*) Nye emner ved NTNU fra høsten 2012, dersom Choreomundus opprettes om Erasmus Mundus-program. Emnene medfører ingen utvidelser i emneporteføljen ved Institutt for musikk, ettersom de vil erstatte et andre emner.

Strukturtabell for Choreomundus – gruppe 2

Semester	7.5 ECTS Credits	7.5 ECTS Credits	7.5 ECTS Credits	7.5 ECTS Credits
4th Semester Spring (Roehampton University)	<i>Bibliography in multicultural contexts (10 ECTS)</i> <i>Evening Essay (thesis 2) (10 ECTS)</i> In addition: 10 ECTS with electives			
3rd Semester Autumn (Univ. of Szeged)	<i>Dance history: individual creation (5 ECTS)</i> <i>From Ballet to modern (5 ECTS)</i> <i>Research methods (thesis 2) (10 ECTS)</i> In addition: 10 ECTS with electives			
2nd Semester Spring	<i>Anthropological analyses of dance (10 ECTS)</i> and <i>Ethnographic research methods: Fieldwork, interview and other techniques (5 ECTS)</i>			
1st Semester Autumn	DANS4008 Dance Analysis (NNTNU)		<i>Anthropological analyses of dance (10 ECTS)</i> and <i>Ethnographic research methods: Fieldwork, interview and other techniques (5 ECTS)</i>	

For emnebeskrivelser viser vi til "Vedlegg 1 Emnebeskrivelser_til kravspesifikasjon for opprettelse av Choreomundus som masterprogram ved NTNU".

4) Læringsmål og læringsutbytte, i tråd med det nasjonale kvalifikasjonsrammeverket. Alle nye studieprogram skal utarbeide skisse til slike læringsmål ved framleggelsen av sine endelige forslag i runde 2.

The programme's objectives are:

1. To fill a gap in the established educational fields of Dance Studies and Heritage Studies by pooling resources from the four leading dance programmes in Europe.
2. To explore in depth and critically examine the concept of intangible cultural heritage within the broader context of Heritage Studies, and examine the place of dance and other movement practices within it.
3. To analyse different conceptualisations of dance and of dancing bodies through critically examining their positions within varied socio-cultural and political contexts and to acquire the necessary skills to accomplish such an analysis.
4. To foster the acquisition of skills for analysing dances and dancing bodies, and to explore different ways of approaching dance from the perspective of the dancers, the dance makers and the dance viewers.
5. To foster an understanding of dance and of the safeguarding of intangible cultural heritage that situates all dance practices within global modernities, worldwide economies and post-colonial contexts.
6. To engage critically with UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage. (See also subsection A.1.1 on socio-economic needs analyses.)

The programme additionally aims to foster:

1. Transferable skills in writing, research, time management, and independent working methods, alongside interpersonal skills and teamwork, which will be pertinent for working within the cultural industries, tourism, and other relevant professional domains.
2. A systematic approach to complex issues, as well as imaginative problem solving skills that will promote the highest academic standards and originality in the application of knowledge. In this way, students graduating from the programme will understand how the boundaries of knowledge are advanced through research and they will be prepared for doctoral studies.

The learning outcomes in view of future academic opportunities and employability

Learning outcomes for Choreomundus have been identified in relation to the skills needed to address issues related to dance as ICH in diverse professional contexts. Specific outcomes are more particularly linked to individual modules as outlined below. Students who successfully complete Choreomundus will be equipped to pursue doctoral studies and they will also acquire transferable skills applicable to many professions. They will be able to:

1. Observe, analyse, document and evaluate dances as cultural 'artefacts'. This outcome is addressed in a number of modules but especially in 'Dance analysis' and elective course 'Advanced Labanotation'.
2. Demonstrate knowledge and critical understanding of dance and other structured movement systems as forms of intangible cultural heritage. The main module contributing to this outcome is the second intensive programme 'Critical perspectives on Intangible Cultural Heritage'. Other contributing modules include 'Dance Heritage, individual creativity' and elective course 'The performance of heritage'.
3. Relate dance patterns to general movement patterns in a socio-cultural group. This outcome is addressed in most modules but especially in 'Dance as knowledge', 'Transmitting dance as embodied culture, knowledge and experience', and 'The performance of heritage'.
4. Apply conceptual tools from the social and human sciences to critically explore and analyse the concept of heritage in general, and more specifically in relation to dance. Most modules contribute to this outcome but those most relevant are: 'Dance analysis', 'Critical perspectives on Intangible Cultural Heritage', 'Anthropological analyses of dance', and elective course 'Global modernities'.
5. Understand and critically review the contribution of ethnochoreology and dance anthropology to the analysis of dance as knowledge, practice and heritage and how theory and methodology derived from these disciplines may be applied to the safeguarding of intangible cultural heritage throughout the world. All modules contribute to this outcome, however, 'Dance analysis', 'Critical perspectives on Intangible Cultural Heritage', 'From field to archive', 'Anthropological analyses of dance', 'Advanced Labanotation', and 'Ethnography in multicultural societies' are especially relevant.
6. Understand and critically review intangible cultural heritage practices within the context of local, national and global politics, as well as develop and apply safeguarding practices within identifiable socio-cultural and political contexts (local, national, regional and international). The main modules contributing to this outcome are 'Critical perspectives on Intangible Cultural Heritage', 'Transmitting dance as embodied culture, knowledge and experience', 'Global modernities', 'Individual project: Field and archiving techniques in dance and music', 'Ethnographic research methods: Fieldwork, interview and other techniques', 'Dance as knowledge', 'From field to archive' and the three modules concerned with the Master's dissertation.
7. Analyse and evaluate the role and potential effectiveness of local, national and international safeguarding organisations and of their strategies for the development and management of good safeguarding practices. Means to evaluate the effectiveness of organisations are analysed throughout the programme but are principally addressed in the module 'Critical perspectives on Intangible Cultural Heritage'.

8. Select and apply appropriate research methods and archival techniques. 'From field to archive' and 'Field and archiving techniques in dance and music' as well as the three dissertation modules provide the core experience for this outcome, but most modules address the issue.
9. Carefully formulate evidence-based judgements about a range of cultural, political and ethical issues pertaining to the safeguarding of heritage. This outcome will be the focus of those modules that deal directly with research and evidence but all modules will encourage evidenced-based judgements. Hence the three dissertation modules and their forms of assessment will be central, but cultural, political and ethical issues lie at the heart of the programme and flow through all modules.
10. Prepare, write and present to different audiences, such as academic colleagues, government agencies, and tourist organisations. Students will be preparing seminar presentations and field research reports either solo or in groups focusing on different audiences for a number of modules but especially in 'Transmitting dance as embodied culture, knowledge and experience', and in 'The performance of heritage'.
11. Undertake research projects with minimum guidance. Students will be working in teams and as individuals in the construction and execution of research projects. This occurs in all modules and particularly in those concerned with the dissertation.
12. Develop policy proposals as possible solutions to the safeguarding of intangible cultural heritage practices. This outcome is addressed primarily in 'Critical perspectives on Intangible Cultural Heritage', 'Transmitting dance as embodied culture, knowledge and experience', and in 'The performance of heritage'.
13. Demonstrate cultural and emotional sensitivity in their responses to issues concerning the safeguarding of intangible cultural heritage in a variety of contexts. All modules contribute to this outcome but more particularly the modules in semesters 2 and 4.
14. Identify and formulate research questions and translate those questions into clear research objectives that will allow them to progress to doctoral research. All modules contribute to this outcome but more particularly the three dissertation modules.

Key Transferable Skills

Students who complete the programme successfully will have acquired a number of key transferable skills applicable to many work situations and therefore increasing their general employability. They will be able to:

1. Collect, analyse and evaluate data and information independently. All modules require students to gather and assess the validity of data and information. It is an essential feature of the programme as a whole and is encouraged in the learning, teaching and assessment of all modules.
2. Critically analyse and evaluate the use of primary and secondary source material to be used in the articulation of coherent arguments, applied to written and oral contexts. This outcome is addressed in most modules but especially in 'Dance analysis', 'Anthropological analyses of dance', and in the three dissertation modules.
3. Demonstrate an ability to reflect on, evaluate and respond to the relationship between academic study and professional experience. This outcome is addressed in every module as students are encouraged to link their studies to professional settings. However, the focus on this occurs in 'Dance as knowledge', 'Transmitting dance as embodied culture, knowledge and experience', and the four dissertation modules.
4. Communicate research findings and other outputs effectively. Effective communication is fundamental and is addressed in a variety of ways throughout the programme including oral presentation in class and as a form of assessment.
5. Engage in effective teamwork. Group and teamwork are features of the programme as students are encouraged throughout to set up reading and notation groups to work towards projects to be presented in seminars. Additionally a number of modules have group presentations as part of their assessments.

6. Manage time effectively and understand the impact of resource limitations. The effective management of time and of working with the available resources is a feature of the whole programme, which requires students to plan carefully their time and activities, such as fieldwork. This programme will place considerable pressure on students and time management will be an essential outcome.
7. Adapt to and operate with sensitivity in new situations and environments. Students will be travelling and adapting to four different national settings and cultures as part of the programme. They must prove themselves adaptable or not succeed. Equally, students who find sensitivity to different cultures and social systems problematic are unlikely to succeed. It is expected that every module will challenge students to see beyond the horizons of their own cultures and nation-states.

6) Kostnadsberegning og finansiering; krav til estimat for oppstarts- og utviklingskostnader og et estimat for kostnader for ordinær drift av programmet.

Choreomundus er rent faglig (i likhet med det internasjonale masterprogrammet i dansevitenskap) en faglig videreføring av No-ma-ds, som nå vil omfatte en større del av fagfeltets europeiske nettverk, vil ikke omgjøringen av programmet medføre økte kostnader for Institutt for musikk og Det humanistiske fakultet utover de ressursene som er lagt inn i studieprogrammet pr. idag. Erasmus Mundus-masterprogram mottar årlig €30.000 fra EU. Disse midlene vil uavkortet tilfalle NTNU som koordinator til avlønning av en 50 % administrativt ansatt ved vertsinstituttet (Institutt for musikk).

8) Antall studenter det tas sikte på, inkl fordelingen mellom de ulike studentkategorier.

Det tas sikte å ta opp full kvote av stipendstudenter som er 10 tredjelandsstudenter og 7 EU-studenter, i tillegg også 8 betalende studenter, i alt 25.

9) Opptakskrav og rangeringsregler.

Successful applicants should hold a BA in Dance, Anthropology or related subjects. The language of instruction is English. An introduction to Norwegian, French, and Hungarian is part of the programme.

The coordinating University, NTNU, will post an online application form on internet, which will receive all applications. All applications will be considered in line with the equal opportunities policies of the four partner universities. Admission/entry requirements are that candidates have an undergraduate/bachelor's degree from a recognised institution, preferably in dance, anthropology or in the related subjects drama and/or theatre, music, sports and human movement studies, sociology, cultural studies). Candidates will need to demonstrate, through the submission of a dvd of their own dancing and/or an essay, that they have the necessary expertise to be engaged with the programme focusing either on contextual issues or issues concerning dance as movement. See Annex 12 for online application, processing, and selection committee. *The selection process will be three-fold:*

1. Selection based on grades: Accounts for 50 % of the final decision
2. Selection based on a letter of motivation: Accounts for 30 % of the final decision
3. Selection based on a CV including achievements in the field of dance or other relevant cultural, performance or movement practices confirmed by attestation: accounts for 20 % of the final decision.

11) Forskningskoping og tverrfaglighet.

In all four universities there are teams of well-qualified, research active staff at senior level available teach on the programme offering a variety of disciplinary perspectives. These include six academic staff of professorial

rank, three of whom are professors or equivalent in Anthropology, one in Dance Studies, one in Archiving and Heritage Studies, and one in Physical Education and Human Movement Studies. The staff member are active reseachers in the field covered by Choreomundus, and have researched, published and presented in a large number of world conferences in the field. They have also to a large extent cooperated in publications and presentations. They have carried or participated in national and international reseach programs and some of them are/have been chairing research laboratories/institutions.

The rest of the staff are comprised of three Senior Lecturers or Readers in Dance Studies, one Reader in Ethnomusicology, and two lecturers, one of whom is in Ethnomusicology and one in Physical Education and Human Movement Studies.

Professor Bakka (NTNU) and Professor Felföldi (SZTE) have been directly involved in the implementation of the Convention and are recognised as the most experienced experts on the convention in their countries' University sector. They both have repeatedly been called upon as individual experts by UNESCO, and are often lecturing on the theme at home and abroad. For instance, the former served as jury member for the Proclamation of World Masterpieces of Intangible Culture in 2005, and as evaluator of a proposal to the urgent safeguarding list in 2009. The latter served as member of the Hungarian delegation and was instrumental in setting up a UNESCO institution in his country. In 2009 he presided the committee evaluating nominations for UNESCO's world list of Best Practice.

Fieldwork is an integral part of Choreomundus and members of the teaching faculty all have extensive fieldwork experience in a variety of contexts both rural and urban, European as well as Asian, Australian and African. The faculty will therefore support students' fieldwork during their course of study through their excellent professional networks.

12) Eksterne samarbeidspartnere; krav til avtale med evt. eksterne samarbeidsaktører.

Eksterne samarbeidspartnere til Choreomundus er Blaise Pascal University (BPU), Clermont-Ferrand, Frankrike, Roehampton University (RU), London, Storbritannia og Szeged University (SZTE), Szeged, Ungarn. Vi henviser til NTNU sin avtaledatabase og sak 2008/5036-20 i ePhorte.

13) Fellesgrader og fellesprogram, med eget underpunkt for Erasmus Mundus-programmer.

The students' participation costs to the EMMC

Funding will be provided from three main sources:

1. Local support at each participating institution (staff salaries and general facilities).
2. Tuition fees and other participation costs.
3. EU fixed contribution/flat rate (€ 30,000 annually distributed to the consortium).

Students

Although the fees charged by each university differ according national policies and legislation, students will pay the same amount each semester to the coordinating institution (NTNU) who will redistribute to each partner institution its share of the total budget to cover operating costs. The tables below indicate student tuition fees and other participation costs per semester, and the total budget for an annual intake of 17 students. However, it is possible to accept more than 17 students, i.e. non-EU funded students as well as those with EU scholarships, up to a maximum intake of 25 students. With a successful programme we would expect that the number of students coming without scholarships (self funding students) will increase. Some of these might be 'life long learning students' candidates, who hold positions relating to heritage questions in ministries and

institutions, and who to some degree may be funded from their institutions. Such students could be offered the programme on a part time basis if this was desirable to them.

Semester	Tuition fee and participation costs, per student per semester
1 st autumn 2010	€ 4000 / € 2000
2 nd spring 2011	€ 4000 / € 2000
3 rd autumn 2011	€ 4000 / € 2000
4 th spring 2012	€ 4000 / € 2000

	Number of students	Tuition fees and participation costs per student	Sum of tuition fees and participation costs
Third country students/Category A	10	€ 16,000	€ 160,000
European students/Category B	7	€ 8,000	€ 56,000
Total number of students (17)	17	€ 24,000	€ 216,000

The student tuition fees have been calculated in such a way as to cover expenses necessary for enhancing the academic quality of Choreomundus, as well as facilitating the students' integration. These include:

- fees to each of the four participating universities in accordance with national or institutional legislation
- administrative and academic staff mobility,
- a Local Administrator (20% position) in two partner institutions (SZTE, UBP),
- a 50 % Academic Administrator position, based at RUL, who will provide academic and pastoral tutoring for all the students throughout the course of study in order to assist the main academic staff,
- special tuition in the languages of the countries hosting students (see section A.4.5. below).

The annual flat rate of € 30,000 from the EU will go to NTNU in order to cover the expenses of a 50 % Coordinating Administrator (student adviser) at the Department of Music. All students will be insured through ANSA (Association for Norwegian Students Abroad) to cover obligatory travel, health, accident and legal insurance. The nature of this insurance scheme is presented in more detail in Annex 6. NTNU will purchase the annual insurance on behalf of the students and will deduct it from their scholarship. As an indication the rate for the academic year 2008-2009 was €300. In accordance with national legislation, three of the consortium institutions (NTNU, SZTE and UBP) charge semester fees or annual registration fees of no more than € 600, while the fourth RUL charges more substantial fees. The fees for tuition at RUL for the fourth semester will amount to € 7,375 for Category A (third country) students and € 2,580 for Category B (European) students. These fees will be paid from the share of the budget distributed to each university, except in the case of UBP, where students will have to pay directly, and will therefore receive a rebate corresponding to the annual registration fees. The fees paid in the first, second and third semesters to NTNU, SZTE and UBP cover registration and exam fees, as well as student, library and other cards.

The fees do not cover reading material, books, accommodation, meals, travel expenses, or general expenses for the students. However, in each country, students will have available subsidised university meals, access to library and to a computer lab. The International Offices of each university have all experience in dealing with and assisting international students and will offer their services to Choreomundus students. Each university offers priority housing for international students.

Scholars

Number of scholars	Living allowance and living travel costs per scholar	Sum of costs for scholars
4	€ 1200 per week for a total of 3 months per scholar	€ 14,400

14) Markedsvurdering; inkluderer blant annet krav til vurdering av nytt tilbud i forhold til eksisterende sammenlignbare tilbud ved og utenfor egen utdanningsinstitusjon.

Det finnes ikke rene dansevitenskapelige Erasmus mundus masterprogrammer fra før. Programmet er også det første der man har et hovedfokus på dans som immateriell kulturarv i Europa, og definitivt i en Erasmus mundus kontekst. Grunnlaget for tilnærmelsen til immateriell kulturarv er danseantropologi/etnokoreologi på dette feltet finnes fire spesialiserte masterprogram verden, ut over programmene i konsortiet finnes det et i Irland ned hovevekt på irsk dans. Det finnes også programmer for kulturarv (materiell og immateriell), for eksempel: Newcastle University, UK; Arkansas State University-Jonesboro, USA; Centre for Heritage Studies Kerala, India; Victoria University of Wellington, New Zealand; Flinders and Adelaide Universities, Australia; University of Tsukuba, Japan; UNISA, and University of South Africa, South Africa. Men ingen av dem vektlegger dans spesielt.

Det at UNESCO's konvensjon om immateriell kulturarv er ratifisert i 134 av verdens lands, gjør at mange land har bruk for velutdanna folk til forskjellige spesialiteter, blant annet dans som er sentralt i området. De skal ha medarbeidere til kulturdepartementer, til forskjellig spesialinstitusjoner og til de mange verneprosjekter som utformes. Når en danseform eller dansesjanger skal på en av de listene som UNESCO har, trenger landet spesialister både til å utforme prosjektet som kreves og til å gjennomføre det. Choreomundus vil så langt være alene om å utdanne slike dansespesialister.

Vedlegg til kravspesifikasjon for opprettelse av Choreomundus som masterprogram ved NTNU

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All correspondence that is part of the case being processed is to be addressed to the relevant unit at NTNU, not to individuals. Please use our reference with all inquires.

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I. NTNU

SECTION A

Title of programme:	Choreomundus. The course is also compulsory in No-ma-ds ¹ .
Title of module:	<i>Dance analysis (Intensive 1)</i>
Location	NTNU
Module code number	DANS3003
Module tutor:	Choreomundus team
Level of module	M / HE7 / European Second Cycle
Credit rating:	15 ECTS
Compulsory or optional:	Compulsory.
Pre-requisites/co-requisites:	Admission to Choreomundus or No-ma-ds.
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	20 (excluding No-Ma-ds)

SECTION B

Module Rationale

This is the first of two intensive modules, taught over a two week period, bringing all students together. The module aims to introduce students to the understanding of dance as culturally constructed movement systems. The students will learn to work with dance as movement through the analysis of movement structures, including movement elements, compositional Roehamptones, dynamics and relationship to music. In this way they will acquire practical skills to deal with dance not only as a general notion, but also as embodied movement, which is necessary for dealing with the practicalities of documentation, safeguarding and pedagogical endeavours.

Learning Outcomes

Students who successfully complete this module will have acquired:

- Elementary skills in reading Labanotation
- Skills for recognising and describing movement structures, movement elements, compositional Roehamptones, dynamics, and dance/music relationships
- Methodological and theoretical tools for conducting advanced dance analysis,
- Skills for critically assessing the available material within the discipline.

Syllabus

- Analytical tools for studying dance events
- Methodologies for analysing dance works
- Methodologies for structural analysis
- The theoretical basis for dance notation

¹ No-ma-ds: Nordic Master's degree in Dance Studies. Multiple Degree. Host/Coordinator/Beneficiary: NTNU. Co-beneficiary: University of Copenhagen, Denmark, Stockholm's University, Sweden, and University of Tampere, Finland.

- Elementary introduction to Labanotation
- Elementary introduction to Effort/Shape analysis
- Methodologies for dance analysis within different dance genres.

Teaching and Learning Methods

Lectures, seminars, workshops and supervised practical, methodological exercises.

Assessment:

The Labanotation coursework will be assessed by a practical test at the end of the intensive teaching period. Each student will be asked to read, perform and defend their interpretation of a simple Labanotation score. S/he will be allowed 30 minutes to prepare the presentation and 10 minutes to perform and defend the interpretation. This test is worth 30 % of the overall grade.

The student will also submit a 2.500 word essay (about 8 pages), worth 70 % of the overall grade.

SECTION C – KEY TEXTS

- Adshead, J., Briginshaw, V.A., Hodgens, P. and Huxley, M. (1988) Dance analysis: theory and practice, ed. Janet Adshead. London: Dance Books.
- Bakka, Egil, Aksdal, Bjørn, and Flem, Erling (1995) Springar and pols. Variation, dialect and age. Pilot project on the methodology for determining traditions structures and historical layering of old Norwegian couple dances, Trondheim: Rådet for folkemusikk og folkedans, The Rff-Centre.
- Bakka, Egil (1995) 'Childrens Way of Expressing Musical Meter in Singing Games', in Dance Ritual and Music. Proceedings of the 18th Symposium of the Study Group on Ethnochoreology, Intenational Council for Traditional Music, kierniewice Poland 1994, Warsaw.
- Blom, Jan-Petter (2003) 'Springar, Pols and Polska Dances of the Scandinavian Peninsula. Regional variation, continuities and boundaries within a folk dance family', in The Polish dance in Scandinavia and Poland. Ethnomusicological studies, ed. Märta Ramsten. Stockholm: Svenskt visarkiv.
- Dance Structures. Perspectives on the Analysis of Human Movement, (2007) eds. Adrienne L. Kaepler and Elsie Ivancich Dunin, Budapest: Akadémiai Kiadó.
- Davies, Eden (2006) Beyond dance: Laban's legacy of movement analysis, New York: Routledge.
- Gore, Georgiana and Bakka, Egil (2007) 'Constructing dance knowledge in the field: bridging the gap between realisation and concept', in Re-thinking Practice and Theory. Proceedings Thirtieth Annual Conference. Cosponsored with CORD. Centre National de la danse, Paris 21-24 June 2007, Society for Dance History Scholars.
- Guest, Ann Hutchinson (1998) 'Labanotation', in International encyclopedia of dance. A project of Dance Perspectives Foundation, Inc, ed. Selma Jeanne Cohen. New York: Oxford University Press.
- Maletic, Vera (1987) Body, space, expression: the development of Rudolph Laban's movement and dance concepts, Berlin: de Gruyter.
- Martin, György 'Improvisation and regulation in Hungarian Dance Culture', Acta Ethnographica Scientiarum Hungaricae 29, no. (3-4):391-425.

Martin, György (1967) 'Dance Types in Ethiopia', Journal of the International Folk Music Council 19, 23-27.

Martin, György (1961) 'A structural Analysis of the Hungarian Folk Dance', Acta ethnographica / Academiae Scientiarum Hungaricae X, 1-27.

Ness, Sally A. (c1992) Body, movement, and culture: kinesthetic and visual symbolism in a Philippine community, Philadelphia: University of Pennsylvania Press.

Rice, Timothy (1997) 'Toward a Mediation of Field Methods and Field Experience in Ethnomusicology', in Shadows in the field: new perspectives for fieldwork in ethnomusicology, eds. Gregory F. Barz and Timothy J. Cooley. New York: Oxford University Press.

Zile, Judy v. (1985) 'What Is the Dance? Implications for Dance Notation', Dance Research Journal 17, no. 2:41-47.

SECTION A

Title of programme:	Choreomundus
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Title of module:	<i>Field and archiving techniques</i>
Location	NTNU
Module code number	DANS3005
Module tutor:	Egil Bakka
Level of module	M / HE7 / European Second Cycle
Credit rating:	15 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	Admission to Choreomundus or No-ma-ds.
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	20 (excluding No-Ma-ds)

SECTION B

Module Rationale

The students will learn to conduct fieldwork, to register, systematise and enter the material into an archive. It will include testing out a variety of documentation techniques, including a selection of interview techniques, participatory observation, filming, sound recording, photographing and other. All through their work students will read and discuss in colloquia academic works connected to their different tasks. They will first be supervised through introductory exercises for the different techniques and tasks. Then they will carry out a real fieldwork project in groups choosing techniques appropriate for each project. The students will work with exercises on searching in archives. They will then register and archive the material they documented in a real archive. They will write an essay on the whole process, applying literature on fieldwork and archival techniques and principles. The course is a specialised version of a more open individual project, which is also available for No-MA-ds student.

Learning Outcomes

Students who successfully complete this module will have acquired:

- A theoretical basis for conducting fieldwork and for registration and archiving
- A basic knowledge in a broad range of fieldwork techniques
- A basic practice in using technical equipment
- An elementary knowledge about different kinds of documentation media and how to store them
- An understanding for how to use and search in archives
- A practical grasp on principles for registering and archiving material collected from fieldwork

Syllabus

- Fieldwork methodologies
- Fieldwork experience using a variety of tools, equipments and techniques
- Registering and archiving of collected material
- Archive and library searching
- Writing an essay based on fieldwork and archiving processes.

Teaching and Learning Methods

Teaching will be through a series of practical tasks in groups under supervision including smaller and larger tasks. Colloquia on compulsory reading, supervised writing

Assessment:

The students will produce a portfolio where they select material from 5 different exercises they have performed for assessment. It can be field logs, photos, pieces from transcribed interviews, a set of archival registrations etc. This will be worth 50 % of the overall grade.

The students will write an essay on their fieldwork project, supporting methodologies chosen by referring to the compulsory reading. This will be worth 50 %.

SECTION C – KEY TEXTS

Dance in the field: theory, methods and issues in dance ethnography, (1999) ed. Theresa Buckland.
Basingstoke: Macmillan.

Bartlett, Bruce (1999) On-location recording techniques, ed. Jenny Bartlett. Boston, Mass.: Focal Press.

Envisioning Dance on Film and Video, (2003) eds. Judy Mitoma, Elizabeth Zimmer and Dale Ann Stieber.
Routledge.

Fine, Gary A. (c1988) Knowing children: participant observation with minors, ed. Kent L. Sandstrom. Beverly Hills, Calif.: Sage Publications.

Ives, Edward D. (c1995) The tape-recorded interview: a manual for fieldworkers in folklore and oral history,
Knoxville: University of Tennessee Press.

Seeger, Anthony (1996) 'Ethnomusicologists, Archives, Professional Organizations, and the Shifting Ethics of Intellectual Property', Yearbook for Traditional Music 28, 87-105.

Ronström, Owe (2005) 'Introduction', in Memories and visions, eds. Owe Ronström and Ulf Palmenfelt.
Tartu: Tartu University Press.

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Dance as knowledge</i>
Location	NTNU
Module code number	
Module tutor:	Egil Bakka
Level of module	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	20 (excluding No-Ma-ds)

SECTION B**Module Rationale**

Students will be given theoretical and methodological tools to study and analyse of transmission processes in a chosen dance environment. They will in groups of 2 or 3 visit one such environment each, participate in the dance learning and observe the learning and other processes of transmission. They document some dance material and also transcribe and continue practical learning from film. Applying their tools, they write brief reports supported by audio-visual documentation. They also present their material orally, supplementing it with practical dance demonstrations and will how the processes they studied functioned from pedagogical and safeguarding perspectives. In this way the module will sum up what they learned in earlier modules, add a new dimension and frame it as a combined practical and methodological task.

Learning Outcomes

The course gives the students training in analysing ongoing transmission processes and in reflecting upon how and to which degree such processes can contribute aims of safeguarding from a pedagogical as well as an artistic perspective. They also acquire skills in how to learn dance from different kinds of sources

Syllabus

- Theory on learning and transmission
- Tools for the study of transmission processes
- Participatory observation and filming of transmission in dance environment
- Principles in learning and teaching of movement material
- Transcription and learning from filmed material

Teaching and Learning Methods

Lectures, workshops carrying through series of practical tasks in groups under supervision, supervised writing

Assessment:

- 50 %: oral and practical presentation
- 50 %: essay 2.500 words (about 8 pages)

SECTION C – KEY TEXTS

Adewole, Funmi (2005) 'Dance theatre and African Identity. Crossing physicality and Academia', in Dance heritage: crossing academia and physicality, ed. Ingibjörg Björnsdóttir. Reykjavík: Nordisk forum for danseforskning.

Ammann, Raymond (1997) Kanak Dance and Music : Ceremonial and Intimate Performance of the Melanesians of New Caledonia, Historical and Actual, Agence De Developpement De La Culture Kanak.

Bakka, Egil (2001) 'Voices of the Revival', in Proceedings. 21st Symposium of the ICTM Study Group on Ethnochoreology, 2000. Korcula, ICTM. St G, Ethnochoreology & Ins. of Ethnology and Folklore Research.

Bakka, Egil (2002) 'Whose Dances, Whose Authenticity?', in Authenticity. Whose Tradition?, eds. László Felföldi and Theresa J. Buckland. Budapest: European Folklore Institute.

Bakka, Egil (2005) 'Dance Paradigms: Movement Analysis and Dance studies', in Dance and Society. Dancer as a cultural Performer, Budapest: Akadémiai Kiadó.

Balkan dance: essays on characteristics, performance and teaching, (2008) ed. Anthony Shay. Jefferson, N.C.: McFarland & Company.

Bjørkvold, Jon-Roar (1992) The muse within: creativity and communication, song and play from childhood through maturity. New York: HarperCollins.

Chapman, Malcolm (1994) 'Thoughts on Celtic music', in Ethnicity, identity and music: The musical construction of place, ed. Martin Stokes. Oxford: Berg Publishers.

Desmond, Jane C. (1993) 'Embodying Difference: Issues in Dance and Cultural Studies', Cultural Critiqueno. 26:33-63.

Foley, Catherine (2005) 'Representing Irish Step Dance Heritage; Bridging Theory and Practice', in Dance heritage: crossing academia and physicality, ed. Ingibjörg Björnsdóttir. Reykjavík: Nordisk forum for danseforskning.

Giurchescu, Anca 'A dancers discourse on improvisation', Proceedings Istanbul.

Grau, Andree (2001) 'Ritual Dance and "Modernisation": The Tiwi Example', Yearbook for Traditional Music 33, 73-81.

Iyer, Alessandra (2000) 'The Present Past. Towards an Archeology og Dance', in Preservation Politics: Dance Revived, Reconstructed, Remade, London: Dance Books, ed. by Stephanie Jordan.

McCutchen, Brenda P. (c2006) Teaching dance as art in education, Champaign, Ill.: Human Kinetics.

- Reed, Susan A. (1998) 'The Politics and Poetics of Dance', Annual Review of Anthropology 27, 503-532
- Reed, Susan A. (2002) 'Performing Respectability: The Beravā, Middle-Class Nationalism, and the Classicization of Kandyan Dance in Sri Lanka', Cultural Anthropology 17, no. 2:246-277.
- Nannyonga-Tamusuza, Sylvia A. (2001) Baakisimba: music, dance, and gender of the Baganda people of Uganda. Ph.D. diss., [S.A. Nannyonga-Tamusuza].
- Norden i dans: folk, fag, forskning, (2007) eds. Egil Bakka and Gunnel Biskop. Oslo: Novus. Summary in English.

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Master's dissertation I: Analysing dance</i>
Module code number	
Location	NTNU
Module tutor:	Egil Bakka
Level of module	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	15

SECTION B

Module Rationale

The aim of this module is to assist students in planning and undertaking the initial phases of dissertation work. They will learn about processes of choosing a topic, of defining the ethnographic field and of delimiting research questions which will orient their perspective throughout the dissertation.

They will work on researching relevant secondary sources including visual and other material as well as literature on the theme, and identify the methodological and theoretical approaches which seem most appropriate. They will write a plan for their dissertation field work, and an outline for the dissertation. They will put together a bibliography, and they will study and analyse a small piece of movement material on film which is as closely connected as possible to the dance material that they aim to study.

Learning Outcomes

Students who successfully complete this module will have acquired:

- An understanding of the initial phases in writing a dissertation
- Training in researching, selecting and organising theoretical and methodological literature
- Training in researching a variety of dance material in collections and on the web
- An experience of applying methodologies from other courses on a chosen dance material
- An experience in critically evaluating source material and theoretical literature.

Syllabus

- Choosing and defining a dissertation topic
- Formulating research questions to orient the dissertation work
- Planning field work – techniques and equipment
- Planning field work – choosing and preparing the dance material to be investigated

- Writing synopses and bibliographies
- Presenting a research plan

Teaching and Learning Methods

Seminars and supervised practical and methodological exercises in small groups.

Assessment:

The students will produce a plan for their dissertation which includes:

- Definition and delimitation of the dissertation topic and research questions
- Identification and description of the field
- Discussion of potential theoretical perspectives and methodologies
- Critical analysis and evaluation of a set of empirical material (films, descriptions etc.) as closely connected to the topic as possible. The analysis will be presented with an explanation of how it connects and supports the plan of the dissertation.
- An annotated bibliography of at least 20 items
- The plan will account for 75 % for the final grade.
- The student will present the dissertation project for their fellow students in the form of a 10 minute illustrated oral presentation.
- The plan will account for 25 % for the final grade.

SECTION C – KEY TEXTS

- Ammann, Raymond (1997) Kanak Dance and Music : Ceremonial and Intimate Performance of the Melanesians of New Caledonia, Historical and Actual, Agence De Developpement De La Culture Kanak.
- Lunenburg, Frederick C. (c2008) Writing a successful thesis or dissertation: tips and strategies for students in the social and behavioral sciences, ed. Beverly J. Irby. Thousand Oaks, Cal.: Corwin Press.
- Nannyonga-Tamusuza, Sylvia A. (2001) Baakisimba: music, dance, and gender of the Baganda people of Uganda. Ph.D. diss., [S.A. Nannyonga-Tamusuza].
- Quigley, Colin (1985) Close to the floor: folk dance in Newfoundland. St. John's: Memorial University of Newfoundland.

II. UBP**SECTION A**

Title of programme:	Choreomundus
Title of Module:	<i>Critical Perspectives on Intangible Cultural Heritage (Intensive 2)</i>
Location	UBP
Module tutors:	Choreomundus team
Level of Module:	M / HE7 / European Second Cycle
Credit rating:	15 ECTS
Optional/Compulsory	Compulsory
Pre-requisite:	N/A
Pre-requisites/co-requisites:	None
Excluded combinations of modules:	N/A
Mode of attendance:	mixed modes
Projected all years target:	20

SECTION B**Rationale**

This course aims to explore the notion of dance as intangible cultural heritage (ICH). Critical issues surrounding this perspective will be examined in relation to UNESCO's initiatives to construct an international framework for the safeguard of ICH. Local conceptions and strategies will be investigated in diverse cultural and sociopolitical contexts.

Learning Outcomes

Students who successfully complete this module will have

- Developed an understanding of the broad concept of heritage
- Developed an understanding of dance as intangible cultural heritage
- Critically examined UNESCO's initiatives on intangible cultural heritage
- Become acquainted to the anthropological and ethnochoreological approaches to dance as intangible cultural heritage
- Developed an understanding of dance as intellectual property

Syllabus

- Introduction to the notion of heritage
- Dance as heritage
- The politics of tangible and intangible cultural heritage
- UNESCO and intangible cultural heritage: an introduction to the 2003 convention
- Intangible cultural heritage as knowledge
- Anthropological and ethnochoreological approaches to dance as intangible cultural heritage
- Dance as intellectual property

- Safeguarding dance in shifting cultural and sociopolitical contexts (case studies)

Teaching and Learning Methods

Lectures, seminars, films, tutorials, workshops

Assessment

- 20% of the final grade: 750 words essay (exegesis and evaluation of reading)
- 80% of the final grade: 4000 words essay (case study)

SECTION C – KEY TEXTS

- Bakka, Egil 2001 'Voices of the Revival' Proceedings, 21st Symposium of the ICTM Study Group on Ethnochoreology, 2000, Korcula: 138-142. ICTM. Study Group on Ethnochoreology & Institute of Ethnology and Folklore Research.
- Bakka, Egil 1994 'Heir, user, or researcher: Basic attitudes within the Norwegian revival movement' in Irene Loutzaki (ed.), Proceedings of the 17th symposium of the Study Group on Ethnochoreology: Dance and its socio-political aspects; Dance and costume: 117-126. Nafplion, Greece: Peloponnesian Folklore Foundation.
- Boylan Patrick J 2006 'The intangible heritage: challenge and opportunity for museum and museum professional training' International Journal of Intangible Heritage 1: 53-65
- Convention for the Safeguarding of the Intangible Cultural Heritage. UNESCO, Paris, 17 October 2003.
- Gibson, Johanna 2005 Community Resources: Intellectual Property, International Trade and Protection of Traditional Knowledge London: Ashgate
- Gore, Georgiana & Grau, Andrée 2007 'Politics of knowledge: East-West relations in the anthropology of dance' In Proceedings of the Congress on Research in Dance November 2006 Conference "Continuing Dance Culture Dialogues: Southwest Borders and Beyond, Tempe, Arizona.
- Gore, Georgiana & Koutsouba, Maria 1994 The sociopolitics of 'airport art' and the Greek dance groups of Plaka' in Irene Loutzaki (ed.), Proceedings of the 17th symposium of the Study Group on Ethnochoreology: Dance and its socio-political aspects. Dance and costume: 29-33. Nafplion, Greece: Peloponnesian Folklore Foundation.
- Hayward, Philip 2006 Bounty Chords: Music, Dance and Cultural Heritage on Norfolk and Pitcairn Islands J. Libbey,
- Hoffman, Barbara T. Art and Cultural Heritage: Law, Policy and Practice. Cambridge: Cambridge University Press.
- Howard, Peter 2003 Heritage: Management, Interpretation, Identity London Continuum International Publishing Group
- International Journal of Heritage Studies Plymouth: University of Plymouth Press 1994 onward

- Johnson, Nuala C. 1996 'Where Geography and History Meet: Heritage Tourism and the Big House in Ireland' Annals of the Association of American Geographers 86 (3): 551-566
- Kurin, Richard 2004 'Intangible Cultural Heritage in the 2003 UNESCO Convention.' Museum International 56, 1-2: 66-77
- Lowenthal, David 1998 The Heritage Crusade and the Spoils of History Cambridge: Cambridge University Press
- Matsuura, Koïchiro 2008 'Address by the Director-General of UNESCO, on the occasion of the second session of the General Assembly of the States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage, UNESCO, 16 June 2008'
<http://unesdoc.unesco.org/images/0016/001602/160295e.pdf>
- Mazonde, Isaac Ncube and Thomas Pradip eds 2007 Indigenous Knowledge Systems and Intellectual Property in the Twenty-first Century: Perspectives from Southern Africa Oxford: African Books Collective,
- Merryman, J.H. 1989 'The public interest in cultural property', *Calif. L. Rev.* 11
- Merryman, J.H. 1986 'Two ways of thinking about cultural property' *AJLL Museum International* 2004 Vol. 56 Issue 1-2 Page 66 May 2004
- Morales, Francisco Javier López 2008 'Oral report. General Assembly of the States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage, Second Session, Paris, UNESCO Headquarters, 16-19 June 2008'
<http://www.unesco.org/culture/ich/doc/src/00406-EN.doc>
- Power, Dominic (2002) "'Cultural Industries" in Sweden: An Assessment of Their Place in the Swedish Economy' Economic Geography 78 (2): 103-127
- Shay, Anthony 2002 Choreographic Politics. State Folk Dance Companies, Representation and Power. Wesleyan University Press. Middletown, Connecticut
- Thierer, Adam D. ,Clyde Wayne Crews, Wayne Crews, eds 2002 Copy Fights: The Future of Intellectual Property in the Information Age Washington DC: Cato Institute
- Weiner, Annette B. (1985) 'Inalienable Wealth' American Ethnologist 12 (2): 210-227

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Anthropological analyses of dance</i>
Module code number	
Location	UBP
Module tutor:	Georgiana Wierre-Gore
Level of module	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	18 (including EMAD)

SECTION B

Module Rationale

This module provides an in-depth examination of the various epistemological and theoretical questions which have informed the development of the analysis of dance from an anthropological perspective. Students will be introduced to these questions in relation to the emergence of the Anthropology of Dance, and in relation to analyses of dance in the related fields of Folklore and Folk Life Studies, Ethnochoreology, and Performance Studies. Furthermore, the theoretical perspectives under examination will be situated in relation to fields or cultural contexts in which they were developed or to which they have been applied by the introduction of various case studies drawn from across the globe.

Learning Outcomes

Students who successfully complete this module will have acquired:

- An understanding of the key moments and individuals in the development of dance anthropology in terms of institutions, events and publications.
- A critical perspective on the problems of conceptualisation, definition, and categorisation of dance from an anthropological perspective.
- An understanding of anthropology as an empirically based discipline and of the centrality of fieldwork and participant observation as distinctive methodologies which combine experiential and intellectual knowledge.
- Knowledge of the main theoretical paradigms, derived from the human and social sciences, which have contributed to the development of the anthropology of dance. These include evolutionism, structuralism, functionalism, and phenomenology, as well as the more recent trends of postmodernism and postcolonialism.
- An understanding of the articulation between theoretical perspective and socio-cultural context.

Syllabus

- Epistemological and theoretical issues related to the study of dance from an anthropological perspective
- An introduction to the construction of the field of Dance Anthropology (institutions, events and publications) and its relation to other perspectives (ethnochoreology, performance studies, etc.)
- From evolutionism to the 'linguistic turn': the precursors
- The impact of structuralism on the study of dance from an anthropological perspective
- American and European anthropological approaches to the analysis of dance
- The impact of postmodernism and Postcolonialism on the anthropological analysis of dance
- Reflexive ethnography and dance as embodied knowledge.

Teaching and Learning Methods

The module is delivered through a combination of lectures, films, seminars, and tutorials

Assessment:

100 % of the final grade: 5.000 words essay (or equivalent)

SECTION C – KEY TEXTS

Barba, Eugenio 1982 'Theatre and Anthropology' The Drama Review 26 (2): 5-32

Buckland, Theresa J. 2001/2002 'Th'owd pagan dance': ritual, enchantment, and an enduring intellectual paradigm' JASHM 11 (4 & 12) 1: 415-452

Buckland, Theresa J. (ed.) 2006 Dancing from Past to Present: Nation, Culture, Identities Madison: The University of Wisconsin Press

Boas, Franziska 1972 [1944] The Function of Dance in Human Society New York: Dance Horizons

Farnell, Brenda 1994 'Ethno-graphics and the moving body' Man 29 (4): 929-974

Farnell, Brenda 1999 'Moving bodies, acting selves' Annual Review of Anthropology 28: 341-373

Farnell, Brenda & Robert Wood (2007) 'Choreography as live theoretical practice' Proceedings of 30th SDHS (Society of Dance History Scholars) Annual Conference Co-sponsored with CORD (Committee for Research on Dance) 'Re-Thinking Practice and Theory' Society of Dance History Scholars: 407-416

Folk Dance Study Group 1974 'Foundations for the analysis of the structure and form of folk dance: a syllabus' Yearbook of the International Folk Music Council: 115- 135.

Giurchescu, Anca 1994 'The dance symbol as a means of communication' Acta Ethnographica Hungarica 39 (1-2): 95-102

Giurchescu, Anca and Torp, Lisbet 1991 'Theory and methods in dance research: a European approach to the holistic study of dance' Yearbook for Traditional Music 23: 1-10

- Gore, Georgiana 2001 'Present texts, past voices: the formation of contemporary representations of West African dances' Yearbook for Traditional Music 33: 29-36
- Gore, Georgiana & Grau, Andrée 2007 'Politics of knowledge: East-West relations in the Anthropology of Dance' in Proceedings of the Congress on Research in Dance November 2006 Conference "Continuing Dance Culture Dialogues: Southwest Borders and Beyond", Tempe, Arizona
- Hanna, Judith Lynn 1979 'Movements towards understanding human through the anthropological study of dance' Current Anthropology 20 (2): 313-339
- Hughes-Freeland, Felicia (ed.) 1998 Ritual, Performance, Media (ASA Monograph 35) London: Routledge
- Jeyasingh, Shobana 1998 [1995] 'Imaginary homelands: creating a new dance language' in Alexandra Carter (ed.) The Routledge Dance Studies Reader London: Routledge: 46-52
- Kaepler, Adrienne L. 1991 'American approaches to the study of dance' Yearbook for Traditional Music 23: 11-22
- Kaepler, Adrienne L. 2000 'Dance Ethnology and the Anthropology of Dance' Dance Research Journal 32 (1): 116-125
- Kaepler, Adrienne L. & Dunin, Elsie Ivancich (eds) 2007 Dance Structures. Perspectives on the Analysis of Human Movement Budapest: Akadémiai Kiadó
- Kurath, Gertrude Prokosh 1986 Half a Century of Dance Research Flagstaff, Arizona: Cross-Cultural Dance Resources
- Martin, Gyorgy and Pesovar, Erno 1961 'A structural analysis of the Hungarian folk dance: a methodological sketch' Acta Ethnographica 10 (1-2): 1-27
- Ness, Sally Ann 1992 Body, Movement, and Culture: Kinesthetic and Visual Symbolism in a Philippine Community Philadelphia: University of Pennsylvania Press
- Ness, Sally Ann 2004 'Being a body in a cultural way: understanding the cultural in the embodiment of dance' in Helen Thomas and J. Ahmed eds Cultural Bodies: Ethnography and Theory Oxford: Blackwell: 123-144
- Reed, Susan A. 1998 'The Politics and Poetics of Dance' Annual Review of Anthropology 27: 503-532
- Schechner, Richard 1985 Between Theatre and Anthropology Philadelphia: University of Pennsylvania Press
- Schechner, Richard (ed.) 1990 By Means of Performance: Intercultural Studies of Theatre and Ritual Cambridge: Cambridge University Press
- Sklar, Deirdre 2006 'Qualities of memory: two dances of the Tortugas Fiesta, New Mexico' in Theresa Jill Buckland (ed.) Dancing from Past to Present: Nation, Culture, Identities Madison: The University of Wisconsin Press: 97-122

Stoller, Paul 1994 'Embodying colonial memories' American Anthropologist 96 (3): 634-648

Thomas, Helen (ed.) 1997 Dance in the City London: Macmillan

Turner, Jane 1995 'Control of the passes: de-scribing the fictions of Bali' in Janet Adshead (compiler) Border Tensions: Dance and Discourse Guildford: Department of Dance Studies, Surrey University: 337-344

Turner, Jane 1995 'Theatre Anthropology' Anthropology Today 11 (5): 20-21

Williams, Drid 1982 'Semasiology : a semantic view of human movements and actions' in David Parkin (ed.) Semantic Anthropology London: Academic Press, Association of Social Anthropologists series

Williams, Drid 1994 'Self-reflexivity: a critical overview' Journal for the Anthropological Study of Human Movement 8 (1): 1-10

Zebec, Tvrtko 2006 'The *Kolijani* Ritual Event on the Island of Krk, Croatia: Continuity or Revival?' Yearbook for Traditional Music 38: 97-107

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Ethnographic research methods Fieldwork, interview and other techniques</i>
Module code number	
Module tutor:	Georgiana Wierre Gore, Geraldine Rix, Miriam Roving Olsen
Location	UBP
Level of module	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	18 (including EMAD)

Module Rationale

This module aims to introduce students to the research methods required to study dance as culturally constructed movement in the field, and to the theoretical rationale underpinning the choice of method. Students will learn traditional ethnographic research methods including observational and interview techniques, and be introduced to methods which are specifically designed to access the cognitive dimensions of human action including dance and related systems of structured movement including ritual, the martial arts and so on. These include, for example, the use of video with head mounted micro cameras and phenomenologically derived explication interviews. In this way, they will acquire the practical skills to undertake fieldwork on dance in a variety of cultural contexts, to document dances for archival purposes, and to access dance knowledge in the field for safeguarding.

Learning Outcomes

Students who successfully complete this module will have acquired:

- Understanding of theoretical issues related to ethnographic research and its methods.
- Knowledge of the various research methods used for studying dance and related practices in the field.
- Ability to choose a research method appropriate to the research question and cultural context.
- Elementary skills in documenting and recording dance through a variety of methods including field notes and film.
- Elementary skills in interview techniques.

Syllabus

- Fieldwork as the cornerstone of ethnographic research
- Introduction to fieldwork methods (participant observation, field notes, interview techniques)
- The theoretical basis for fieldwork methods
- Elementary introduction to recording of dance on film
- Elementary introduction to interview techniques
- Methodologies for the archiving of dance material.

Teaching and Learning Methods

Lectures, seminars, workshops and supervised practical, methodological exercises.

Assessment:

Coursework will be assessed by a practical test at the end of the intensive teaching period. Each student will be asked to undertake a small ethnographic project on a dance event of his/her choice and to produce a document/s) of the event and a written rationale outlining the choice of method and the fieldwork experience.

SECTION C – KEY TEXTS

- Amit, Vered (ed) 2000. Constructing the Field: Ethnographic Fieldwork in the Contemporary World London: Routledge
- Aull-Davies, C. 1999 Reflexive Ethnography. A Guide to Researching Selves and Others London and New York: Routledge
- Barz, Gregory & Cooley, Timothy J. (eds) 1997 Shadows in the Field: New Perspectives for Fieldwork in Ethnomusicology New York and Oxford: Oxford University Press
- Bell, D., Caplan, P. et al., (eds) 1993 Gendered Fields: Women, Men and Ethnography London: Routledge
- Buckland Theresa J. (ed.) 1999 Dance in the Field: Theory, Methods and Issues in Dance Ethnography London: Macmillan Press
- Coffey, Amanda 1999 The Ethnographic Self: Fieldwork and the Representation of Identity London: Sage.
- Fargion, Janet Topp, (ed.) 2001 A Manual for Documentation, Fieldwork and Preservation for Ethnomusicologists Indiana: Society for Ethnomusicology
- Feld, Steven 1990 Sound and Sentiment: Birds, Weeping, Poetics and Song in Kaluli Expression, 2nd ed. Philadelphia: University of Pennsylvania Press
- Kimberlin, Cynthia Tse 1991 'What Am I to Be? Female, Male, Neuter, Invisible... Gender Roles and Ethnomusicological Fieldwork in Africa' World of Music 33 (2): 14-34
- Kulick, Don and Margaret Willson (eds) 1995 Taboo: sex, identity and erotic subjectivity in anthropological fieldwork London: Routledge
- Ness, Sally Ann 1996 'Dancing in the Field: Notes from Memory' in Susan Leigh Foster (ed.) Corporealities London: Routledge: 129-154
- Okeley, Judith 1994 'Thinking through Fieldwork' in Alan Bryman & Robert G. Burgess (eds) Analyzing Qualitative Data London: Routledge: 18-34
- Potter, Jonathan & Wetherall, Margaret 1994 'Analyzing Discourse' in Alan Bryman & Robert G. Burgess (eds) Analyzing Qualitative Data London: Routledge: 46-66.

Slobin, Mark 1992 'Ethical issues' in Helen Myers (ed.) Ethnomusicology: an Introduction London: MacMillan: 329-36

Van Zile, Judy 2005 'Tools of the Trade: We Don't Need Hammers and Saws' in Mohd Anis Md Nor & Revathi Murugappan (eds) Global and Local: Dance in Performance Kuala Lumpur: The Cultural Centre, University of Malaya: 369-378

Widdess, Richard 1994 'Involving the performers in transcription and analysis: a collaborative approach to Dhrupad' Ethnomusicology

SECTION A

Title of programme:	Choreomundus
Title of module:	Transmitting dance as embodied culture, knowledge and experience
Location	UBP
Module code number	
Module tutor:	Georgiana Wierre-Gore
Level of module	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	18 (including EMAD)

SECTION B**Module Rationale**

Transmission being one of the keys to the safeguarding of intangible cultural heritage, this module aims to question how dance may be transmitted when it is considered as embodied culture, knowledge and practice, and not as a formal structure to be reproduced. It shall also explore the modalities of dance transmission in diverse social and cultural contexts. Students will be introduced to issues related to transmission through a number of case studies and examine theoretical perspectives which illuminate these. This module will also address the politics of transmission in international, national, regional and local contexts, and the notion of 'good practice' in transmission. Case studies will be taken from different cultural contexts but will focus more specifically on those drawn from three continents Europe, Asia and Africa, with a special emphasis on African dancing at home and in the Diaspora.

Learning Outcomes

Students who successfully complete this module will have acquired:

- Understanding of theoretical issues related to the question of transmission in relation to intangible cultural heritage in general and dance in particular.
- Knowledge of the ways in which dance is transmitted in diverse social and cultural contexts including, for example, both formal and informal modes of transmission.
- Understanding of the political issues surrounding transmission in international, national, regional and local contexts.
- Practical experience in learning and documenting dance in view of its transmission for safeguarding.

Syllabus

- Introduction to the notion of transmission in dance, when the latter is considered as embodied culture, knowledge and experience
- Modalities for the transmission of dance in diverse social and cultural contexts
- Problematic issues related to the transmission of dance when conceptualised as intangible cultural heritage
- Theoretical issues in the analysis of dance transmission
- The politics of dance transmission in international, regional, national and local contexts
- Transmitting dance for safeguarding in theory and practice.

Teaching and Learning Methods

Lectures, seminars, workshops and supervised practical, methodological exercises.

Assessment:

Coursework will be assessed by a 2,500 words essay which presents a real or fictional case of transmission of a dance or related practice (martial art, ritual etc.) for safeguarding purposes. Students will be required to describe the dance, how this is/ or has been transmitted in its habitual context of practice, and project how this should be transmitted for safeguarding. The proposal should be supported by a theoretically informed argument.

SECTION C – KEY TEXTS

- Bakka, Egil 2007 'Nordic Strategies in Folk Dance Transmission' in Gábor Barna, ESzegedr Csonka-Takács, Sándor Varga (eds.) Dance: Tradition and Transmission. Festschrift for László Felföldi Szeged: Néprajzi és Kulturális Antropológiai Tanszék: 165-175
- Clifford, James 1988 *The Predicament of Culture. Twentieth-Century Ethnography, Literature, and Art.* Cambridge, Mass.: Harvard University Press
- Desmond, Jane C. 1993. 'Embodying Difference: Issues in Dance and Cultural Studies' *Cultural Critique* no. 26: 33-63
- Felföldi, László 2004 'Dance Knowledge. Cognitive Approach in Folk Dance Research' Dance Knowledge. Dansekunnskap. Proceedings of 6th NOFOD Conference Trondheim, January 10-13 2002: 13-20.
- Felföldi, László and Buckland, Theresa Jill 2002 Authenticity. Whose Tradition? Budapest: European Folklore Institute
- Giurchescu, A. 1994 'The Dance Symbol as a Means of Communication' Acta Ethnographica Hungarica 39 (1-2): 95-102
- Gore, Georgiana 2007 'From village to festival : An example of the construction of canons of correct performance' in Gábor Barna, ESzegedr Csonka-Takács, Sándor Varga (eds.) Dance: Tradition and Transmission. Festschrift for László Felföldi Szeged: Néprajzi és Kulturális Antropológiai Tanszék: 153-163
- Parviainen, Jaana 'Kinaesthesia and Empathy as a Knowing Act' Dance Knowledge. Dansekunnskap. Proceedings of 6th NOFOD Conference Trondheim, January 10-13 2002: 147-154.

Reed, Susan A. 1998. 'The Politics and Poetics of Dance'. Annual Review of Anthropology
27: 503-532

Sklar, Deirdre 2006 'Qualities of Memory: Two Dances of the Tortugas Fiesta, New
Mexico' in Theresa Jill Buckland (ed.) Dancing from Past to Present: Nation, Culture,
Identities Madison: The University of Wisconsin Press: 97-122

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Conceptual and methodological issues for fieldwork (Master 's dissertation I Group B):</i>
Location:	UBP
Module code number	
Module tutor:	Georgiana Wierre-Gore & Michael Houseman
Level of module	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	15

SECTION B

Module Rationale

The aim of this module is to assist students in planning and undertaking the initial phases of dissertation work. They will learn about processes of choosing a topic, of defining the ethnographic field and of delimiting research questions which will orient their perspective throughout the dissertation. Special attention will be paid to the theoretical underpinnings of field work.

Students will also be trained to research relevant secondary sources including visual and other material as well as literature on the topic, and identify the methodological and theoretical approaches which seem most appropriate. Not only will they write an outline for the dissertation, but they will also produce a detailed fieldwork plan, as well as analyse and evaluate a set of empirically constituted materials (films, ethnographic descriptions, interview transcriptions, etc.) as closely connected to the topic as possible.

Learning Outcomes

Students who successfully complete this module will have acquired:

- An understanding of the initial phases in writing a dissertation
- Training in researching, selecting and organising theoretical and methodological literature
- Training in researching secondary sources in collections and on the web
- Knowledge and skills in planning ethnographic fieldwork
- Experience in critically evaluating source material and theoretical literature

Syllabus

- Choosing and defining a dissertation topic
- Formulating research questions in relation to the topic and the field
- Planning fieldwork– techniques and equipment
- Planning fieldwork– determining the methodology in relation to the research question

- Writing synopses and bibliographies
- Presenting a research plan

Teaching and Learning Methods

Seminars and supervised practical and methodological exercises in small groups.

Assessment:

The students will produce a plan for their dissertation which includes:

- Definition and delimitation of the dissertation topic and research questions
- Identification and description of the field
- Discussion of potential theoretical perspectives and methodologies
- Critical analysis and evaluation of a set of empirical material (films, ethnographic descriptions, interview transcriptions, etc.). The analysis will be presented with an explanation of how it connects and supports the plan of the dissertation.
- An annotated bibliography of at least 20 items
- The plan will account for 75 % of the final grade.

The student will present the dissertation project for their fellow students in the form of a 15-minute illustrated oral presentation. The presentation will account for 25 % of the final grade.

SECTION C – KEY TEXTS

Asad, Talal 1986 'The Concept of Cultural Translation in British Social Anthropology' in James Clifford and George E. Marcus (eds) Writing Culture: The Poetics and Politics of Ethnography Berkeley & Los Angeles: University of California Press: 141-162

Bourdieu, Pierre 2003 'Participant Objectivation' Journal of the Royal Anthropological Association 9 (2): 281-294

Coleman, Simon & Collins, Peter 2006 Locating the Field: Space, Place and Context in Anthropology Oxford: Berg

Lunenburg, Frederick C. 2008 Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences in Beverly J. Irby (ed.). Thousand Oaks, Cal.: Corwin Press

Marcus, George 1995 'Ethnography in/of the World System: The Emergence of Multi-sited Ethnography' Annual Review of Anthropology 24: 95-117

III. SZEGED**SECTION A**

Title of programme:	Choreomundus
Title of module:	<i>Dance heritage, individual creativity</i>
Location	SZEGED
Module code number	DANS3003
Module tutor:	Laszlo Felfoldi
Level of module	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	20

SECTION B**Module Rationale**

The module aims to introduce students to the understanding of dance as community based, culturally constructed, individually presented, movement systems. The students will learn how to approach the connection between collective memory and the individual knowledge of dancing in a local community. It will help them to understand the role of individual dancers as cultural performers. The module will shed light on improvisation as a special way of dancing and on the role of individual creativity as basis for the safeguarding of traditional dance as part of cultural heritage in Europe. Students will learn the biographic methodology characteristic for the research of the indicated topics. They will acquire practical skills to dance not only as a general notion, but also as embodied movement, which is necessary for dealing with the practicalities of documentation, safeguarding and pedagogical endeavours.

Learning Outcomes

Students who successfully complete this module will have acquired:

- Understanding the aim at differentiation between collective memory and individual knowledge in dancing and its importance for the safeguarding of the local traditions
- Skills for recognising and describing the individual differences in movement structures, movement elements, compositional Roehamptones, dynamics, and dance/music relationships as results of individual creativity
- Methodological and theoretical tools for conducting advanced analysis of improvisative dances and the Roehamptones/techniques of improvisation
- Skills for critically assessing the available material within the discipline.

Syllabus

- Analytical tools for studying “dancing individualities” in “dancing communities”
- Methodologies for analysing documented dances as pieces of the life work of a dancing individuality and part of the local knowledge

- Methodologies for preparing dance catalogues based on the life work of a dancing individuality
- Methodologies for dance analysis improvised dances.

Teaching and Learning Methods

Lectures, seminars, workshops and supervised practical, methodological exercises.

Assessment:

Each student has to learn a single improvisation of a dancing individuality from the Archive of the Institute for Musicology of the Hungarian academy (on the basis of the film recording and the Labanotation score) and has to perform and describe it for the other students. This task is worth 30 % of the overall grade. The student will also submit a 2.500 word essay (about 8 pages), worth 70 % of the overall grade.

SECTION C – KEY TEXTS

Dance Structures. Perspectives on the Analysis of Human Movement, (2007) eds. Adrienne L. Kaeppler and Elsie Ivancich Dunin, Budapest: Akadémiai Kiadó.

Felföldi László – Gombos András (eds.) (2001) *Living Human Treasures in Hungary. Folk Dance*. Budapest, 2001.

Felföldi László (2005) „Considerations and Problems of Performer-Centered Folk Dance Research” in „Dance and Society” edited by Elsie Ivancich Dunin, Anne von Bibra Wharton, László Felföldi. Budapest, 2005. Akadémiai Kiadó - European Folklore Institute

Felföldi László (2008) ”Biographical Method in Ethnochoreology. Autobiography of a Dancer. In. *Invisible and Visible Dance, Crossing Identity Boundaries*. Proceedings 23rd Symposium of the ICTM Study Group on Ethnochoreology, 2004 Monghidoro. Edited by Elsie Ivancich Dunin and Anna Von Bibra Wharton. 183- 189. ICTM Study Group on Ethnochoreology,

Giurchescu, Anca `A dancers discourse on improvisation`, Proceedings Istanbul.

“Authenticity: Whose Tradition. Edited by László Felföldi and Theresa J. Buckland. Budapest, 2002.

Martin György (2004) “Mátyás István (Mundruc). Egy kalotaszegi táncos egyéniségvizsgálata” Budapest, 2004. Szerkesztők: Felföldi László és Karácsony Zoltán

Martin, György (1980) ”The Traditional Dance Cycle - as the Largest Unit of Folkdancing”
In: *Der ältere Paartanz in Europa*. 46-66. Stockholm

„Dance and Society” Edited by Elsie Ivancich Dunin - Anne von Bibra Wharthon - László Felföldi. Budapest, 2005. Akadémiai Kiadó - European Folklore Institute

Gore, Georgiana and Bakka, Egil (2007) `Constructing dance knowledge in the field: bridging the gap between realisation and concept`, in Re-thinking Practice and Theory. Proceedings Thirtieth Annual Conference. Cosponsored with CORD. Centre National de la danse, Paris 21-24 June 2007, Society for Dance History Scholars.

Martin, György `Improvisation and regulation in Hungarian Dance Culture`, Acta Ethnographica Scientiarum Hungaricae 29, no. (3-4):391-425.

Martin, György (1967) `Dance Types in Ethiopia`, Journal of the International Folk Music Council 19, 23-27.

Martin, György - Pesovár, Ernő (1961) 'A structural Analysis of the Hungarian Folk Dance', Acta ethnographica / Academiae Scientiarum Hungaricae X, 1-27.

Ness, Sally A. (c1992) Body, movement, and culture: kinesthetic and visual symbolism in a Philippine community, Philadelphia: University of Pennsylvania Press.

Zile, Judy v. (1985) 'What Is the Dance? Implications for Dance Notation', Dance Research Journal 17, no. 2:41-47.

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>From field to archive</i>
Location	SZEGED
Module code number	DANS3002
Module tutor:	Sandor Varga
Level of module	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	20

SECTION B**Module Rationale**

This module will provide new opportunity for the students to conduct fieldwork, to register, systematise and enter the material into an archive. It will include using a variety of documentation techniques, including a selection of interview techniques, participatory observation, filming, sound recording, photographing and other. Students will read and discuss further academic works in colloquia connected to their field and archiving practice. They will carry out a real fieldwork project in groups and individually choosing techniques appropriate for each project. The students will work with exercises on searching in archives. They will then register and archive the material they documented in a real archive in the Institute for Musicology of the Hungarian Academy of Sciences and have practice in developing databases on dance. The students will learn how to prepare a database with all the source materials they have collected. It will comprise all the field logs, photos, transcribed interviews, a set of archival registrations etc. made by them or found in the archives or in the literature being relevant to the theme of their dissertation. They will write an essay on the whole process, applying literature on fieldwork and archival techniques and principles.

Learning Outcomes

Students who successfully complete this module will have acquired:

- A theoretical basis for conducting fieldwork and for registration and archiving
- A advanced knowledge in a broad range of fieldwork techniques
- A advanced practice in using technical equipment
- An advanced knowledge about different kinds of documentation, and how to store them
- An understanding for how to use and search in archives
- A practical grasp on principles for registering and archiving material collected from fieldwork and how to construct databases

Syllabus

- Fieldwork methodologies
- Fieldwork experience using a variety of tools, equipments and techniques
- Registering and archiving of collected material
- Archive and library searching
- Writing an essay based on fieldwork and archiving processes.

Teaching and Learning Methods

Teaching will be through a series of practical tasks in groups under supervision including smaller and larger tasks. Colloquia on compulsory reading, supervised writing

Assessment:

This will be worth 50 % of the overall grade.

The students will write an essay on their fieldwork project, supporting methodologies chosen by referring to the compulsory reading. This will be worth 50 %.

SECTION C – KEY TEXTS

Dance in the field: theory, methods and issues in dance ethnography, (1999) ed. Theresa Buckland.
Basingstoke: Macmillan.

Bartlett, Bruce (1999) On-location recording techniques, ed. Jenny Bartlett. Boston, Mass.: Focal Press.

Envisioning Dance on Film and Video, (2003) eds. Judy Mitoma, Elizabeth Zimmer and Dale Ann Stieber.
Routledge.

Felföldi, Laszlo (1998) "Folk Dance Research in Hungary: Relations among Theory, Fieldwork and the Archive. In Theresa J. Buckland (ed.) Dance in the Field. Theory, Methods and Issues in Dance Ethnography. London, 55-70. Macmillan Press Ltd

Felföldi, Laszlo (2001) „About Folk Dance Research in Hungary. In. Ethnology in Hungary. Institutional Background. Edited by Mihály Hoppál and ESzegedr Csonka-Takács Budapest, 77-83. European Folklore Institute.

Felföldi, Laszlo (2001) „Connections Between Dance and Dance Music: Summary of Hungarian Research” Yearbook for Traditional Music Vol. 33. 2001. 159-165.

Felföldi, Laszlo (2002) „Dance Knowledge. To Cognitive Approach in Folk Dance Research.” In Anne Margrete Fiskvik – Egil Bakka (eds.): Dance Knowledge – Dansekunnskap. International Conference on Cognitive Aspect of Dance. Proceedings 6th NOFOD Conference, Trondheim January 10-13 2002. 13-20.

Ives, Edward D. (c1995) The tape-recorded interview: a manual for fieldworkers in folklore and oral history, Knoxville: University of Tennessee Press.

Martin, György (1980) "Improvisation and Regulation in Hungarian Folk Dances" Acta Ethnographica Tom. 29. 391-425.

Martin, György (1982) A Survey of the Hungarian Folk Dance Research. Dance Studies Vol. 6. 9-45+30 photos

- Rice, Timothy (1997) 'Toward a Mediation of Field Methods and Field Experience in Ethnomusicology', in Shadows in the field: new perspectives for fieldwork in ethnomusicology, eds. Gregory F. Barz and Timothy J. Cooley. New York: Oxford University Press.
- Seeger, Anthony (1996) 'Ethnomusicologists, Archives, Professional Organizations, and the Shifting Ethics of Intellectual Property', Yearbook for Traditional Music 28, 87-105.
- Ronström, Owe (2005) 'Introduction', in Memories and visions, eds. Owe Ronström and Ulf Palmenfelt. Tartu: Tartu University Press.

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Advanced Labanotation</i>
Location	SZEGED
Module code number	
Module tutor:	Janos Fugedi
Level of module	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	20

SECTION B**Module Rationale**

The module is based on the students' knowledge and skill of reading Labanotation having been acquired in the previous semesters. Students will be given further theoretical and methodological tools to analyse and transcribe dances on the basis of film using also their own field experiences and other secondary sources if they have such. They will have practical tasks for transcribing dances from their own source material prepared for the dissertation. By means of continuous consultation with the tutor they will acquire skills for idealising dance movements recorded on film for the purpose of the graphic presentation by Labanotation. It will enable them to make their own dance notation for their dissertation.

Learning Outcomes

Students who successfully complete this module will have acquired:

- Advanced skills in reading Labanotation
- Basic knowledge in writing Labanotation
- Advanced knowledge on movement analysis and Labanotation as a graphic system
- Skills in computer aided Laban-writing and Laban-Score analysis

Syllabus

- Principles for the idealisation of the dance-movements into Labanotation scores
- Selection between the possible solutions
- Notating and learning dances from filmed material
- Notation of the dances necessary for the dissertation

Teaching and Learning Methods

Lectures, workshops Carrying through series of practical tasks individually and in groups under supervision, supervised notating

Assessment:

- 50 %: oral and practical presentation of a self-made dance notation for the other students with calling attention to the occurring problems of notation
- 50 %: notation of the dances, necessary for the dissertation and their presentation in essay

SECTION C – KEY TEXTS

Guest, Ann Hutchinson (1998) 'Labanotation', in International encyclopedia of dance. A project of Dance Perspectives Foundation, Inc, ed. Selma Jeanne Cohen. New York: Oxford University Press.

Davies, Eden (2006) Beyond dance: Laban's legacy of movement analysis, New York: Routledge.

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Research methods (Dissertation 2)</i>
Module code number	
Location	SZEGED
Module tutor:	Laszlo Felfoldi, Sandor Varga, Janos Fugedi
Level of module	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	N/A
Excluded combinations or modules:	N/A
Mode of attendance (i.e. daytime, weekend, evening, mixed mode, off-site, distributed / distance etc.):	Mixed
Projected all years target (actual numbers):	15

SECTION B**Module Rationale**

The aim of this module is to assist students in developing the initial phases of dissertation work to the direction of the extended Essay (Dissertation 3). They will have opportunity to gain new experiences in Hungary (new compared to Norway and France) about processes of choosing a topic, of defining the ethnographic field and of delimiting research questions which will orient their perspective throughout the dissertation. They make the necessary modification and precision on their research plan and the outline of the dissertation.

Building on their plan for their dissertation field work, and the outline for the dissertation they will complete their field research, go on researching relevant secondary sources including visual and other material as well as literature on the theme, and identify the methodological and theoretical approaches which seem most appropriate. They will transcribe and analyse the dance material, and other kinds of sources, which they plan to use in their dissertation and present the result in a paper.

Learning Outcomes

Students who successfully complete this module will have acquired:

- An understanding of the phases in writing a dissertation
- Research, selection and organisation of the theoretical and methodological literature
- Research on a variety of dance material in collections and on the web
- Transcription/description and critical evaluation of the source material and theoretical literature.

Syllabus

- Final definition of the dissertation topic
- Formulating theoretical questions to orient the analysis of fieldwork and other data

- Reflecting on field work and the techniques and equipment used
- Creating databases from fieldwork material
- Analysing fieldwork data

Teaching and Learning Methods

Seminars and supervised practical and methodological exercises individually and in small groups.

Assessment:

The students will produce two draft chapters of their dissertation which include:

- A reflexive account of the research methodology used during fieldwork with bibliographic references
- A critical analysis and evaluation of the empirical material constructed during fieldwork
- An ethnographic description
- A sample of the databases constituted

These will account for 75 % of the final grade.

The student will present the advancement in their dissertation project for their fellow students in the form of a 10 minute illustrated oral presentation. The presentation will account for 25 % of the final grade.

SECTION C – KEY TEXTS

Felföldi, Laszlo - Pávai, Istvan (2006) „État de la recherche sur la musique et la danse populaire” Hongrie - Magyarország. Aux source de l' ethnographie. Ethnologie française 2006/2 261-272. (Pávai Istvánnal együtt)

Felföldi Laszlo (2007) „Structural approach in Hungarian folk dance research” in Adrienne L. Kaeppler - Elsie Ivancich Dunin (eds): Dance Structures. Perspectives on the Analysis of Human Movement, Budapest, 2007. 155-184. (Editorial Assistance: László Felföldi) Akadémiai Kiadó

Lunenburg, Frederick C. (c2008) Writing a successful thesis or dissertation: tips and strategies for students in the social and behavioral sciences, ed. Beverly J. Irby. Thousand Oaks, Cal.: Corwin Press.

Nannyonga-Tamusuza, Sylvia A. (2001) Baakisimba: music, dance, and gender of the Baganda people of Uganda. Ph.D. diss., [S.A. Nannyonga-Tamusuza].

Quigley, Colin (1985) Close to the floor: folk dance in Newfoundland. St. John's: Memorial University of Newfoundland.

SECTION A

Title of programme:	Choreomundus
Title of Module:	<i>European Dance Heritage in Historical Perspective</i>
Location	SZEGED
Module tutors:	Gábor Kovács
Level of Module:	M / HE7 / European Second Cycle
Credit rating:	5 ECTS
Optional/Compulsory	Optional
Pre-requisite:	N/A
Pre-requisites/co-requisites:	None
Excluded combinations of modules:	N/A
Mode of attendance:	mixed modes
Projected all years target:	20

SECTION B**Module Rationale**

This course aims to present the European dance tradition as a result of the long term historical changes. Students may get acquainted with the historical dance and musical fashions and their effect on the dance practices of the nobility, bourgeoisie and peasantry, the three characteristic social strata of the European society. From the module students may learn how historical layers of the 20th century traditional dances mirror the historical changes and the socio-political differences of the European geographical regions. Students can understand how present diversity in European dance traditions came into being. They may compare good examples for the safeguarding cultural diversity in Europe and in their own countries on other continents.

Learning Outcomes

Students who successfully complete this module will have

- Developed an understanding of dance as part of the European intangible cultural heritage
- Become acquainted to relations between the historical layers of the 20th century dance traditions and the historical dance fashions in Europe
- Become acquainted to the historical approaches to dance as intangible cultural heritage

Syllabus

- Dance as European cultural heritage
- Historical layers in 20th century dance traditions in Europe
- Historical dance fashions in Europe
- New historical approaches to dance
- Role of dance research and dance archives in safeguarding of local dance knowledge

Teaching and Learning Methods

Lectures, seminars, films, tutorials, workshops

Assessment

- 20%: 750 words essay
- 80%: 4000 words essay

SECTION C – KEY TEXTS

- Adshead, J., Briginshaw, V.A., Hodgens, P. and Huxley, M. (1988) Dance analysis: theory and practice, ed. Janet Adshead. London: Dance Books.
- Barna, Gábor ed. (1995) "Essays on Folk Dance and Folk Music from Central and Eastern Europe." (Proceedings of the Conference Commemorating the 60th Anniversary of György Martin's Birth. Budapest, 1992 February.) Acta Ethnographica Hungarica Tom. 39. Vol. 1-2. Budapest, 1995.
- Felföldi, Laszlo (1996) Folk Dance and Prehistory. Acta Ethnographica Hungarica, 41 (1-4), pp. 149-154 (1996) Budapest 1996.
- Martin, György (1965) "East-European Relations of Hungarian Dance Types" in: Ortutay, Gyula-Bodrogi, Tibor (eds.) Europa et Hungaria. Congressus Ethnographicus in Hungaria 469-515. Budapest (in Hungarian: 1964/2)
- Martin, György (1968) Performing Style in the Dances of the Carpatian Basin) Journal of the International folk Music Council XX. 59-64. Cambridge (=1967/2)
- Martin György (1985) Peasant Dance Traditions and National Dance Types in East-Central Europe in the 16th-19th Centuries. Ethnologia Europea XV. 117-128. 1985.
- Martin, György (1986) Ethnic and Social Strata in the Naming of Dances (Different Types of Historical Nomenclature in Hungary and in Europe) Hungarian Studies 12 (1985) 179-190. Budapest
- "Multicultural Europe: Illusion or Reality." Edited by László Felföldi and Ildikó Sándor. Budapest, European Centre for Traditional Culture 1999. Bibliotheca Traditionis Europae 1.
- Pesovar, Erno (1998) "European Dance Cultures - National Dance Traditions. ECTC Bulletin Budapest, 1998. 21-22. European Centre for Traditional Culture

IV. ROEHAMPTON**SECTION A**

Title of programme:	Choreomundus
Title of module:	<i>Ethnography in multicultural societies</i>
Location:	Roehampton
Module code	
Module tutor:	Dr Andrée Grau
Level of module:	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	Year one modules
Excluded combinations or modules:	None
Mode of attendance:	Mixed
Projected all years target:	20

SECTION B**Module Rationale**

The module investigates the structures and dynamics of culturally diverse societies within a postcolonial world and examines the ethnographic methods necessary for researching dance in such contexts. It focuses on dance in diasporic situations and on the dances of first nations or indigenous people, looking at the dynamics of power between the different groups. It will take South Asian Dance in Britain as a case study for the former and Tiwi Australian Aboriginal dance for the latter. The module explores how different groups interpret religion, kinship, and gender and the impact this has on dance's conceptualisation and production. It also considers the representation, "exoticisation" and "orientalisation" of dance.

Learning Outcomes

Students who successfully complete this module will:

- Have gained an understanding of multiculturalism and of the dynamics of culturally diverse societies and how these affect the production of dance;
- Have gained an understanding of the concept of diaspora and diasporic communities and of their problematics applied to dance analysis;
- Have gained an understanding of the impact colonialism has on contemporary postcolonial societies and their dance practices;
- Have gained an understanding of orientalism and of the exoticisation of dance practices;
- Have been introduced to the intra-, trans- and cross-cultural relationships of different structured movement systems;
- Have been introduced to theories of kinship, gender, and religion and to their significance in an anthropological approach to dance;
- Have acquired a broad overview of South Asian dance generally and of South Asian dance in Britain specifically by examining a variety of art and popular genres;

- Have acquired a broad overview of dance in Aboriginal Australia, and of Tiwi dance specifically, by examining dance in connection to the Dreaming and the Australian landscape.

Syllabus

- Dance in culturally diverse societies
- Dance, colonialism and post-colonialism
- Orientalism and the exoticisation of dance practices;
- Indigenous and diasporic dance communities
- Dance and competing heritages
- Dance and concepts of place.
- The concept of South Asian dance and its politics
- The Australian Aboriginal relationship to land: Tiwi dancing bodies and landscape.
- Dance and religion:
 - o Dance in Indian temples
 - o Aboriginal dance as embodiment of the Dreaming
- Kinship and lineages:
 - o The Indian tradition of guru-sishia-parampara
 - o Dancing for the dead among the Tiwi

Teaching and Learning Methods

The module is delivered through a combination of lectures, films, seminars, and tutorials

Assessment

Essay (5.000 words) or equivalent

SECTION C – KEY TEXTS

Anderson, Benedict (1983) Imagined Communities: Reflections on the Origin and Spread of Nationalism
London: Verso

Appadurai, Arjun (1996) 'Sovereignty without territoriality: Notes for a postnational geography' in Yaeger, P.
Ed. The geography of identity Ann Arbor: The University of Michigan Press

Appadurai, Arjun, Frank J.Korom and Margaret A.Mills Ed (1991) Gender, genre, and power in South Asian expressive traditions Philadelphia: University of Pennsylvania Press

Aravamudan, Srinivas (1999) Tropicopolitans: Colonialism and Agency, 1688-1804 Duke University Press

Bellman, Jonathan ed. (1998) The Exotic in Western Music Boston: Northeastern University Press

Bhabha, Homi (1994) The location of culture London: Routledge

Gopal, Sangita and Sujata Moorti eds 2008 Global Bollywood: Travels of Hindi Song and Dance University of Minnesota Press,

- Jacobsen, Knut A. P., Pratap Kumar eds 2004 South Asians in the Diaspora: Histories and Religious Traditions Brill,
- Lal, Brij V. ,Peter Reeves, Rajesh Rai eds 2006 The Encyclopedia of the Indian Diaspora Honolulu: University of Hawaii Press,
- Meduri , Avanthi ed 2005 Rukmini Devi Arundale, 1904-1986: A Visionary Architect of Indian Culture and the Performing Arts New Delhi: Motilal Banarsidass Publishers
- Merlan, Francesca (1998) Caging the rainbow: places, politics, and Aborigines in an North Australian Town Honolulu: University of Hawai'i Press
- Morphy, Howard (1991) Ancestral Connections: Art and an Aboriginal System of Knowledge University of Chicago Press
- Noland, Carrie and Sally Ann Ness eds 2008 Migrations of Gesture University of Minnesota Press
- O'Shea, Janet 2007 At Home in the World: Bharata Natyam on the Global Stage Wesleyan University Press
- Rose, Deborah Bird (2000) Dingo makes us human: life and land in an Australian Aboriginal culture Cambridge: Cambridge University Press
- Taylor Patrick (Editor) 2001 Nation dance: religion, identity, and cultural difference in the Caribbean Indiana University Press

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>The performance of heritage: dance in museums, galleries and historic sites</i>
Location:	Roehampton
Module code	
Module tutor:	Dr Alessandra Lopez y Royo
Level of module:	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Optional
Pre-requisites/co-requisites:	Year one modules
Excluded combinations or modules:	None
Mode of attendance:	Mixed
Projected all years target:	20

SECTION B**Module Rationale**

Performance of dance, story telling, and music has now become a part of contemporary curatorial practices in the context of museums, gallery exhibitions and historic sites. Museums have shifted from being collection oriented to being models of contextualism and Centres for the Arts, where Public Art, funded for and by the community, is given a space to grow and flourish. A more inclusive and broader understanding of curatorial interpretation has led to a more widespread use of dance performance as an interpretive tool. This has provided greater creative opportunities for dancers and performing artists.

The proposed module will investigate these newer uses of dance as an instrument for the performance of heritage and the impact of dance as a medium of learning in museums and at historic sites. By acknowledging dance performers as primary agents of interpretation and theorisation the module will explore how and why new performance contexts are created and recreated and how contemporary dance performance can be ascribed value for interpreting past contexts of production and performance of what we call heritage.

This will be achieved through a combination of lectures, seminars, workshops and visits to galleries and museums, aiming at observing, analysing and mapping out a range of dance performances in such locations, through a number of case studies.

Learning Outcomes

Students who successfully complete this module will:

- Have gained an understanding of Public Art and the role of dance therein
- Have gained an understanding of the politics of current curatorial practices in museums, gallery and Centres for the Arts and how this involves performance event production for different communities
- Have gained an understanding of curatorial interpretation and how dance performance is being used as an interpretive tool
- Have gained a broader understanding of the notion of heritage, its performance and its significance to contemporary society

Syllabus

Topics to be covered will include:

- Public Art and dance performance
- Contemporary curatorial practices, their politics and funding
- Curatorial interpretation
- Dance as an interpretive tool
- Education work in museums and galleries and the involvement of different communities of stakeholders
- Heritage and its construction

Teaching and Learning Methods

The module is delivered through a combination of lectures, films, seminars, placements, and tutorials

Assessment

- 50%: Placement report:
- 50%: Essay, (3.000 words):

SECTION C – KEY TEXTS

Davis , Tracy C. 1995, 'Performing and the Real Thing in the Postmodern Museum' in The Drama Review , Vol.39 No.3 (Autumn, 1995) pp.15-40.

Falk, John H, and Dierking, Lynn D. 2000, Learning from Museums: Visitor experiences and the making of meaning . London, California: AltaMira Press.

Fyfe, Gordon, March 2004, 'Reproductions, cultural capital and museums: aspects of the culture of copies' in Museum and Society 2 (1) 47-67.

Lopez y Royo, Alessandra 2002 'South Asian dances in museums'. Online. Available HTTP <
<http://humanitieslab.stanford.edu/ArchaeologyPerformance/54>> accessed 5/09/08

Pearson, M. and Thomas, J. 1994, 'Theatre/Archaeology' in The Drama Review . Winter 1994 v.38 n4 p133(29)

Rubridge, S.arah 1995 'Does Authenticity matter? The case for and against authenticity in the performing arts' in Campbell, P. Analysing performance: interpretations, issues, ideologies. Manchester : Manchester University Press

Vergo,P. (ed), 1989 (1993 edition), The New Museology. London : Reaktion Books

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>The Safeguarding of Dance Heritage in Diasporic Ritual contexts</i>
Location	Roehampton
Module code number	
Module tutor:	Dr Ann David
Level of module	M / HE7 / European Second Cycle
Credit rating:	10 ECTS
Compulsory or optional:	Optional
Pre-requisites/co-requisites:	None
Excluded combinations or modules:	None
Mode of attendance	Mixed
Projected all years target:	20

SECTION B**Module Rationale**

This module specifically examines dance and movement practices in ritual contexts in diasporic groups, where safe-guarding of such cultural expressions is often the prime motivating force in maintaining socio-cultural traditions and notions of identity. The module examines how dance and movement systems may contribute to the work of ritual, offering an insight and an exploration into particular meanings for participants and how embodied experience can enforce such meanings and understandings. The module investigates current embodied practice of worship in British Hindu temples, as one example, seeking to discover how dance, ritual and possession forms are being utilised in a resurgence of performed religious expression. Other Indian ritual practices in the UK will be examined, along with issues of bodily movement within British Congolese communities and other diasporic groups. How are such practices kept alive? Is there a growth in what might be considered 'traditional' performance, emphasised by the pressures experienced in migrant life? Is the desire to safeguard more powerful in such contexts?

Learning Outcomes

Students who successfully complete this module will:

- Develop a theoretical understanding of concepts of diaspora and diasporic practices
- Develop a theoretical understanding of ritual and the ritual context
- Learn to analyse different types of ritual from an etic and emic perspective
- Visit fieldwork sites to observe dance and ritual practices
- Understand the concept of safe-guarding and cultural heritage
- Have examined debates surrounding issues of globalisation, diaspora and modernity

Teaching and Learning Methods

The module is delivered through a combination of lectures, films, seminars, and tutorials

Assessment

Essay (5000 words) or equivalent

SECTION C – KEY TEXTS

Anthias, F. (1998). "Evaluating 'diaspora': beyond ethnicity." Sociology 32(3): 557-581.

Appadurai, A. ed. (1991). Gender, Genre, and Power in South Asian Expressive Traditions. Philadelphia, University of Pennsylvania Press.

Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. Minneapolis, University of Minnesota Press.

Bakka, E. (2002). 'Whose Dances, Whose Authenticity?' in Authenticity: Whose Tradition? Eds. L. Felfoldi and T. J. Buckland. Budapest, European Folklore Institute.

Baumann, M. (1995). "Conceptualizing Diaspora. The Presentation of Religious Identity in Foreign Parts, exemplified by Hindu Communities outside India." Temenos 31: 19-35.

Bell, Catherine (1992). Ritual Theory, Ritual Practice. New York and Oxford: Oxford University Press.

Bell, Catherine. (1997). Ritual -Perspectives and dimensions. New York and Oxford, Oxford University Press.

Bell, C. (1998). 'Performance' in Critical Terms for Religious Studies. Ed. M. C. Taylor. Chicago and London, University of Chicago Press: 205-224.

Ben-Rafael, E. (2002). 'The Transformation of Diasporas: The Linguistic Dimensions' in Identity, Culture and Globalisation. Eds. E. Ben-Rafael and Y. Sternberg. Leiden, E. J. Brill: 327-351.

Bloch, A. (2002). The Migration and Settlement of Refugees in Britain. Basingstoke, Hants, Palgrave Macmillan.

Brubaker, R. (2005). "The 'diaspora' diaspora." Ethnic and Racial Studies 28(1): 1-19.

Collins, P. (2005). "Thirteen Ways of Looking at a 'Ritual'." Journal of Contemporary Religion 20(3): 323-342.

Cvetkovich, A. and D. Kellner, Eds. (1997). Articulating the Global and the Local. Globalization and Cultural Studies. Oxford, Westview Press.

David, A. R. (2007). "Beyond the Silver Screen: Bollywood and Filmi Dance in the UK." South Asia Research 27(1): 5-24.

David, A. R. (2009). "Religious dogma or political agenda? Bharatanatyam and its re-emergence in British Tamil temples" Journal for the Anthropological study of Human Movement, 14.3 [on-line].

- David, A. R. (2009). 'Local diasporas/global trajectories: new aspects of religious 'performance' in British Tamil Hindu practice' Performance Research 13, 3: 89-99
- Dempsey, C. G. (2006). The Goddess Lives in Upstate New York. Breaking Convention and Making Home at a North American Hindu Temple. Oxford, Oxford University Press.
- Eck, D. L. (1998). Darsan - Seeing the Divine Image in India. New York, Columbia University Press.
- Finnegan, R. (1989). The Hidden Musicians. Music-making in an English Town. Cambridge, Cambridge University Press.
- Garbin, D. and W. G. Pambu. (2009). Routes and Roots: Congolese diaspora in multicultural Britain. London: CRONEM/CORECOG.
- Geaves, R. (2007). Saivism in the Diaspora. Contemporary Forms of Skanda Worship. London & Oakville, Equinox.
- Grau, A. (2002). South Asian Dance in Britain: Negotiating Cultural Identity through Dance (SADiB). Surrey, Roehampton, University of Surrey.
- Hyder, R. (2004). Brimful of Asia. Negotiating Ethnicity on the UK Music Scene. Aldershot, Ashgate.
- Jacobsen, K. A. (2004). 'Establishing Ritual Space in the Hindu Diaspora in Norway' in South Asians in the Diaspora. Histories and Religious Traditions. Eds. K. A. Jacobsen and P. P. Kumar. Leiden, Brill: 134-148.
- Lukes, S. 2008. Congolese in London. [Unpublished report]. London: CORECOG.
- Myerhoff, B. G. (1977). 'We Don't Wrap Herring in a Printed Page: Fusion, Fictions and Continuity' in Secular Ritual. Eds. S. F. Moore and B. G. Myerhoff. Amsterdam, Van Gorcum: 199-224.
- Nayak, A. (2003). Race, Place and Globalization. Youth Cultures in a Changing World. Oxford and New York, Berg.
- Pype, K. 2006. "Dancing for God or the Devil: Pentecostal discourse on popular dance in Kinshasa". Journal of Religion in Africa, 36 (3-4): 296-318.
- Ram, K. (2000). "Dancing the Past into Life: the Rasa, Nrta and Raga of Immigrant Existence." Australian Journal of Anthropology 11(3): 261-273.
- Roy, S. (1997). 'Dirt, Noise, Traffic: Contemporary Indian Dance in the Western City' in Dance in the City. Ed. H. Thomas. London, Macmillan: 68-85.
- Schechner, R. (1988). Performance Theory. New York and London, Routledge.
- Sklar, D. (2001a). Dancing with the Virgin: Body and Faith in the Fiesta of Tortugas, New Mexico. Berkeley, California, University of California Press.
- Turner, V. (1982). From Ritual to Theatre: The Human Seriousness of Play. New York, PAJ Publications.

Waghorne, J. P. (2004). Diaspora of the Gods. Modern Hindu Temples in an Urban Middle-Class World. Oxford and New York, Oxford University Press.

Zarrilli, P. B. (2003). "The Silent Sense of Sound." Pulse(Summer): 24-25.

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Global Modernities: History, Theory, Discourse and Practice of South Asian Dance/Drama in India, US, and the UK.</i>
Module code number:	
Module tutor:	Dr Avanthi Meduri
Level of module:	M / HE7 / European Second Cycle
Credit rating:	10ECTs
Compulsory or optional:	Optional
Pre-requisites/co-requisites:	None
Excluded combinations or modules:	None
Mode of attendance:	Mixed
Projected all years target:	10

SECTION B**Module Rationale**

South Asian dance enjoys a global profile in the UK and is performed and researched in conjunction with Ballet and Contemporary Dance. Drawing on this impetus, this module will examine the history, theory, practice and discourse of contemporary South Asian Dance within the broader intellectual and artistic movements of the nineteenth century, including studies of colonial and translocal modernities, Indian nationalism, and globalization. By studying South Asian dance comparatively, that is, as a discursive practice that has been in conversation with Euro-American modernity since the nineteenth century, continuing into the present, we hope to evolve comparative, transnational dance/drama histories that will trace the interconnections between Euro-American and Asian dance/drama histories and practices. We will articulate this new global modernities perspective by drawing on Arjun Appadurai's theory of global scapes, and also the notion of 'cosmopolitanism' and transculturality that has come to dominate the new global/local studies of culture and performance today.

Learning Outcomes

Students who successfully complete this module will have:

- an understanding of globalization as a multi-accented term realized differently in different historical locations;
- the ability to identify overlapping and divergent ideas of culture and modernity that are widely employed in discussing globalization;
- the ability to identify general theoretical ideas of global processes, while recognizing the conditions and limits of their applicability;
- in-depth engagement with the issues involved in conducting theoretical research on cultural globalization;
- acquired a broad conceptual and theoretical framework, which will allow them to look at dance cross-culturally, and to evaluate critically current research in dance studies;
- developed an understanding of dance as a socio-historical practice in which global modernity is provincialised and reconfigured as an indigenous practice ;
- been introduced to a number of research methodologies that they can apply in independent research modules.

Syllabus

- Understanding issues and debates in studies of global modernities.
- Colonial modernity, Indian nationalism and the revival of dance and drama in South Asia.
- Socio-historical studies of South Asian Dance/Drama contexts.
- Global versus local institutions.
- The construction of the 'classical' dancing body in official and unofficial discourse.
- Gender issues and the question of subalternity in South Asian dance studies.
- Cross-cultural aesthetics and politics: Ballet and Bharatanatyam.
- Anthropological studies of South Asian Dance.
- Urbanism and cosmopolitanism in South Asian Dance.
- Heterogeneous traditions and plural modernities in South Asia.
- Contemporary dance in India and the UK.

Teaching and Learning Methods

The module is delivered through a combination of lectures, seminars, tutorials.

Assessment

100 %: Essay or lecture with audio/visual aids (5,000 words or equivalent)

SECTION C – KEY TEXTS

Allen, M. H. (1997) "Rewriting the Script for South Indian Dance." The Drama Review, 41: 63-100.

Appadurai, Arjun. (1996) Modernity at Large: Cultural Dimensions of Globalization, Minneapolis: University of Minnesota Press.

Barker, C. (1999) Television, Globalization and Cultural Identities, Buckingham: Open University Press.

Basch, L. et al. (1994), Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States, London: Gordon and Breach.

Bauman, S. (1998) Globalization: The Human Consequences, Cambridge: Polity Press.

Benyon, J. and D. Dunkerley, eds. (2000) Globalization: The Reader, London: Athlone.

Chakravorty, Pallabi. (1998) "Dance Hegemony and Nation: The Construction of Classical Indian Dance," South Asia 21: 107-120.

Featherston, Mike. ed. (1990) Global Culture: Nationalism, Globalization and Modernity, London, New Delhi: Sage Publications.

Gaston, Anne-Marie. (1996) Bharatanatyam from Temple to Theatre, New Delhi. Manohar.

- Hall, S. ed. (1997) Representation: Cultural Representations and Signifying Practices, London: Sage in association with the Open University.
- Hannerz, U. (1996) Transnational Connections: Culture, People, Places, London: Routledge.
- Iyer, Alessandra. (1997). ed. South Asian Dance: The British Experience, London: Harwood Academic Publishing.
- King, A. ed. (1991) Culture, Globalization and the World-System, Basingstoke: Macmillan.
- Kothari, Sunil. (1979) Bharata Natyam: Indian Classical Dance Art, Bombay: Marg Publications.
- Meduri, Avanthi. (1996) Nation, Woman, Representation: The Sutured History of the Devadasi and Her Dance. Ph.D. dissertation, New York University.
- (2004) "Knowing the Dancer: East meets West." Victorian Literature and Culture, Vol 32, no 2: 435-448.
- ed. (2005). Rukmini Devi: A Visionary Architect of Indian Culture and the Performing Arts, New Delhi: Motilal Banarasi Dass.
- (2005) "Bharatanatyam as a Global Dance: Some Issues in Teaching, Practice and Research," Dance Research Journal.
- (2006). Translocal Modernities: Cultural Identity, Aesthetics and Cosmopolitanism in Bharatanatyam, Middletown, CT. Wesleyan University Press.
- Mirsepasi Ali, Basu Amrita, and Weaver Frederick. ed. (2003). Localizing Knowledge in a Globalizing World: Recasting the Area Studies Debate. New York: Syracuse University Press.
- Nachiappan, C. (2001) Rukmini Devi: Bharatanatya. Chennai: Kalakshetra Publications.
- Niranjana, Tejaswini, P. Sudir and Vivek Dhareshwar, eds. (1993) Interrogating Modernity: Culture and Colonialism in India. Calcutta: Seagull Books.
- Pillai, Shanti. (2002). "Rethinking Global Indian Dance through Local Eyes: The Contemporary Bharatanatyam Scene in Chennai." Dance Research Journal 34, no. 2 (Winter): 14-29.
- Ramani, Shakuntala. (2003) Rukmini Devi Birth Centenary Volume. Chennai: Kalakshetra Foundation.
- Robertson, R. (1992) Globalization: Social Theory and Global Culture, London: Sage Publications.
- Robertson, Roland. et al. (1995) Global Modernities, London/Thousand Oaks/New Delhi: Sage Publications.
- Srinivasan, Amrit. (1983) "The Hindu Temple Dancer: Prostitute or Nun?" Cambridge Anthropology 8, 1: 73-99.
- Tharu, Susie and K. Lalita (eds). (1993) Women Writing In India: Vol 2, The 20th Century. New York: The Feminist Press at the City University of New York.

Tomlinson, J. (1999) Globalization and Culture, Chichester: Polity Press.

Vertovec, Steven and Robin Cohen, eds. (2002) Conceiving Cosmopolitanism: Theory, Context and Practice.
Oxford/New York: Oxford University Press

Waters, M. (2001 rev ed). Globalization, London: Routledge.

Indicative Videography

Academy of Indian Dance (1980) Artasia London :BBC

Chaki Sircar, Manjusri (1991) Aranya Amrita, Guildford: National Resource Centre for Dance

Jeyasingh, Shobana (1992) Making of Maps Guildford: National Resource Centre for Dance

Jeyasingh, Shobana and Braun, Terry (1994) Duets with Automobiles. London: BBC Powell, Archie (2002)
Akram Khan London: ITV

Return of Spring (1988) Guildford: National Resource Centre for Dance

Roy, Ratna [n.d] Draupadi, directed by David J. Capers

Zarrilli, Philip (1999) From Kalaripayattu to Beckett Exeter: Arts Documentation Unit

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Home, Memory and Migration: South Asian Dance in the Global Diaspora</i>
Location:	Roehampton
Module code number:	
Module tutor:	Dr A. Meduri
Level of module:	M / HE7 / European Second Cycle
Credit rating:	10ECTS
Compulsory or optional:	Optional
Pre-requisites/co-requisites:	None
Excluded combinations or modules:	None
Mode of attendance:	Mixed
Projected all years target:	10

SECTION B**Module Rationale**

The aim of this module is to chart the dispersal of South Asian expressive arts including classical dance and drama in the global diaspora through the historical processes of colonial modernity, travel, migration, immigration and exile. Anthropologists, literary theorists and cultural critics use the term diaspora to describe the mass migrations and displacements of the second half of the twentieth century, particularly, in reference to independence movements in formerly colonized areas. Most studies take travel and global displacement or dislocation to be the central conceptual terms defining diaspora studies and trace the dialogical interconnections between home, nation and diaspora.

This module draws on existing research available in the interdisciplinary field of diaspora studies, emerging itself from the social sciences, humanities and literature. But it extends that body of research by prioritising the study of the theatrical arts of South Asia in the global diaspora. The module describes how South Asian communities use expressive arts to theatricalize and perform their complex identities in the global diaspora, and to create cultural and artistic communities in foreign lands. How do diasporic arts differ from 'national' arts and how do they connect with ideas of nationalism, transnationalism, ethnicity, and transmigration? Does a common heritage of race, history and/or notion of 'home' connect South Asian communities scattered in the UK and the US, and how is this common connection reflected in the practice of the arts? The module will raise and discuss these and other related issues in order to develop comparative diaspora perspectives that will historicize and theorize the dispersal of South Asian diasporic arts in the UK, United States, Australia, and Canada.

Learning Outcomes

Students who successfully complete this module will have:

- developed an appropriate knowledge base of South Asian histories of immigration to the UK, USA, Canada and Australia;
- developed an awareness of methodological issues in the study of South Asian diasporic arts and how they help create a new global network of communication and exchange;
- developed appropriate analytical, and research skills to reflect on South Asian diasporic struggles and identity formations in different geographical locations and be able to relate these to issues of globalization and transnationalism;
- acquired a knowledge base to theorize diaspora and diasporic movements within the contexts of global capitalism.

Syllabus

- Understanding issues and debates in studies of modernity, globalism and diaspora.
- Ethnicity, history, identity, and diaspora.
- Sexuality, gender and diaspora.
- Cultural production, institutions, patronage and diaspora.
- Names and labels in the diaspora.
- Politics and poetics of postcolonial identity in South Asian diasporic art practices.
- Contemporary South Asian dance in India, UK and the US.
- Popular culture, media and South Asian diasporic arts.
- Activism and arts in the South Asian Diaspora.
- The politics and pedagogy of South Asian dance/drama in British and American universities.
- South Asian arts and community building in the global diaspora.

Teaching and Learning Methods

The module is delivered through a combination of lectures, seminars, tutorials.

Assessment

Essay or lecture with audio/visual aids (5,000 words or equivalent)

SECTION C – KEY TEXTS

Appadurai, Arjun. (1996) Modernity at Large: Cultural Dimensions of Globalisation, Minneapolis; London: University of Minnesota Press.

Bharucha, Nilufer and Nabar, Vrinda (eds) (1998) Mapping Cultural Spaces: Postcolonial Indian literature in English, New Delhi: Vision Books.

Bharucha, Rustom. (2001) The Politics of Cultural Practice: Thinking Through Theatre in an Age of Globalization, Oxford/New Delhi: Oxford University Press.

Bhabha, Homi (1994) The Location of Culture, London: Routledge

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- Bates, Crispin (2001) Community, Empire and Migration: South Asians in Diaspora, New York: Palgrave
- Brah, Avtar (1996) Cartographies of Diaspora: Contesting identities London: Routledge
- Bahri, Deepika, Vasudev, Mary, (eds) 1996 Between the Lines: South Asians and Postcoloniality, Philadelphia: Temple University Press.
- Brazier Jana and Mannur, Anita (eds) 2003 Theorizing Diaspora: A Reader, Massachusetts/Oxford: Blackwell Publishing House.
- Chambers, Iain. (1994) Migrancy, Culture, Identity, London/New York: Routledge
- Cohen, Robin (1996) The Sociology of Migration, Cheltenham: E. Elgar
(ed) Theories of Migration, Cheltenham: E. Elgar
- Chow, Rey, 1983 Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies, Bloomington/Indianapolis: Indiana University Press.
- Dhingra, Shankar and Srikanth Rajni (eds) 1998 A Part, Yet Apart: South Asians in Asian America, Philadelphia: Temple University Press.
- Fardon, Richard (1995), (ed.), Counterworks: Managing the Diversity of Knowledge, London: Routledge
- Ferguson, Russell (ed) (1990) Out There: Marginalisation and Contemporary Cultures, New York: Museum of Contemporary Art.
- Gilroy, Paul (1993) The Black Atlantic: Modernity and Double Consciousness, Cambridge, Mass.: Harvard University Press
- Iyer, Alessandra (ed) (1997). South Asian Dance. The British Experience Special issue of Choreography and Dance. London: Harwood Academic Publishers
- King, Anthony (1991) Culture, Globalisation and the World System, Basingstoke: MacMillan .
- Lavie, Smadar and Swedenberg, Ted, (eds) (1996) Displacement, Diaspora and Geographies of Identity Durham, London: Duke University Press
- Lopez y Royo, Alessandra (2004) 'Dance in the British South Asian Diaspora:
- Lowe, Lisa (1996) Immigrant Acts, Durham and London: Duke University Press.
- Mohanty, Chandra, Russo Ann, and Torres, Lorde (eds) (1991) Third World Women and the Politics of Feminism, Blomington and Indianapolis: Indiana University Press.
- Meduri, Avanthi. (1996a) Nation, Woman, Representation: The Sutured History of the Devadasi and Her Dance, Ph.D. dissertation, New York University.
- , (2004b) "Western Feminist Theory, Asian Indian Performance and a Notion of Agency," In Performance: Critical Concepts in Literary and Cultural Studies, edited by Philip Auslander, London, New York: Routledge.

- ,ed. (2005a). Rukmini Devi: A Visionary Architect of Indian Culture and the Performing Arts, New Delhi: Motilal Banarasidass.
- , (2005b) "Bharatanatyam as a Global Dance: Some Issues in Teaching, Practice and Research, Dance Research Journal.
- , (2005c "Rukmini Devi and the Crafting of the New Aesthetic for Bharatanatyam." In Performing Pasts: Reinventing the Arts in South India [forthcoming], edited by Indira Peterson and Devesh Soneji, Middletown, CT: Wesleyan University Press.
- ,(2006). Translocal Modernities: Cultural Identity, Aesthetics and Cosmopolitanism in Bharatanatyam, Middletown, CT. Wesleyan University Press.
- O'Shea (2001) At Home in the World: Bharata Natyam's Transnational Traditions. Ph.D. dissertation, UC Riverside.
- Takaki, Ronald. (1989) Strangers From a Different Shore, New York: Penguin Books

SECTION A

Title of programme:	Choreomundus
Title of module:	<i>Extended Essay (Dissertation 3)</i>
Location	Roehampton
Module code number:	
Module tutor:	Choreomundus Programme Team
Level of module:	M / HE7 / European Second Cycle
Credit rating:	10ECTs
Compulsory or optional:	Compulsory
Pre-requisites/co-requisites:	None
Excluded combinations / modules:	None
Mode of attendance:	Mixed
Projected all years target:	20

SECTION B**Module Rationale**

The Extended Essay is the final part of the Dissertation. It is a research-based module in which students, having taken Dissertation 1 & 2, design and conduct a research project on a topic of their own choosing. Their findings are presented, contextualised and critically discussed in a thesis. The thesis also locates the research in relation to current issues, developments and perspectives in dance studies.

This module thus provides an opportunity for students to pursue a particular interest, related to the material covered on the taught programme, but which also extends beyond or significantly deepens the knowledge acquired in other modules. It promotes independent thinking and originality in the application of existing paradigms and/or the development of new knowledge. It develops and tests students' understanding of research methods, their cognitive skills in synthesising and evaluating data, and practical skills in information searching, data handling and research management.

Learning Outcomes

Students who successfully complete this module will have:

- Developed in-depth specialist knowledge of their chosen topic;
- Applied valid research methods appropriate to their topic in a rigorous and reflexive way;
- Understood the relationship between their own research and current developments at the forefront of dance studies as a discipline;
- Demonstrated their ability to manage a research project from design through to completion;
- Developed academic writing skills which allow them to sustain at length an argument or presentation and critical discussion of material.

Syllabus

The precise nature of the knowledge and understanding acquired will depend upon the topic the student chooses to research. It is anticipated that the research methodology employed will be drawn (at least in part) from the analytic and research methods encountered elsewhere on the programme.

Teaching and Learning Methods

Students have an opportunity to discuss their topic, research methodology and particular problems encountered in the process in seminars with their peers. But the module is largely completed through independent study with tutorial support from a designated supervisor.

Assessment

100 %: Thesis (10,000 – 15,000 words) or equivalent

SECTION C – KEY TEXTS

Bopp, M. (1994) Research in Dance: A Guide to Resources, New York: G.K. Hall

Blaxter, L. (et al) (1996) How to Research, Milton Keynes: Open University Press

Brack, C. & I. Wuyts (Eds.) (1991) Dance and Research: An Interdisciplinary Approach, Louvain: Peeters Press

Carter, A. (Ed.) (2004) Rethinking Dance History: A Reader, London: Routledge

Cooper Albright, A. & A. Dils (Eds.) (2001) Moving History / Dancing Cultures: A Dance History Reader, Middletown, CT: Wesleyan University Press

Desmond, J.C. (1997) Meaning in Motion. New Cultural Studies of Dance, Durham, NC: Duke University Press

Fraleigh, S.H. & P. Hanstein (Eds.) (1999) Researching Dance: Evolving Modes of Inquiry, London: Dance Books

Lewis-Beck, Michael S., Alan Bryman, Tim Futing Liao eds 2004 The Sage Encyclopedia of Social Science Research Methods London: SAGE

Morris, G. (Ed.) (1996) Moving Words, Re-Writing Dance, London & New York: Routledge.

Pakes, A. (2003) Original Embodied Knowledge: The Epistemology of the New in Dance Practice as Research, in Research in Dance Education, 4:2, pp.127-149

Rozakis, Laurie 2004 The Complete Idiot's Guide to Research Methods Alpha Books, Penguin

Somekh, Bridget and Cathy Lewin eds 2005 Research Methods in the Social Sciences: A Guide for Students and Researchers London: SAGE

Swetnam, D. (1997) Writing your Dissertation, Oxford: How To Books

Thomas, Jerry R. ed (2005) Research Methods in Physical Activity, Leeds: Human Kinetics

Notat

Til: Studieavdelingen

Kopi til:

Fra: Det humanistiske fakultet

Signatur:

Kravspesifikasjon i forbindelse med etableringen av et internasjonalt masterprogram i dansevitenskap

1) Strategisamsvar, fakultært og institusjonelt. Strategisk forankring for forslaget.

NTNU is a university with a broad academic scope, and offers an extensive range of subjects in the natural sciences, technology, the humanities, social sciences, and aesthetic studies. The Faculty of Humanities' academic provision includes humanistic core areas and interdisciplinary programmes of study and research projects. It has an aesthetic profile, with practical-aesthetic and artistic activity, and aims to be future-oriented while also attending to the humanistic tradition and cultural heritage. The Faculty aims to contribute to the international community concerning knowledge, expertise and innovation. We aim to promote programmes of study that respond to society's need for relevant programmes of study. Furthermore, IMADS has strong elements of social entrepreneurship. Research activities at the Department of Music are presently undertaken in dance theory and history, and Ethnochoreology. Current projects and publications are related to 'Dance in Nordic Spaces'. The academic community of Dance belongs to an international association of HEIs, which demonstrates the European and international dimension of the field. NTNU hosts the Erasmus Mundus Intensive Programme (IP) in Dance, abbreviated IPEDAMS (formerly known as 'IPEDAK').

2) Krav til bachelorprogram og masterprogram i forskrifter, jfr nasjonale normer og krav

Det toårige internasjonale masterprogrammet i dansevitenskap består av 120 studiepoeng/to års normert studietid. Det er i henhold til utfyllende regler for HF i *Forskrift om studier ved Norges teknisk-naturvitenskapelige universitet (NTNU)* adgang til å fullføre studiet som deltidsstudent, med 50 % av normert studieprogresjon etter søknad. Studieprogrammet er ikke en fellesgrad, men en samarbeidsgrad. NTNU tar kun opp studenter som skal avlegge graden ved NTNU. Emnene som tilbys inn i det internasjonale masterprogrammet består av emner på 7,5 sp multipler av dette, i likhet med No-ma-ds. Skoleringsdelen består av 90 studiepoeng, mens masteroppgaven har et omfang på 30 sp. Studentene som tas opp til ved NTNU må avlegge minst 30 s sp av skoleringsdelen, samt masteroppgaven ved NTNU (tilsammen 60 sp).

Postadresse	Org.nr. 974 767 880	Besøksadresse	Telefon	Rådgiver
7491 Trondheim	E-post:	Bygg 2, nivå 5	+ 47 73 59 65 95	Anne Marit Skancke
	hf-fak@hf.ntnu.no	Dragvoll	Telefaks	
	http://www.hf.ntnu.no	7049 Trondheim	+ 47 73 59 10 30	Tlf: + 47 73597435

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

3) Studieplan, emnebeskrivelser, krav til innhold i hht studieforskrift; læringsmål m.v. International Master in Dance Studies

About the programme

Are you interested in social, cultural, political, economic and ecological aspects of dance? What about looking at ballet and contemporary artistic dance from ethnographic point of view? Would you like to know more about dance cultures and dance heritage in different parts of the world? What about the changing conditions safeguarding dance as intangible cultural heritage in the era of globalisation? If so, the international master's programme in Dance Studies might be perfect for you.

MPhil in Dance Studies aims to provide students with an understanding of the dance as a part of culture as well as the dynamics between economic, social and political conditions and dance in different contexts (family-life, day-care and schools, local communities etc). The approach is multi-disciplinary, with emphasis on perspectives drawn from ethnochoreology, dance anthropology, cultural studies and dance history.

Programme components

The master's programme in Dance Studies involves two years of full-time studies. The workload for a full-time student for one academic year is 60 credits. The programme is structured around core courses (15 credits) and elective courses (7.5 or 15 credits), which both provide a general introduction to theory and methodology and provide the students with the opportunity to specialize within particular topics. In addition, the programme includes a master's thesis (30 credits). The student will benefit from meeting a large staff of professors from cooperating universities, and from experiencing several university environments with a broad choice in specialisations. The student will do part of the studies in Trondheim, at least the start of the first and the whole last semester in Trondheim. Part of the studies should be done in a cooperating university on an Erasmus exchange which can be one of the middle semesters or most of the first academic year. Exchange is in principle possible to 1 of 3 Nordic or 1 of 3 Middle European universities. During the rest of the study period the student can stay in Trondheim and travel to the 1 week intensive program offered in Copenhagen or Stockholm, or can stay in at one of the other Nordic or Middle European universities, and travel to the Nordic intensive course if not staying where it is given. In the second semester the student can come back as funded exchange student to Trondheim if registered at one of the cooperating universities.

Structure

Both specializations require that the students start with the welcome week and the intensive course in Dance analysis at NTNU. NTNU will also supervise the master's thesis which awards 30 ECTS credits and is written during the final semester of study or half time in each of the two last semesters. NTNU additionally offers a sufficient variety of courses to fill the electives in the Nordic Specialization, which equal 30 ECTS and include the Erasmus Intensive Program IPEDAM. Students on exchange in the 2nd term can have their travel back to NTNU for 10 days funded. The student is free to follow one of the specialisations only, or to select elements from both, and Erasmus exchanges can be done to universities of both specialisations. If the student wants one year's Erasmus exchange, it can be done most efficiently by going on exchange during the first academic year, after the welcome week in August and the Intensive course in Dance analysis at NTNU which is finished by the middle of September.

Semester Breakdown of the Programme of Study 2011-2012

The Nordic Specialization

The Nordic Specialization is a formalised institutional co-operation that intersects historical and national borders within disciplines concerning students and lecturers. The programme of study combines professional artistic, ethnological/anthropological, and common cultural-anthropological approaches. Furthermore, it includes in-depth studies within a number of genres of dance. The compulsory courses represent the joint academic basis for the master's programme, and emphasise theory and method, dance analysis and the history of dance. The instruction of these courses is structured around intensive periods of teaching and academic supervision. The coursework amounts to three semesters of full-time study. The master's thesis awards 30 ECTS credits and is written during the two final semesters of study.

Semester	7,5 ECTS	7,5 ECTS	7,5 ECTS	7,5 ECTS
4th semester Spring	DANS3010 <i>Master's Thesis in Dance</i> (NTNU)		Dance Anthropology (University of Tampere)	
3rd semester Autumn	DANS3010 <i>Master's Thesis in Dance</i> (NTNU)		Dance History (University of Copenhagen)	
2nd semester Spring	Dance and Cultural Theory (University of Stockholm)		Elective course (NTNU or University of Stockholm)	DANS3011 <i>Ethnochoreology - IPEDAMS</i> (NTNU, intensive course)
1st semester Autumn	DANS3003 <i>Dance Analysis</i> (NTNU intensive course early September)		Individual project (NTNU)	

The Middle-European specialization

The Middle-European specialization is conceived to fill needs for expertise on cultural diversity with respect to dance and other movement systems when envisaged as intangible cultural heritage. The core disciplines are Ethnochoreology and Dance Anthropology. NTNU offers analysis of the structures of dance understood in its social and historical contexts, based on North-West-European approaches and material. SZE offers the formal-structural-morphological approach of East-European ethnochoreology and theory and methodology of the performer-centred dance research focusing on individual creativity and collective memory. RU focuses on either South Asian material, the safeguarding of dance heritage in diasporic ritual contexts, or on the performance of heritage in museum and other such contexts. UBP will provide the students with a grounding in anthropological approaches to the study of dance as Intangible Cultural Heritage, focussing critically on the contextual and movement aspects of the phenomenon taking examples from African context.

Semester	7,5 ECTS	7,5 ECTS	7,5 ECTS	7,5 ECTS
4th semester Spring	DANS3010 <i>Master's Thesis in Dance</i> (NTNU)			
3rd semester Autumn	Exchange semester to Blaise Pascal, Roehampton or Szeged University			
2nd semester Spring	Exchange semester to Blaise Pascal, Roehampton or Szeged Universities		Individual Project (self study course at NTNU)	DANS3011 <i>Ethnochoreology - IPEDAMS</i> (NTNU, intensive course)
1st semester Autumn	DANS3003 <i>Dance Analysis</i> (NTNU) (intensive course early September)		Start for exchange year to Blaise Pascal, Roehampton or Szeged Universities	

Possible topics for a Master's thesis in Dance Studies

- Ethnographies on traditional dance
- Ethnographies on theatrical dance environments
- Dancing children
- Didactics of Dance teaching

- Processes of artistic dance creation
- Study of dance events
- Movement analysis of dance material
- Ethnographic and fieldwork methodologies
- Dance in community

Course descriptions:

- DANS3010 *Master Thesis in Dance*: www.ntnu.edu/studies/courses/DANS3010
- DANS3002 *Individual Project*: www.ntnu.edu/studies/courses/DANS3002
- DANS3004 *Individual Project*: www.ntnu.edu/studies/courses/DANS3004
- DANS3011 *Ethnochoreology*: www.ntnu.edu/studies/courses/DANS3011
- DANS3003 *Dance Analysis*: www.ntnu.edu/studies/courses/DANS3003

Study environment

International Master of Dance Studies (earlier known as the Nordic Master's programme (No-ma-ds) is offered by the Department of Music in cooperation with departments of the Universities of Copenhagen, Stockholm and Tampere. The program is hosted by NTNU, which hosts a full programme for Dance Studies for the Department of Music, which includes a Bachelor's programme with a theoretical and performative specialisation, as well as PhD candidates. NTNU has large archives of audiovisual dance and music material, a large specialised library and runs many larger and smaller projects mainly within the field of dance. It can give students practical experience in fieldwork, the use of film and sound recording technologies, digitising, cataloguing and archiving methodologies and practice in teaching of dance. It also has evenings for social dance, where dance is taught and practised. NTNU is a key institution within the international dance research and hosts an Intensive Erasmus program with 60 students and 20 teachers from all over Europe. The students in this programme thus will benefit from being a part of a strong international research milieu.

Career prospects

Master of Arts in Dance Studies will be relevant for building a career related dance in teaching at many levels, different public sectors in governmental organizations. This may include policy and planning for dance as part of cultural policies and safeguarding actions in ministries and institutions which work with various aspects of dance, both locally and internationally. Another important area is Non-Governmental Organizations (NGOs), such voluntary organizations, festivals, and within heritage and tourist industries. New students will be invited to participate in an introductory programme at the beginning of the semester.

Admission requirements

The programme is open to both international and Norwegian students. Admittance to the programme requires a bachelor's degree in dance studies or another relevant discipline combined with good background in dance, or other equivalent education. Possible admission to the programme of study requires a minimum of an average grade of C or the equivalent. C is however, not a guarantee for admission.

4) Læringsmål og læringsutbytte, i tråd med det nasjonale kvalifikasjonsrammeverket. Alle nye studieprogram skal utarbeide skisse til slike læringsmål ved framleggelsen av sine endelige forslag i runde 2.

Utkast til læringsmål/forventet læringsutbytte for det internasjonale masterprogrammet i dansevitenskap (blir revidert og oversatt på et senere tidspunkt):

Masterutdanningen i dansevitenskap har som formål å utdanne dansevitere med en faglig fordypning på et høyt nivå med sikte på arbeid innenfor dansefeltet. Kandidatene skal oppnå et grunnlag for videre forskerutdanning.

En kandidat med fullført kvalifikasjon forventes å ha følgende totale læringsutbytte, definert i kunnskap, ferdigheter og generell kompetanse, i henhold til studieplanen for faget:

Kunnskaper

Masterkandidaten i dansevitenskap

- har spesialisert kunnskap om dansevitenskapens anvendelse og utvikling
- har god kunnskap om teori og metode innenfor ulike sider av feltet som analyse, historie, antropologi og danseteori
- har kunnskap om fagets sentrale og aktuelle forskningstemaer

Ferdigheter

Masterkandidaten i dansevitenskap

- kan anvende kunnskaper og metoder til analyseprosjekter på et høyt nivå
- kan anvende kunnskap for å gå dypere inn i et spesialområde
- kan gjennomføre selvstendige prosjekter som utgangspunkt for forskningsbasert arbeid

Generell kompetanse

Masterkandidaten i dansevitenskap

- er i stand til å ta flere perspektiv i forståelsen av en allmenn kulturvitenskapelig tilnærming
- kan presentere og formidle resonnementer i muntlig og skriftlig form i et adekvat fagspråk
- kan utvikle faglige ideer og problemstillinger
- kan innhente, anvende og presentere fagstoff, gi råd og foreta faglige evalueringer

Utkast til læringsmål/forventet læringsutbytte for DANS3011 *Etnokoreologi* (7,5 studiepoeng) på master i dansevitenskap (blir revidert og oversatt på et senere tidspunkt):

En kandidat med fullført kvalifikasjon forventes å ha følgende totale læringsutbytte, definert i kunnskap, ferdigheter og generell kompetanse, i henhold til studieplanen for emnet:

Kunnskaper

Studentene som tar emnet *Etnokoreologi*

- har kunnskap om hovedretninger i etnologisk og antropologisk danseforskning
- har avansert kunnskap om teori og metode knyttet til i etnologisk og antropologisk danseforskning
- har kunnskap om feltarbeidsteknikk og analyse av dans

Ferdigheter

Studentene som tar emnet *Etnokoreologi*

- har ferdigheter til å analysere, kritisk vurdere og diskutere hovedretninger i etnologisk og antropologisk danseforskning
- har ferdigheter i dansefaglig samarbeid over landegrensener

Generell kompetanse

Studentene som tar emnet *Etnokoreologi*

- kan være selvstendig i akademisk arbeid
- kan knytte teori og metode opp mot det praktiske arbeidet

6) Kostnadsberegning og finansiering; krav til estimat for oppstarts- og utviklingskostnader og et estimat for kostnader for ordinær drift av programmet.

På bakgrunn av at det internasjonale masterprogrammet i dansevitenskap er en faglig videreføring av No-ma-ds, som nå vil omfatte en større del av fagfeltets europeiske nettverk, vil ikke omgjøringen av programmet medføre økte kostnader for Institutt for musikk og Det humanistiske fakultet utover de ressursene som er lagt inn i studieprogrammet pr. idag.

8) Antall studenter det tas sikte på, inkl fordelingen mellom de ulike studentkategorier.

På grunn av kort tidsfrist for studieåret 2011/2012 tas det sikte på et maks antall på 10 internasjonale studenter, samt 15 No-ma-ds-studenter for dette studieåret. Dette tallet kan bli høyere ved senere opptak når mastergraden er godt etablert.

9) Opptakskrav og rangeringsregler.

Den nye internasjonale mastergraden skal ha samme opptakskrav og rangeringsregler som No-ma-ds har hatt til nå. Søkere til mastergraden i dans må dokumentere at de har en bachelorgrad med fordypning i dansevitenskap (minimum 80 studiepoeng) eller tilsvarende. Karakterkrav ved opptak til studiet er C eller bedre på fordypningen.

Søkere med akkreditert kunstnerisk utdanning og som har en viss komponent av relevante teoretiske fag, vil bli vurdert ved opptak.

11) Forskningskopling og tverrfaglighet.

Den nordiske spesialiseringen bygger på et tett samarbeidende lærerteam der alle har vært med i et stort nordisk prosjekt med ekstern finansiering "Dance in Nordic Spaces" som nå er i avslutningsfasen og vil resultere i 2 monografier. Et mindre nordisk prosjekt om metodikk er avsluttet. Der deltok også hele lærerteamet.

Den mellom-europeiske spesialiseringen bygger også på et tett samarbeidende lærerteam som alle er aktive forskere og har publisert sentrale arbeider hver for seg og sammen, og har hatt felles innlegg på flere verdenskonferanser.

12) Eksterne samarbeidspartnere; krav til avtale med evt. Eksterne samarbeidsaktører.

Nordisk mastergrad i dans er et samarbeid mellom Københavns Universitet (KUA), Stockholms Universitet (SU), Universitetet i Tampere (UTA) og NTNU. Samarbeidspartnere til den internasjonale mastergraden inkluderer i tillegg Blaise Pascal University (BPU), Clermont-Ferrand, Frankrike, Roehampton University (RU), London, Storbritannia og Szeged University (SZTE),

Szeged, Ungarn. Disse universitetene kan ta i mot studenter fra NTNU ett semester eller ett år hver. Vi henviser til NTNU sin avtaledatabase og sak 2008/5036-20 i ePhorte.

14) Markedsvurdering; inkluderer blant annet krav til vurdering av nytt tilbud i forhold til eksisterende sammenlignbare tilbud ved og utenfor vår egen utdanningsinstitusjon.

Den nordiske spesialiseringen har til nå uteksaminert 24 ferdige kandidater som alle er i fast arbeid. Det finnes ingen annen dansevitenskapelig master i Norden. Det finnes neppe andre dansevitenskapelige masterprogrammer bygd på denne typen regionalt samarbeid i Europa, og det brede fokus når det gjelder danseformer og teoretisk grunnlag, er også lite vanlig - om det i det hele finnes.

Notat

Til: Jon Inge Resell

Kopi til:

Fra: Fakultet for informasjonsteknologi, matematikk og elektroteknikk

Deltakelse ved Erasmus Mundus-søknader 2011 ved IME-fakultetet

IME-fakultetet vil med dette bekrefte at vi ønsker å delta ved vårens runde med Erasmus Mundus-søknader. Vi ønsker å søke med programmet MSc in Wind Energy.

IME-fakultetets Institutt for elkraftteknikk og IVT-fakultetets Institutt for marin teknikk deltar sammen med University of Oldenburg (Uni-Oldenburg) i Tyskland, Leibniz University of Hannover (Uni-Hannover) i Tyskland, Danmarks Tekniske Universitet (DTU) og Delft University of Technology (TU-Delft) i Nederland.

Det er TU-Delft i Nederland som er konsortiets koordinator.

Søknaden er godkjent av Institutt for elkraftteknikk, og godkjennes nå av IME-fakultetet.

Geir E. Øien
dekanus

Vedlegg: 1

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7491 Trondheim	E-post: postmottak@ime.ntnu.no	Sem Sælunds vei 5	+47 73 59 42 02	Vegard Rønning
	http://www.ntnu.no		Telefaks +47 73 59 36 28	Tlf: +47 73 59 42 05

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

FORSLAG TIL NYTT STUDIEPROGRAM

Institutt for elkraftteknikk (Elkraft) søker i samarbeid med Institutt for Marine Konstruksjoner med dette om å etablere det nye 2-årige, internasjonale masterprogrammet: European Wind Energy Master (arbeidstitel).

Søknaden om det nye masterprogrammet European Wind Energy Master er basert på en søknad til Erasmus Mundus (EM) programmet. Søknaden utvikles sammen med:

- Carl von Ossietzky University of Oldenburg – Uni-Oldenburg, FORWIND
- Danish Technical University – DTU, RISOE-DTU
- Delft University of Technology – TUDelft, DUWIND (coordinator)
- Leibniz University of Hannover – Uni-Hannover, FORWIND
- Norwegian University of Science and Technology – NTNU

Programmet retter seg mot å utdanne masterstudenter som skal lede utviklingen innenfor utnyttelse av offshore vindkraftteknologi. Tilbudet vil være unikt i europeisk sammenheng.

En presentasjon av det aktuelle programmet er vedlagt. (EuropeanWindEnergyMaster.pdf)

1) Strategisamsvar

Elkraft søker i samarbeid med Marine konstruksjoner om å etablere et internasjonalt masterprogram innen European Wind Energy Master.

Dette masterprogrammet vil styrke NTNUs utdanningsprogram og internasjonale profil gjennom at det:

- Er et internasjonalt masterprogram som bygger internasjonale relasjoner
- Møter et nasjonalt og internasjonalt behov for økt kompetanse
- Styrker den forskningsbaserte undervisningen
- Tiltrekker de beste internasjonale studentene
- Effektiviserer utdanningen gjennom å øke tilgangen på studenter i eksisterende fag

Programmet European Wind Energy Master er i samsvar med NTNUs strategiske mål om at "antall virksomme avtaler om gradssamarbeid med utenlandske universiteter øker med 100% i forhold til i 2007", og er i tråd med Elkrafts strategi om å tilby "studium med internasjonal fremragende kvalitet og høy faglig relevans".

Programmet vil gi NTNU muligheten til å tilby et studium i samarbeid med internasjonalt anerkjente universitet. Programmet møter to viktige utfordringer:

- Globalisering, bedriftene må arbeide på et konkurranseutsatt internasjonalt marked
- Behov for å kunne arbeide i komplekst organiserte industrielle nettverk

2) Krav til masterprogram i forskrifter

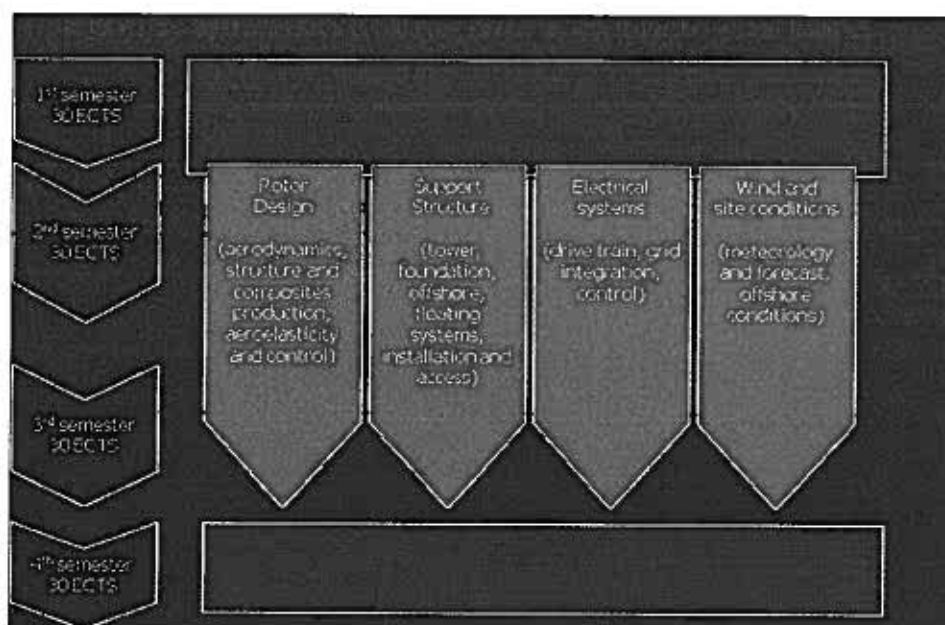
Det foreslåtte masterprogrammet vil være i samsvar med Forskrift om krav til mastergrad og §20 i Forskrift om studier ved NTNU. Programmet vil ha et omfang på 120 studiepoeng, 30 poeng per semester. Emner som undervises ved NTNU vil være på 7,5 studiepoeng eller et multiplum av dette. Masteroppgaven i 4. semester utgjør 45 studiepoeng og skal gjennomføres som selvstendig arbeid. I forhold til samarbeidende universitet som krever hovedoppgave på 45 studiepoeng vil det være behov for praktisk tilpasning med

hensyn til høstprosjektet slik at hovedoppgave totalt utgjør 45 studiepoeng. NTNUs standard er 30 studiepoeng for hovedoppgaven.

3) Studieplan

Det 2-årige masterprogrammet skal tilbys som et fellesprogram over fire semestre hvor hvert semester er på 30 studiepoeng med et gitt antall emner. Antall emner i hvert semester vil variere avhengig av størrelsene på emnene studiestedene tilbyr. For NTNU vil et semester bestå av 4 emner a 7,5 studiepoeng.

Masterprogrammets første semester gjennomføres for alle studentene ved DTU, Danmark. Det sørger for et felles faglig utgangspunkt i utnyttelse av vindkraftsystemer. Påfølgende semestre vil det være 4 spesialiseringer som illustrert i figur 1. For hver spesialisering vil 2 samarbeidende universitet delta. NTNU er involvert i spesialiseringene *Support Structure* (Elkraft) og *Electrical Systems* (Marine konstruksjoner).



Masterprogrammet avsluttes med en masteroppgave på 45 studiepoeng. Det siste semesteret kan gjennomføres ved alle institusjonene og arbeidet med masteroppgaven skal forberede studentene på enten en industriell eller akademisk karriere.

Semester 2 for Electrical systems skal utføres ved Elkraftteknikk.

Semester 3 for Support structure utføres ved marine konstruksjoner

Læringsmål og læringsutbytte

Den generelle målsettingen for Sivilingeniørutdanningen ved NTNU gjelder også for EM studieprogrammet. Det betyr at den skal gi studentene kunnskaper, ferdigheter og generell kompetanse som setter studentene i stand til å møte behov og utfordringer i private og offentlige virksomheter.

Kunnskaper

EM kandidaten vil oppnå:

- Spesifikk og dyp ingeniørkunnskap utnyttelse av fornybare ressurser offshore samt integrasjon av disse i eksisterende kraftsystem
- Grunnleggende forståelse av forskningsprosessen og vitenskapsmetodikk

Ferdigheter

Innen utnyttelse av fornybare ressurser skal EM kandidaten kunne:

- Selvstendig anvende tilegnet kunnskap i analyser og utvikling av helhetlige løsninger for ingeniørfaglige problemer
- Evne å omforme løsninger til anvendelse og praktisk bruk og innovasjoner herunder å treffe velbegrunnede valg av relevante alternative løsninger
- Vurdere analyseverktøy, metoder, tekniske modeller, beregninger og løsninger selvstendig og kritisk
- Gjennomføre et selvstendig, ingeniørfaglig forsknings- eller utviklingsprosjekt under veiledning
- Være i stand til å oppnå faglig fornyelse og omstilling på eget initiativ, herunder oppdatere egen kompetanse gjennom livslang læring

Generell kompetanse

Fra et ingeniør og verdikjedefaglig ståsted skal EM kandidaten:

- Forstå logistikk i komplekse verdikjeder fra et helhetlig samfunnsperspektiv, og ha innsikt i etiske krav og hensyn til bærekraftig utvikling herunder og kunne analysere etiske problemstillinger
- Kunne samarbeide og bidra til tverrfaglig samhandling
- Kunne formidle og kommunisere faglige problemstillinger og løsninger både overfor spesialister og allmennheten
- Kunne lede og motivere medarbeidere
- Ha et internasjonalt perspektiv på sin profesjon og kunne utvikle evne til internasjonal samhandling

4) Fastsettelse av studieplan

NTNU ved Elkraft og Marine konstruksjoner vil være konsortiepartnere i det foreslåtte masterprogrammet som TU Delft vil lede og koordinere. Prosessen med å fastsette studieplanen vil ha følgende milepæler:

- FUS søkes innen 3. mars
- Studierektor søkes innen 8. mars og godkjenner søknaden for behandling av NTNUs rektor og styre.
- Den endelige søknaden sendes Erasmus Mundusprogrammet innen 30. april

5) Kostnadsberegning og finansiering

Modeller for finansiering er under utvikling i konsortiet. Overskudd er foreslått fordelt etter en nøkkel for undervisningsandel men med en jevn fordeling hovedoppgave.

Alle kostnader med å behandle søknader og opptak dekkes av DTU og TU Delft i henhold til foreliggende forslag.

6) Oppdragsundervisning, egenbetaling

Dette er ikke aktuelt for Erasmus Mundus masterprogrammer.

NTNU kan ikke ta egenbetaling av studentene i henhold til gratisprinsippet iflg Universitets og Høgskoleloven. Det er regnet ut at fakultetet vil ha kostnader knyttet til en 25 % administrativ stilling i forbindelse med dette programmet. Kostnadene ved denne stillingen vil dekkes ved at NTNU fakturerer konsortiet, ettersom stillingen kun omhandler rent administrative oppgaver og ikke på noen måte er knyttet til studie/undervisningsmessige oppgaver. I tillegg er konsortiet orientert om at NTNU vil kunne fakturere konsortiet for reiseutgifter.

Det er også utgifter tilknyttet arbeidet som gjøres på Internasjonal seksjon, men dette er ikke noe konsortiet kan belastes for ettersom arbeid med opptak og mottak av studentene er noe som gjennomføres for alle internasjonale studenter, og som dermed inngår i dens faste rutiner. Alle signaler fra Kunnskapsdepartementet tilsier at dette ikke er noe norske institusjoner kan belaste Munduskonsortium for. Det er kun utgifter som går til administrativt arbeid som går ut over det Internasjonal seksjon vanligvis gjør som kan belastes.

Disse reglene og prinsippene gjenspeiles i kapittel 6.

7) Antall studenter

Masterprogrammet vil på sikt innrullere 120 studenter i året. Av disse er det estimert at inntil 30 studenter vil gjennomføre det andre semesteret ved Elkraft og inntil 30 studenter vil gjennomføre tredje semester ved Marine konstruksjoner. Det er kun de som studentene som avlegger Masteroppgaven ved Marine konstruksjoner som også uteksamineres ved NTNU. De som tar ved Elkraft vil ikke få eksamen ved NTNU. Dette var en løsning som var nødvendig for at ingen spesialisering skulle få mer enn vitnemål fra 2 institusjoner.

8) Opptakskrav og rangeringsregler

Opptak til det 2-årige masterprogrammet innen European Wind Energy Master er basert på følgende krav:

- Kandidaten har oppnådd en bachelorgrad (BSc/BEng) eller tilsvarende innen teknologi- eller ingeniørfag.
- Språkkrav: Det skal stilles høye krav til engelskkunnskaper. Toefl test benyttes. DTU og TU Delft foretar kontroll.

Søknadene evalueres basert på et rammeverk for evaluering av kandidater til Erasmus Mundus' masterprogram.

9) Samarbeidende fakulteter

IVT og IME der de NTNU-fakultet involvert i søknaden.

10) Forskningskopling og tverrfaglighet

Det internasjonalt EM programmet vil være nært koblet og integrert med NTNU og fagmiljøenes forskningsaktiviteter. Utnyttelse av fornybare energikilder og integrasjon av disse er tema for mange fagområder ved NTNU. Tematisk er disse strategiske forskningsaktivitetene helt sammenfallende med kjerneområdet i EM programmet, og vi vil derfor dra både forsknings- og undervisningsmessig nytte av å etablere et internasjonalt mastertilbud innen de nevnte satsingsområdene.

I tillegg til de nevnte tematiske og strategiske forskningsaktivitetene vil studentene også kunne knyttes opp mot øvrige forskningsaktiviteter som KMB og internasjonale prosjekter fagmiljøet er ansvarlig for.

11) Eksterne samarbeidspartnere

Som nevnt inngår følgende eksterne aktører i det foreslåtte Erasmus Mundus programmet:

- Carl von Ossietzky University of Oldenburg – Uni-Oldenburg, FORWIND
- Danish Technical University – DTU, RISOE-DTU
- Delft University of Technology – TUDelft, DUWIND (coordinator)
- Leibniz University of Hannover – Uni-Hannover, FORWIND
- Norwegian University of Science and Technology – NTNU

Det foreligger utkast til samarbeidsavtale og universitetene er i en prosess for å få denne godkjent og signert. Avtalen vil være på plass senest 30.4.2011 (søknadsfrist for Erasmus Mundus programmet).

12) Fellesprogram med multipel grad

Masterprogrammet er et felles studieprogram mellom de berørte institusjoner. Vi søker om en grad i form av ett vitnemål fra hver av de samarbeidende institusjonene som studenten har avlagt eksamen hos (double degree eller multiple degree). Målsetningen er å gå for ett felles vitnemål på et senere tidspunkt, men prosedyrene for dette er svært omfattende ved en del av de andre partnerinstitusjonene. Dersom søknaden går igjennom hos EU vil det påbegynnes arbeid ved alle partnerinstitusjonene rettet mot ett felles vitnemål så snart som mulig.

Som det fremgår av studieplanen som ligger til grunn for denne Erasmus Mundus søknaden tilbyr NTNU undervisning på 2. og 3. semester i graden og for de som tar masteroppgave også 4 semester. Studentene som får tildelt en grad fra NTNU vil ha avlagt minimum 30 studiepoeng ved NTNU.

Konsortiet vil inngå en skriftlig avtale som regulerer ansvarsforholdet mellom partene, herunder gradstildeling og vitnemålsutforming.

Studentene vil søke om opptak direkte til konsortiet. TU Delft vil som koordinerende institusjon i konsortiet administrere opptaket i samarbeid med DTU. Prosedyrene rundt dette er avtalt med partnerne og er under utarbeidelse.

Samarbeidsinstitusjonene er akkreditert eller godkjent for å kunne gi høyere utdanning i henhold til gjeldende systemer i det aktuelle land, og at de aktuelle studiene er akkreditert som høyere utdanning.

13) Markedsvurdering

Det er stort behov for personer med den aktuelle ekspertise. Det er store planer for off-shore anvendelser samtidig som det er få spesialiserte program tilgjengelig utnyttelse av vindkraft.

14) Særskilte programaspekter

Ikke aktuelt.

15) Innmelding av nytt studieprogram til FS

Ikke aktuelt.

16) Vitnemålstekster

Ikke aktuelt.

DRAFT

European Wind Energy Master

10-3-2011

Outline

- Executive Summary
- Vision for an international Wind Energy MSc
- Added value of a joint Wind Energy MSc
- Balance with local Wind Energy MSc
- Implementation and next steps

DRAFT

Executive Summary

World leading Wind Energy MSc

Executive Summary (I) – need for the MSc

- The Wind Energy sector is booming, requiring during the next 20 years a large injection of highly educated engineers and academics. The development of Offshore Wind Energy increases this demand, both in number and expertise.
- European universities (members of the European Wind Energy Academy) are the world leaders in Wind Energy Research and Education.
- The demand of skilled labor is not only at European level, but also worldwide; a large influx of students from outside EU/EFTA is expected .
- There is ample support, including financial, from both EU and industry for the development of Wind Energy education

World leading Wind Energy MSc

Executive Summary (II) – current status

- Several European universities are preparing to launch MSc degrees in Wind Energy or add Wind Energy curricula to existing degrees; this will result in:
 - Competition for the pool of students and financial support (institutional and industrial)
 - Duplication of efforts
 - Administrative effort
 - Creation of new content and lectures
 - Acquisition of students and finance
 - Lower quality of education
 - Lack of critical mass for specializations
 - Generalist degrees, all similar and probably focused on the more conventional topics (rotor and electrical system)
 - More costly programs for the institutions and students
 - Less students*ECTS per lecture and program
 - Difficulty of attracting funding and scholarships
 - Lower international projection (one more among many)

World leading Wind Energy MSc

Executive Summary (III) – proposed approach

- Instead of going alone, a joint European MSc by the top universities in Wind Energy Education would stand-out as the world standard
- The partnership is composed by 5 top EU universities, members of the European Academy of Wind Energy, with decades of experience in education and research in Wind Energy and Offshore Wind Energy and Technology, including existing Wind Energy MSc and PhD programs.
 - Carl von Ossietzky University of Oldenburg – Uni-Oldenburg, FORWIND
 - Danish Technical University – DTU, RISOE-DTU
 - Delft University of Technology – TUDelft, DUWIND (coordinator)
 - Leibniz University of Hannover – Uni-Hannover, FORWIND
 - Norwegian University of Science and Technology – NTNU
- A joint MSc would provide a better education, at lower cost (financial and on our limited human resource)
 - Allowing critical mass for offering a more complete set of variants
 - Avoiding duplication of content being lectured, a crucial point due to the limited number of experienced lecturers
 - It would be by far the best education offer in Wind Energy in the world, standing out in the competitive field for funding and students
 - It would significantly save costs and allow for larger acquisition of funds and scholarships/grants
 - As the best offer of education, it would attract the best students from all over the world (focus on Asia, US and South-America)
 - It would improve our partnerships with industry

World leading Wind Energy MSc

Executive Summary (IV) – implementation

- To obtain financial and institutional support, an Erasmus Mundus MSc program is the best option to setup this program
- Current steps: define the vision and the planning for the implementation of the program
- Future steps:
 - Inside each institution, to obtain the necessary support and process of accreditation
 - Define content, courses and financial model
 - Marketing process
 - Preparation of the Erasmus Mundus Proposal
- The following criteria must be met by the MSc program
 - Financially viable, in total and for each partner
 - It must be a clearly preferred option to “going alone” or a “module exchange program”
 - The program must have internal support in each partner university
 - The scientific content of the program must be of the highest standard and backed by a committee of experts, both scientific and pedagogic
 - The added value of the program for each partner must be clearly identified

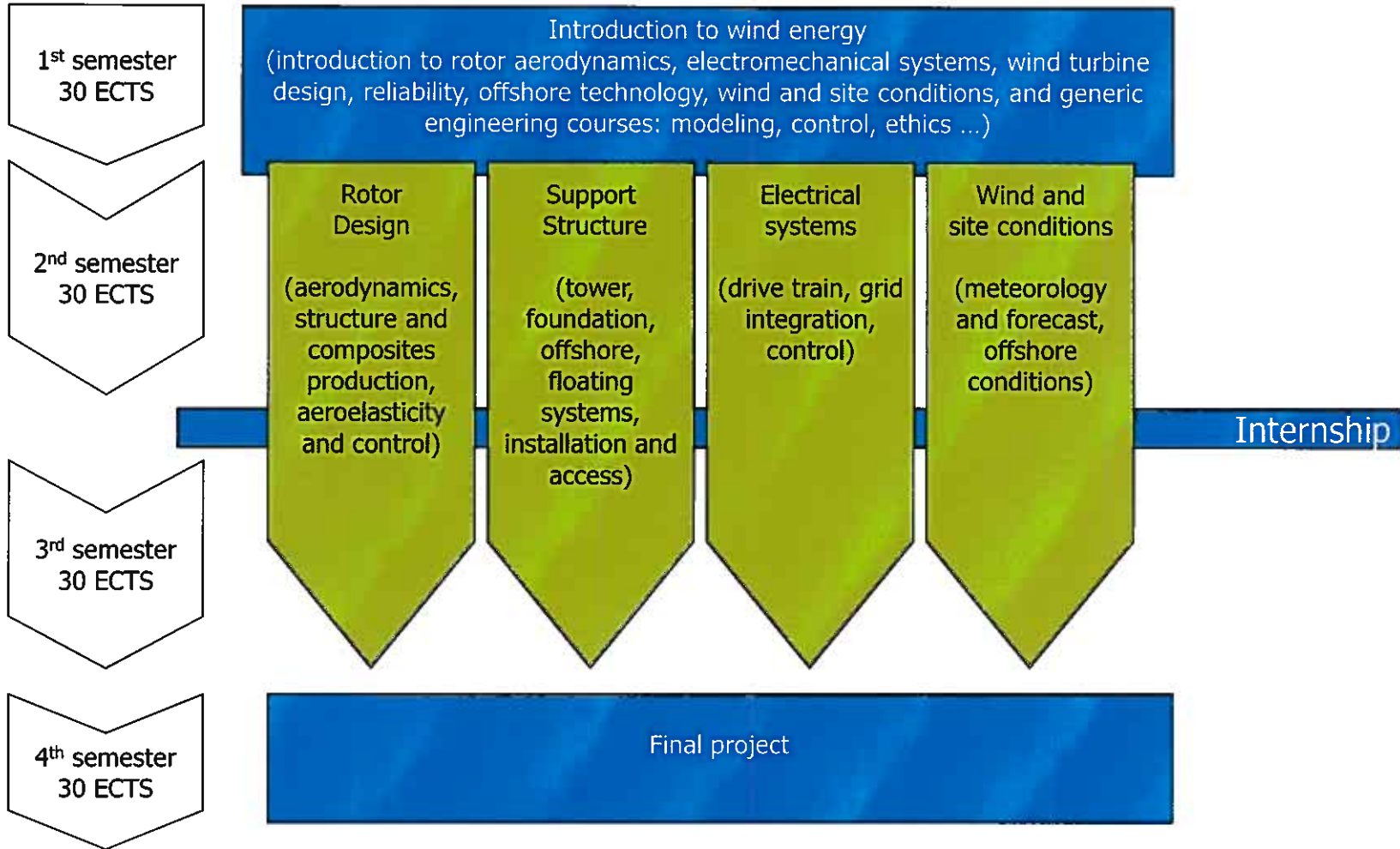
DRAFT

1.

*Vision for an international
Wind Energy MSc*

A vision for the Wind Energy MSc curricula

4 scientific variants running over a technological base



“Excellent engineers, knowledgeable of Wind”

Applied and fundamental engineering and scientific education, running over a Wind Energy theme

- The curricula is defined to develop an excellent engineer, who masters the most advanced tools, theories and issues on a specific discipline of engineering (mechanics , electromagnetism, design methodology and systems integration)
- The Wind Energy theme, that underlies this education, frames the education process and application of this knowledge
- At the end of the MSc, the young engineer should
 - Understand the main issues in Wind Energy Technology, specifically the main technological drivers and challenges
 - Understand the integration and design of the different systems and technologies
 - Master a specific engineering discipline/sub-topic of the Wind Energy technology

~120-200 new students/year on year 3

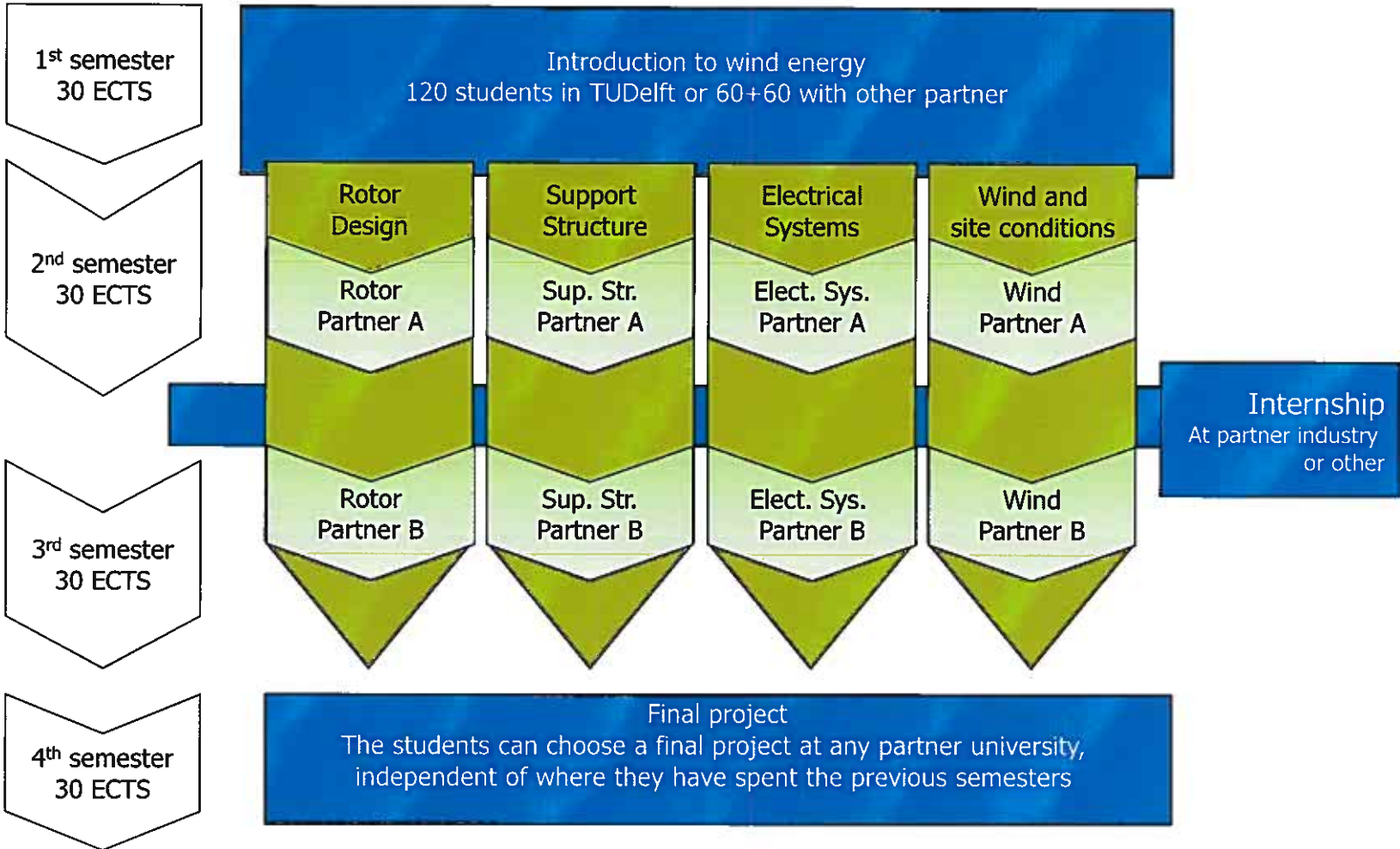
Currently partners have 120+ students/year following wind energy education

Estimation based on:

- Industry needs, both European and worldwide
- Current enrollment in Wind Energy education at the different partners
 - Assuming that 50% of the students would prefer the international MSc degree and 50% would opt for a single school degree (professional, personal or financial immobility)
- An increasing non-EU/EFTA student mass, especially for countries developing large wind energy portfolios
 - Main sources: US, Asia (China, India), South-America
 - Availability of scholarships, both institutional and industrial
- An increase in EU/EFTA students
 - Do the partners involved, this Wind Energy MSc will be worldwide unrivalled
 - There is an increased mobility inside the EU/EFTA

Calendar and student mobility

Studying in at least 2 of the partner universities/countries



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2.

Added value of a joint MSc

A joint Wind Energy MSc is the best option

Advantageous vs. “going alone”

A joint MSc would provide a better education, at lower cost

- Due to the group of partners, it would be the best Wind Energy education offer in in the world
 - Better position to attract best international students
 - It would improve our partnerships with industry, through a larger alumni network and a greater involvement of industry in education
- Increase of critical mass and a better focus of resources by each partner, improving quality of the education program
 - Avoiding duplication of content being lectured, a crucial point due to the limited number of experienced lecturers
- Improved finances, with higher revenue, and a better position to attract industrial and institutional support
- Increased impact of education program and international standing

Critical mass for different variants of the MSc

Going alone, all MSc will be similar and offer the same basis education, less content is offered in total

- The financially sustainable implementation of a MSc variant requires that 30-40 new students per year follow that variant
- A “going alone” approach will only allow for each university to offer a maximum of two variants (example: Wind Energy MSc at DTU) or a single more generalist track (all other current and proposed MSc programs)
- The existence of the introduction block (initial 30 ECTS) and the four variants (Rotor Design, Support Structure, Electrical Systems, Wind and Site Conditions) offers the best balance between specialization and general technology overview and integration

Joint MSc allows for a higher quality of education And avoids duplication

- There is a shortage of experienced lecturers for Wind Energy topics
- In a “going alone” approach, lecturers in each university lecture several topics, for small classes
 - The same content is lectured to small classes, in parallel in the different universities, by different lecturers
 - Most of the effort is in the development of courses; each lecturer is responsible to develop 2-4 courses
 - The total available content in all universities is not much better than what is found in each (duplication)
- In a joint Wind Energy MSc, course development and lecturing of scientific content is divided between the partners
 - Each lecturer as a smaller number of courses to develop, allowing for more focus and improved content
 - Large classes
 - Introductory and general engineering courses can be lectured to the entire student population, freeing lecturers to develop other material and reducing costs
- In a joint Wind Energy MSc, lecturers can more easily exchange material and experience
 - Better lecturers and better materials
 - For each topic, you have a pool of 3-4 lecturers, instead of a single lecturer

Joint MSc with better worldwide standing

Synergy of effort and expertise

- The partners constitute a group of highly renowned Wind Energy research and education institutions
- The combined efforts and education will constitute an unique offer of education, both in scope (four variants) and depth of expertise
- Promotion of joint MSc more effective and attractive, both for students and education
- The education effort will support the research effort, attracting the best students
- The joint education effort also reinforces the connections between the partner institutions, allowing for a more effective cooperation, both in education and research
- The institutions will share an alumni force, that will dominate the industry during the next decades

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3.

Balance with local Wind Energy MSc

Several partners run a local Wind Energy MSc

The local and joint programs should be articulated to avoid duplication of efforts

- DTU, TUDelft, Uni-Hannover and Uni-Oldenburg currently have or are launching a local Wind Energy Msc program
- The joint Wind Energy MSc Erasmus Mundus does not affect the need for these programs
 - Many students do not have the financial, professional or personal mobility to follow the international program
 - The local programs are used to give accreditation to the joint program

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4.

Implementation and next steps

Next steps

Aiming at launching in 2012-2013

- Future steps:

- Inside each institution, to obtain the necessary support and process of accreditation
- Define content, courses and financial model
- Marketing process
- Preparation of the Erasmus Mundus Proposal

Next steps

Aiming at launching in 2012-2013

- The following criteria must be met by the MSc program
 - Financially viable, in total and for each partner
 - It must be a clearly preferred option to “going alone” or a “module exchange program”
 - The program must have internal support in each partner university
 - The scientific content of the program must be of the highest standard and backed by a committee of experts, both scientific and pedagogic
 - The added value of the program for each partner must be clearly identified

DRAFT

Thank you

Notat

Til: NTNU, Studieavdelingen

Kopi til: Heidi Dreyer, Institutt for produksjons- og kvalitetsteknikk

Fra: Fakultet for ingeniørvitenskap og teknologi v/ dekanus

Signatur: Ingvald Strømmen

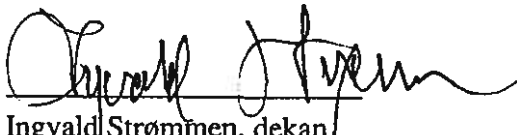
Anbefaling av søknad om deltakelse i Erasmus Mundus 2-årig masterprogram innen Advanced Supply Chain Management

De deltakende universitetene i konsortiet anses å ha høy kompetanse på området, ikke minst gjelder det EMN i Frankrike som er koordinator. Også vårt Institutt for produksjons- og kvalitetsteknikk har høy kompetanse på den delen de skal bidra med innen produksjon og globale produksjonsnettverk. Fagområdet har stor fremtidig interesse.


Utdanningsfaglig og i forhold til utsikter til forskningssamarbeid med de andre universitetene i konsortiet anses programmet som verdifullt for fakultet og institutt.

Det knytter seg naturlig nok en god del usikkerhet til økonomien i deltakelse i programmet. Anslaget på 10 studenter som tar emner ved NTNU i 2.semester og 5 masterstudenter i 4.semester bør være rimelig. At en så ikke regner noe særlige ekstra utgifter til undervisning når det benyttes emner som også gis til de øvrige studentene ved IPK-instituttet, gjør at de økonomiske usikkerhetene vil være akseptable.

På dette grunnlag anbefaler Fakultet for ingeniørvitenskap og teknologi denne søknaden. Hvis den skulle bli innvilget vil vi komme tilbake med eventuelle konsekvenser for vår totale portefølje av studieprogrammer.



Ingvald Strømmen, dekan



Svein Remseth, prodekan utdanning

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	http://www.ivt.ntnu.no/		Telefaks + 47 73 59 45 06	Tlf: + 47 +47 73594678

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

FORSLAG TIL NYTT STUDIEPROGRAM

Institutt for produksjons og kvalitetsteknikk (IPK) søker med dette om å etablere det nye 2-årige, internasjonale masterprogrammet: Advanced Supply Chain Management (arbeidstittel).

Søknaden om det nye masterprogrammet Advanced Supply Chain Management er basert på en søknad til Erasmus Mundus (EM) programmet. Søknaden utvikles sammen med:

- Ecole Nationale Supérieure des Techniques Industrielles et des Mines de Nantes (EMN), Frankrike
- Università di Bologna, Italia
- University of Liverpool, Storbritannia
- Clemson University, South Carolina (USA)

Programmet retter seg mot å utdanne masterstudenter som skal lede og utvikle komplekse og globale industrielle verdikjeder og produksjonsnettverk. Studentene skal med basis i ingeniørferdigheter være i stand til å utnytte moderne informasjonsteknologi og beslutningsstøtte i et helhetlig og tverrfaglig perspektiv. NTNUs profil i studiet er å tilby spesialisering i å lede og styre verdikjeder knyttet til avanserte globale produksjonssystemer. Tilbudet vil være unikt i europeisk sammenheng.

1) Strategisamsvar

IPK søker om å etablere et internasjonalt masterprogram innen Advanced Supply Chain Management.

Dette masterprogrammet vil styrke NTNUs utdanningsprogram og internasjonale profil gjennom at det:

- Er et internasjonalt masterprogram som bygger internasjonale relasjoner
- Møter et nasjonalt og internasjonalt behov for økt kompetanse
- Styrker den forskningsbaserte undervisningen
- Tiltrekker de beste internasjonale studentene
- Effektiviserer utdanningen gjennom å øke tilgangen på studenter i eksisterende fag

Programmet vil tilby spesialisering basert på IVTs styrke innen ledelse og styring av globale produksjonssystemer. Programmet retter seg direkte inn mot det strategiske satsingsområdet Globalisering ved NTNU, og har også klare relasjoner til satsingsområdene informasjons og kommunikasjonsteknologi samt miljø. NTNUs spesialisering vil bygge på elementer i de eksisterende studieprogrammene Produktutvikling og Produksjon (PuP), IKT og Ingeniørvitenskap samt Global Technology Management.

Programmet Advanced Supply Chain Management er i samsvar med NTNUs strategiske mål om at "antall virksomme avtaler om gradssamarbeid med utenlandske universiteter øker med 100% i forhold til i 2007", og er i tråd med IVTs strategi om å tilby "studium med internasjonal fremragende kvalitet og høy faglig relevans". Studiets relevans og markedspotensial er demonstrert i kapittel 14: Markedsvurdering

Programmet vil gi NTNU muligheten til å tilby et studium i samarbeid med internasjonalt anerkjente universitet. Programmet møter to viktige utfordringer som ble påpekt av 41 bedrifter i evalueringen og utvikling av fremtidens PuP-studium:

- Globalisering, bedriftene må arbeide på et konkurranseutsatt internasjonalt marked
- Behov for å kunne arbeide i komplekst organiserte industrielle nettverk

Programmet vil støtte satsningen på logistikk i faggruppen Produksjonsledelse ved IPK, og involvere elementer fra faggruppen Produksjonssystemer. Programmet støtter også den strategiske satsningen på Systems engineering, og vil bygge undervisning basert på forskningsresultater i Senter for forskningsdrevet innovasjon (SFI) Norwegian Manufacturing Future (NORMAN).

2) Krav til masterprogram i forskrifter

Det foreslåtte masterprogrammet er i samsvar med Forskrift om krav til mastergrad og §20 i Forskrift om studier ved NTNU. Programmet vil ha et omfang på 120 studiepoeng, 30 poeng per semester. Hvert emne er på 7,5 studiepoeng eller et multiplum av dette. Masteroppgaven i 4. semester utgjør 30 studiepoeng og skal gjennomføres som selvstendig arbeid. For detaljer om programmets opptakskrav henvises til kapittel 9.

3) Studieplan

Det 2-årige masterprogrammet skal tilbys som et fellesprogram over fire semestre hvor hvert semester er på 30 studiepoeng med et gitt antall emner. Antall emner i hvert semester vil variere avhengig av størrelsene på emnene studiestedene tilbyr. For NTNU vil et semester bestå av 4 emner a 7,5 studiepoeng. Studieplanen er illustrert i tabell 2.

Masterprogrammets første semester gjennomføres for alle studentene ved EMN i Nantes, Frankrike. Det sørger for et felles faglig utgangspunkt i verdikjedekonsepser, matematisk modellering, optimering og beslutningsstøtte. Dette er kjernekompetansen til EMN. I andre semester vil studentene velge mellom to retninger; Università di Bologna tilbyr emner innen innovasjon i verdikjeder og optimering, mens NTNU tilbyr spesialisering i produksjon og logistikk ut fra en systemteoretisk tilnærming. Det tredje semesteret kan studenten velge mellom tre alternative studiesteder med ulike spesialiseringer. Studentene som velger University of Liverpool vil få en spesialisering som tar for seg logistikk og verdikjedestyring i en verden stadig mer preget av internett og e-handel. Ved Clemson University i South Carolina (USA) blir studentene spisset mot "capital project supply chain management." Clemson University er det eneste universitet i verden som tilbyr dette. Studentenes siste valg er å returnere til EMN for en spesialisering med et kvantitativt fokus. Her vil studentene bygge videre på optimering og beslutningsstøtte for produksjon og transport med et spesielt fokus på retur logistikk.

Masterprogrammet avsluttes med en masteroppgave på 30 studiepoeng. Det siste semesteret kan gjennomføres ved alle institusjonene og arbeidet med masteroppgaven skal forberede studentene på enten en industriell eller akademisk karriere.

Tabell 1: Institusjonenes faglige fokus

Institusjon	Faglig fokus
Ecole Nationale Supérieure des Techniques Industrielles et des Mines de Nantes (EMN), Frankrike	Operasjonsanalyse og beslutningsstøtte for produksjon, transport og returlogistikk
Università di Bologna, Italia	Innovasjon i verdikjeder
University of Liverpool, Storbritannia	Informasjonsteknologi og verdikjedestyring
Clemson University, South Carolina (USA)	Capital project supply chain management
NTNU, Norge	Styring av produksjons- og logistikkssystemer i verdikjeder

Figur 1 viser masterprogrammets studieplan. Studentene kan velge NTNU i andre og fjerde semester og vil ta 30 studiepoeng i hvert av disse semestrene. De grønne boksene viser innholdet i semestrene ved NTNU.

Semester	Hvert semester utgjør 30 studiepoeng				
4 Vår	Masteroppg. NTNU	Uni. Of Liverpool	Clemson University	Uni. di Bologna	EMN
3 Høst	University of Liverpool		Clemson University		EMN
2 Vår	TPK 4135 Produksjons- logistikk	TPK 4180 Produksjons- strategi	TPK xxxx Produksjons- systemer	TPK 4185 Industriell system- design	University of Bologna
1 Høst	Gjennomføres ved EMN i Nantes, Frankrike				

Figur 1: Studieplan

Beskrivelse av emnene som kan tas ved NTNU i andre semester følger i tabell 2.

Tabell 2: Emnebeskrivelser NTNU

Emne	Læringsmål
TPK 4135 Produksjonslogistikk	Emnet skal gi studentene grunnleggende forståelse for logistikk- og styringsprosessene i en produksjonsbedrift, samt kunnskaper om prinsipper, verktøy og systemer for å analysere, utvikle og styre disse prosessene.
TPK 4180 Produksjonsstrategi	Emnet skal skape forståelse for hvordan globale prosesser påvirker bedrifters konkurransesituasjon. Emnet skal gi kompetanse og evne til å etablere, strukturere, organisere, og styre global produksjonsvirksomhet slik at den totale konkurranseevnen forbedres.
TPK xxxx Produksjonssystemer	Emnet er en videreutvikling av det tidligere emnet TPK 4145 Produksjonssystemer og skal utvikle innsikt i det produksjonsutstyr og de maskiner og metoder som benyttes i vareproduserende industri. Det skal gi grunnlag for å kunne planlegge og drive standard tilvirkningsprosesser.
TPK 4185 Industriell systemdesign	Studentene skal lære å forstå, analysere, planlegge og utvikle produkter, tjenester og prosesser i moderne produksjonsvirksomheter.

4) Læringsmål og læringsutbytte

Den generelle målsettingen for Sivilingeniørutdanningen ved NTNU gjelder også for EM studieprogrammet. Det betyr at den skal gi studentene kunnskaper, ferdigheter og generell kompetanse som setter studentene i stand til å møte behov og utfordringer i private og offentlige virksomheter.

Kunnskaper

EM kandidaten vil oppnå:

- Spesifikk og dyp ingeniørkunnskap om logistikk/operations management i avanserte verdikjeder og nettverk
- Dyp forståelse om og anvendelse av:
 - Metoder for operasjonsanalyse og avansert beslutningsstøtte
 - Systemteori og analyse- og forbedringsmetoder for komplekse produksjonssystemer og prosjekter
 - Moderne informasjons- og kommunikasjonsteknologi og sanntidsinformasjon
 - Innovasjonsmetoder og prosesser
- Grunnleggende forståelse av forskningsprosessen og vitenskapsmetodikk

Ferdigheter

Innen avanserte verdikjeder skal EM kandidaten kunne:

- Selvstendig anvende tilegnet kunnskap i analyser og utvikling av helhetlige løsninger for ingeniørfaglige problemer i en tverrfaglig kontekst
- Evne å omforme løsninger til anvendelse og praktisk bruk og innovasjoner herunder å treffe velbegrunnede valg av relevante alternative løsninger
- Vurdere analyseverktøy, metoder, tekniske modeller, beregninger og løsninger selvstendig og kritisk
- Gjennomføre et selvstendig, ingeniørfaglig forsknings- eller utviklingsprosjekt under veiledning
- Være i stand til å oppnå faglig fornyelse og omstilling på eget initiativ, herunder oppdatere egen kompetanse gjennom livslang læring

Generell kompetanse

Fra et ingeniør og verdikjedefaglig ståsted skal EM kandidaten:

- Forstå logistikk i komplekse verdikjeder fra et helhetlig samfunnsperspektiv, og ha innsikt i etiske krav og hensyn til bærekraftig utvikling herunder og kunne analysere etiske problemstillinger
- Kunne samarbeide og bidra til tverrfaglig samhandling
- Kunne formidle og kommunisere faglige problemstillinger og løsninger både overfor spesialister og allmennheten
- Kunne lede og motivere medarbeidere
- Ha et internasjonalt perspektiv på sin profesjon og kunne utvikle evne til internasjonal samhandling

5) Fastsettelse av studieplan

NTNU og IPK vil være konsortiepartner i det foreslåtte masterprogrammet som EMN vil lede og koordinere. IPK vil være vert for studentene ved NTNU. Prosessen med å fastsette studieplanen vil ha følgende milepæler:

- FUS søkes innen 3. mars
- Studierektor søkes innen 8. mars og godkjenner søknaden for behandling av NTNUs rektor og styre.
- Den endelige søknaden sendes Erasmus Mundusprogrammet innen 30. april

6) Kostnadsberegning og finansiering

Kostnadsberegning og finansiering er vist i tabellene under. Beregningene er basert på estimert time- og kostnadsforbruk for å etablere og drive programmet.

Tabell 3 viser kostnadsberegning og finansiering for oppstart og utvikling.

Tabell 3: Oppstarts- og utviklingskostnader

Kostnader oppstart	NOK
Emnetilpasning	50.000
Nettverksbygging og utv. av programforslag; reiseutg.	100.000
Nettverksbygging og utv. av programforslag; innleide ressurser	100.000
Nettverksbygging og utv. av programforslag; timer ansatte	100.000
Totalt kostnader oppstart	350.000
Finansiering oppstart	
IPK; emnetilpasning, nettverksbygging og programforslag	280.000
Int. seksjon; nettverksbygging og programforslag	70.000
Total finansiering oppstart	350.000
Overskudd oppstart	0

Tabell 4 viser kostnadsberegning og finansiering for ordinær drift i år 1, beregnet basert på 10 studenter i programmets 2. semester.

Tabell 4: Kostnader og finansiering ved ordinær drift, år 1

Kostnader ordinær drift, år 1	
Info- og integr.aktiv. for 2.-årsstud. (5.000 kr/student)	50.000
Evaluering og koord. (reiseutg.)	50.000
Koordinator (25 %)	116.000
Totalt kostnader år 1	216.000
Finansiering ordinær drift, år 1	
Erasmus Mundus (info-/integr.akt., reiseutg., koordinator)	216.000
Studiepoengproduksjon (14.655 kr/30 poeng)	146.550
Total finansiering år 1	362.550
Overskudd år 1	146.550

Tabell 5 viser kostnadsberegning og finansiering for ordinær drift i år 2 (full opptrapping), beregnet basert på 10 studenter i programmets 2. semester og 5 studenter på masteroppgave.

Tabell 5: Kostnader og finansiering ved ordinær drift, år 2

Kostnader ordinær drift, år 2 (full opptrøpping)	
Info- og integr.aktiv. for 2.-årsstud. (5.000 kr/student)	50.000
Masterveiledning (15.000 kr/student)	75.000
Evaluering og koord. (reiseutg.)	50.000
Koordinator (25 %)	116.000
Totalt kostnader år 2	291.000
Finansiering ordinær drift, år 2	
Erasmus Mundus (info-/integr.akt., reiseutg., koordinator)	216.000
Studiepoengproduksjon (14.655 kr/30 poeng)	146.550
Masterproduksjon (33.400 kr/student)	167.000
Kandidatbevilgning master (16.200 kr/student)	81.000
Total finansiering år 2	610.550
Overskudd år 2	319.550

7) Oppdragsundervisning, egenbetaling

Det er ikke aktuelt for Erasmus Mundus masterprogrammer.

NTNU kan ikke ta egenbetaling av studentene i henhold til gratisprinsippet iflg Universitets og Høgskoleloven. Det er regnet ut at fakultetet vil ha kostnader knyttet til en 25 % administrativ stilling i forbindelse med dette programmet. Kostnadene ved denne stillingen vil dekkes ved at NTNU fakturerer konsortiet, ettersom stillingen kun omhandler rent administrative oppgaver og ikke på noen måte er knyttet til studie/undervisningsmessige oppgaver. I tillegg er konsortiet orientert om at NTNU vil kunne fakturere konsortiet for reiseutgifter.

Det er også utgifter tilknyttet arbeidet som gjøres på Internasjonal seksjon, men dette er ikke noe konsortiet kan belastes for ettersom arbeid med opptak og mottak av studentene er noe som gjennomføres for alle internasjonale studenter, og som dermed inngår i dens faste rutiner. Alle signaler fra Kunnskapsdepartementet tilsier at dette ikke er noe norske institusjoner kan belaste Munduskonsortium for. Det er kun utgifter som går til administrativt arbeid som går ut over det Internasjonal seksjon vanligvis gjør som kan belastes.

Disse reglene og prinsippene gjenspeiles i kapittel 6.

8) Antall studenter

Masterprogrammet vil innrullere 20 studenter i året. Av disse er det estimert at 10 studenter vil gjennomføre det andre semesteret ved NTNU, og at rundt 5 studenter velger å skrive masteroppgaven og uteksamineres ved NTNU.

9) Opptakskrav og rangeringsregler

Opptak til det 2-årige masterprogrammet innen Advanced Supply Chain Management er basert på følgende krav:

- Kandidaten har oppnådd en bachelorgrad (BSc/BEng) eller tilsvarende innen teknologi- eller ingeniørfag. Alternativt har kandidaten gjennomført de tre første årene av et 5 årig masterprogram innen teknologi-/ingeniørfag. Foretrukne retninger er maskin, produksjon, produktutvikling og logistikk.
- Kandidaten må minst ha bestått eksamen i fagene Matematiske metoder I, II og III (eller tilsvarende) + statistikk, minimum 30 studiepoeng i matematikk og statistikk eller tilsvarende.

- **Språkkrav:** Minimum 6.5 IELTS. Dette er det gjeldende kravet ved Universitetet i Liverpool, og det ligger høyest av alle deltakeruniversitetene. Det ligger godt over NTNU sitt minimumskrav på 5 IELTS.

Den foreløpige planen for rangering og valg av kandidater er som følger: Kandidatene vil søke gjennom en sentral søknadsportal allerede i bruk ved EMN. Denne portalen er online og de opplastede søknadene fordeles tilfeldig på samarbeidsinstitusjonene. Søknadene evalueres på en skala fra 1 til 5 hvor alle over 3.5 sendes videre til neste samarbeidsinstitusjonene for andregangsevaluering. Alle kandidater med en samlet score over 3.5 er godkjent og vil bli rangert for opptak. Søknadene evalueres basert på et rammeverk for evaluering av kandidater til Erasmus Mundus' masterprogram.

10) Samarbeidende fakulteter

IVT-fakultet er det eneste NTNU-fakultet involvert i søknaden og dette spørsmålet er dermed ikke relevant.

11) Forskningskopling og tverrfaglighet

Det internasjonalt EM programmet vil være nært koblet og integrert med NTNU og fagmiljøenes forskningsaktiviteter. For NTNU sin del gjelder dette forskningsaktiviteter i regi av de strategiske satsingsområdene Globalisering, Informasjons- og Kommunikasjonsteknologi, og Miljø, samt aktivitet i SFI NORMAN. Tematisk er disse strategiske forskningsaktivitetene helt sammenfallende med kjerneområdet i EM programmet, og vi vil derfor dra både forsknings- og undervisningsmessig nytte av å etablere et internasjonalt mastertilbud innen de nevnte satsingsområdene.

Undervisningen i EM programmet vil bygge på problemstillinger, kunnskap, metoder og industrirelasjoner som er etablert i forskningsaktivitetene. Studentene vil integreres i de ulike forskergruppene gjennom forelesninger, øvinger og prosjektaktiviteter. Masteroppgaver vil defineres som forskningsaktiviteter i de tematiske forskningsprosjektene. Forskere vil være veiledere og mentorer for EM kandidatene og studentene vil knyttes opp mot involverte industripartnere og faglige kontaktpersoner i disse miljøene. Gjennom denne interaksjonen vil en i tillegg oppnå at studentene utvikler seg på en tverrfaglig og multidisiplinær arena som er tilsvarende den som vil møte dem etter fullført utdanning – enten i industrien eller i akademien.

I tillegg til de nevnte tematiske og strategiske forskningsaktivitetene vil studentene også kunne knyttes opp mot øvrige forskningsaktiviteter som KMB og internasjonale prosjekter fagmiljøet er ansvarlig for.

12) Eksterne samarbeidspartnere

Som nevnt inngår følgende eksterne aktører i det foreslåtte Erasmus Mundus programmet:

- Ecole Nationale Supérieure des Techniques Industrielles et des Mines de Nantes (EMN), Frankrike
- Università di Bologna, Italia
- University of Liverpool, Storbritannia
- Clemson University, South Carolina (USA)

Det foreligger utkast til samarbeidsavtale og universitetene er i en prosess for å få denne godkjent og signert. Avtalen vil være på plass senest 30.4.2011 (søknadsfrist for Erasmus Mundus programmet).

13) Fellesprogram med multipl grad

Masterprogrammet er et felles studieprogram mellom de berørte institusjoner. Vi søker om en grad i form av ett vitnemål fra hver av de samarbeidende institusjonene som studenten har avlagt eksamen hos (double degree eller multiple degree). Målsetningen er å gå for ett felles vitnemål på et senere tidspunkt, men prosedyrene for dette er svært omfattende ved en del av de andre partnerinstitusjonene. Dersom søknaden går igjennom hos EU vil det påbegynnes arbeid ved alle partnerinstitusjonene rettet mot ett felles vitnemål så snart som mulig.

Som det fremgår av studieplanen som ligger til grunn for denne Erasmus Mundus søknaden tilbyr NTNU undervisning på 2. og 4. semester i graden. Studentene som får tildelt en grad fra NTNU vil ha avlagt minimum 30 studiepoeng ved NTNU.

Konsortiet vil inngå en skriftlig avtale som regulerer ansvarsforholdet mellom partene, herunder gradstildeling og vitnemålsutforming.

Studentene vil søke om opptak direkte til konsortiet. Ecole des Mines de Nantes vil som koordinerende institusjon i konsortiet administrere opptaket. Prosedyrene rundt dette er avtalt med partnerne og er under utarbeidelse. Det vil opprettes et opptaksorgan (Board of Admission and Evaluation) som vil samles for å gjennomføre opptaket. Både faglig- og administrativt ansatte fra hver partnerinstitusjon skal delta i dette organet

Samarbeidsinstitusjonene er akkreditert eller godkjent for å kunne gi høyere utdanning i henhold til gjeldende systemer i det aktuelle land, og at de aktuelle studiene er akkreditert som høyere utdanning.

14) Markedsvurdering

I rapporten "2016 Future Supply Chain" utgitt av The Global Commercial Initiative går det frem at en av de mest sentrale industrielle utfordringene er å mestre kompleksiteten i verdikjeder etter hvert som de blir mer og mer globale og sammensatte av ulike bedrifter og tjenesteleverandører. Den samme utfordringen "å kunne arbeide i komplekst organiserte industrielle nettverk" ble også fremhevet av de 41 bedriftene som deltok i bedriftsundersøkelsen som ble gjennomført i 2010 i forbindelse med framtidens PuP-studium. Dette krever kunnskap og kompetanse for å ta i bruk ny teknologi, utvikle helhetlige styringssystemer og sørge for dynamikk i verdikjedene slik at en klarer å levere det kundene etterspør på en bærekraftig måte. I denne sammenheng vil bruk og deling av informasjon gjennom avansert informasjonsteknologi være et fremtidig utviklingsområde, i tillegg til avansert beslutningsstøtte og evnen til å innovere nye produkter, tjenester og prosesser.

Behovet for kompetanse i supply chain management er økende, og dette reflekteres i at flere masterprogrammer er etablert internasjonalt. De fleste programmer tilbys av "business schools og økonomiske universiteter- og høyskoler med fokus på organisatoriske og bedriftsadministrative aspekter ved supply chain management. Ved Cranfield Universitys School of Management, UK tilbys det et 11 måneders masterprogram innen logistikk og verdikjedestyring. Høgskolen i Molde tilbyr sammen med University of Westminster, UK, Arnhem Business School, Nederland og ICN Metz, Frankrike et masterprogram over 12 måneder innen logistikk og verdikjedestyring.

Ingen av disse programmene har basis i teknologi/ingeniørfag. Styrken ved det foreslåtte nye masterprogrammet på Advanced Supply Chain Management er at det konsentrerer seg om de rent teknisk-økonomiske problemstillingene knyttet til håndteringen av komplekse verdikjeder og spiller derfor på grensesnittet og synergien mellom den teknisk og økonomiske kunnskapen.

Innenfor Erasmus Mundus finnes det ingen sammenlignbare programmer. Det nærmeste er "Strategic Project Management" som tilbys av *Heriot-Watt University, UK* sammen med *Politecnico di Milano, Italia* og *Umeå University, Sverige*, men det inneholder ingen emner innen logistikk og supply chain management.

Masterprogram finansiert gjennom Erasmus Mundus tilbyr studenter fra hele verden stipend for å studere på anerkjente skoler som vanligvis tar skolepenger. Konsortiet forventer store søkertall og høyt kvalifiserte søkere fra hele verden.

15) Særskilte programasperker

Ikke aktuelt.

16) Innmelding av nytt studieprogram til FS

Ikke aktuelt.

17) Vitnemålstekster

Ikke aktuelt.

Notat

Til: NTNU, Studieavdelingen

Kopi til: Øivind Arntsen, Institutt for bygg, anlegg og transport

Fra: Fakultet for ingeniørvitenskap og teknologi v/ dekanus

Signatur: Ingvald Strømmen

Anbefaling av søknad om videreføring av Erasmus Mundus 2-årig masterprogram CoMEM med NTNU som koordinator

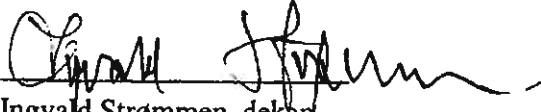
Programmet er gjennomført i en periode med TUDelft som koordinator. Det har vært god søkning fra studenter, og programmet har bidratt til et betydelig samarbeid for fagmiljøet ved NTNU, spesielt med TUDelft innenfor både utdanning og forskning og med fokus også mot arktisk teknologi.

For den kommende omsøkte perioden kan en bygge på reelle tall for studentsøking fra foregående periode. Fakultetet oppfatter de planlagte studenttallene som realistiske og dermed også et budsjett som har stor grad av pålitelighet i forhold til å komme ut med et regnskapsmessig lite overskudd. Dette er basert på nøkternt vurderte utgiftsposter, og med bakgrunn i erfaringstall.

Utdanningsfaglig og med utsikter til videre forskningssamarbeid med de andre universitetene i konsortiet anses programmet som meget verdifullt for fakultet og institutt. Det kan også nevnes at dette vil ha en god relasjon til vår SFI innen arktisk teknologi og satsning på offshore vindteknologi.

Endelig nevnes at det ved fortsettelse av Erasmus Mundus programmet ikke vil bli søkt opptatt studenter til det 2-årige masterprogrammet innen tilsvarende område. Dette for å begrense programporteføljen og prioritere den viktige effekten av internasjonalt samarbeid gjennom Erasmus Mundus.

På dette grunnlag anbefaler Fakultet for ingeniørvitenskap og teknologi denne søknaden og håper at den kan fremmes av NTNU.


Ingvald Strømmen, dekan
Svein Remseth, prodekan utdanning

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All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

Vedlegg til søknad om forlengelse av ERASMUS MUNDUS programmet COMEM.
Første opptak høsten 2012, med foreløpig varighet til 2018.

Kommentarer relatert til Kravspesifikasjonens 17 punkter:

1) Strategisamsvar, fakultært og institusjonelt. Strategisk forankring for forslaget.

Satsingen er i samsvar med instituttets og fakultetets strategi om mer forpliktende samarbeid mellom utvalgte universiteter. CoMEM utnytter strykene ved hvert av partner universitetene slik at studenten vil få en unik profil basert på en felles plattform. Ingen av universitetene kan gi samme profilering i deres egne nasjonale program. NTNU profilerer sitt topp internasjonale nivå innen arktisk marin teknologi, offshore vind teknologi og molobygging i programmet.

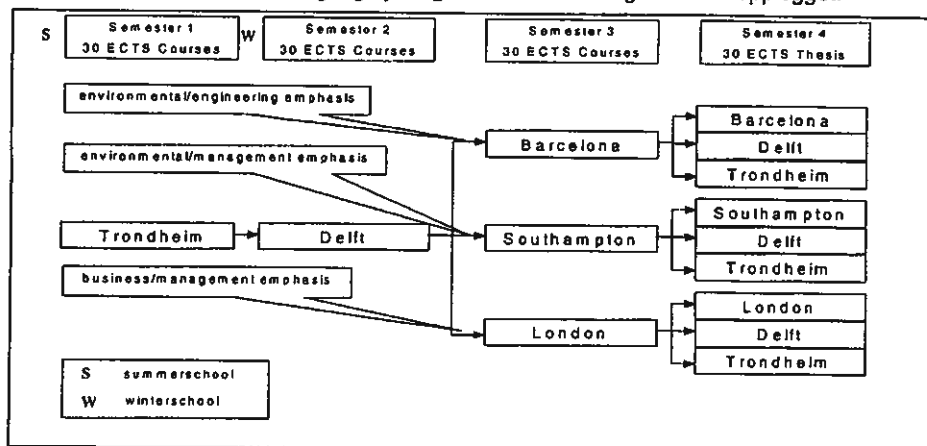
2) Krav til bachelorprogram og masterprogram i forskrifter, jfr nasjonale normer og krav.

Masterprogrammet CoMEM gis av partner universiteter som alle har rett til å gi mastergrad som kvalifiserer bl.a. til oppstart av PhD studier. Det er et to-årig masterprogram på 120 ECTS. Programmet inkluderer bl.a. ikketekniske emner og et obligatorisk emne med prosjektarbeid i grupper (tilsvarende EiT).

3) Studieplan, emnebeskrivelser, krav til innhold i hht studieforskrift; læringsmål m.v.

Alle emner som inngår er eksisterende emner ved de forskjellige partner universitetene med beskrivelse av innhold og læringsmål. Detaljeringsnivået kan variere, men alle er klar over og jobber med kvalifikasjonsrammeverket.

Studieplanen er lagt ved at 1. semester er alle studentene ved NTNU (basis 1) og immatrikuleres her. 2. semester er alle studentene ved TU Delft (basis 2). 3. semester velger studenten hovedprofil ved at de enten drar til City University London (maritime management profile), eller University of Southampton (Coastal Environment and Environmental Impact Assessment profile) eller til The Technical University of Catalonia, Barcelona, Spania. Masteroppgaven kan de ta ved et av de tre universitetene de har hatt opphold. Ved NTNU tilbys masteroppgaver innen arktisk marin teknologi, offshore vind teknologi og kyst og havneteknikk. Figur 1 viser opplegget.



Figur 1 Erasmus Mundus MSc itineraries Coastal and Marine Engineering and Management.
S=Summerschool = (Orientation week NTNU), W=Winterschool (Intro to project work TU Delft)

- 4) Læringsmål og læringsutbytte, i tråd med det nasjonale kvalifikasjonsrammeverket. Alle nye studieprogram skal utarbeide skisse til slike læringsmål ved framleggelsen av sine endelige forslag i runde 2.

Læringsmålet for programmet er formulert på engelsk (Nåværende versjon, vil muligens bli revidert):

The focus of the 'Erasmus Mundus MSc - Coastal and Marine Engineering and Management,' (CoMEM) is to educate the students (20-25) from a coastal and marine engineering background across the technical, managerial and financial skills that are essential to address coastal and marine engineering and management challenges.

Objectives:

To provide

- familiarity with key issues concerning sustainable, environmentally friendly, legal and economically acceptable solutions to challenges in Coastal and Marine Engineering;
- understanding of relevant ethical and integral issues;
- specific specialisation within the overall programme, including the MSc dissertation;
- research skills for further study (e.g., doctorates, specialised topics required by industry and continuous professional development);
- a European perspective on Coastal and Marine Engineering and Management, by learning in three European countries;
- a coherent and integrated global perspective on coastal and marine issues and problems;
- significant employment opportunities that encompass the private and public sectors.

The Masters' course is a two year 120 ECTS programme and the language of instruction is English. Also, other European language courses are offered in addition to the programme. The consortium provides a unique curriculum offering coastal and marine courses in a combination not found in a single EU member state. The consortium has a well-established research and educational background including numerical simulations, physical model testing and field techniques. This expertise, together with access to extensive data sets and long standing links with private firms, public administrations and other research/education institutes will also be offered to the students.

- 5) Fastsettelse av studieplan; mer på det prosessuelle mht krav til koordinering og faglig ledelsesforankring. *Institutt og fakultet skal godkjenne alle forslag før de fremmes.*

En videreføring av CoMEM vil følge opplegget fra nåværende program. Koordinering av programmet flyttes fra TU-Delft til NTNU, Institutt for bygg, anlegg og transport (BAT). Programmets styre utgjøres av medlemmene i Konsortiet samt studentrepresentant. Konsortiet avholder minst 2 styremøter pr år. Konsortiet i felles møte rangerer søkerne. Evaluering av studietilbudet gjøres underveis og eventuelle behov for justeringer tas opp og besluttet av konsortiet. Medlemmene av konsortiet er:

Norwegian University of Science and Technology, Trondheim:	
Programme co-ordinator and consortium member:	1. amanuensis Øivind A. Arntsen
Delft University of Technology, Delft:	
Local co-ordinator and consortium member:	Professor Marcel Stive
Technical University of Catalunya, Barcelona	
Local co-ordinator and consortium member:	Professor Agustin Sanchez-Arcilla
University of Southampton, Southampton	
Local co-ordinator and consortium member:	Professor Robert Nicholls
City University, London	
Local co-ordinator and consortium member:	Professor Laurie Boswell
CoMEM student and consortium member:	NN

Professor Sveinung Løset, professor Knut V. Høyland, 1. amanuensis Øivind A. Arntsen og BATs nye 1. amanuensis innen Kyst og havn (ansettes tidlig sommer 2011) og førstekonsulent Sonja Hammer sammen med instituttleder danner ledelsesteamet ved NTNU/BAT.

- 6) Kostnadsberegning og finansiering; krav til estimat for oppstarts- og utviklingskostnader og et estimat for kostnader for ordinær drift av programmet.

Programmet er en fortsettelse av et eksisterende program, slik at oppstartskostnader for studieopplegget er ikke av betydelig art. Imidlertid krever søknadsskriving til EU og deltakelse på infomøter og lignende betydelig innsats. Innsatsen før programmet er etablert dekkes fullt ut av hver av partner universitetene. Ved NTNU er det Institutt for bygg, anlegg og transport sammen med Internasjonal seksjon som må stå for dette. Ved ordinær drift av programmet vil det komme bidrag til programmet fra EU for 5 runder. Se eget vedlegg (regneark for budsjett NTNU) om økonomien i prosjektet for de første 5 inntakene. Budsjettet antyder at det vil gå i pluss i ordinær drift. Om programmet videreføres etter 5 opptak er avhengig om vi lykkes med å rekruttere tilstrekkelig antall kandidater med egen finansiering. En vurdering om videreføring av programmet utover 5 opptak vil bli besluttet av konsortiet i samråd med partner universitetene våren 2015.

- 7) Oppdragsundervisning, egenbetaling (hvor og hvordan aktuelt osv i hht oppdaterte forskr.)

EU støtter programmet med 30000 euro pr co-hort (5 runder) til konsortiet, i tillegg skal hver studentene betale en avgift på 4000 Euro (ikke-europeiske studenter) eller 2000 euro (europeiske studenter) til konsortiet pr semester. Noen studenter vil få stipend fra EU som dekker dette pluss bidrag til bo og opphoidsutgifter. Konsortiet fordeler midlene til partner universitetene. NTNU/BAT skal koordinere dette for dette programmet.

- 8) Antall studenter det tas sikte på, inkl fordelingen mellom de ulike studentkategorier.

25 studenter totalt
6-9 ikke-europeiske studenter
11-19 europeiske studenter

I budsjettet for NTNU er det satt opp totalt 20 studenter pr kull og 3 masterstudenter ved NTNU pr kull.

Gjennomsnittlig har vi i nåværende CoMEM program hatt 14 studenter i 1. semester. Høsten 2008 og høsten 2009 deltok hhv 20 og 19 studenter. Fra 2010 la EU om stipendfordelingen til fordel for studenter i EU. Så langt har vi ikke klart å rekruttere full pott med EU-studenter, men konsortiet har sterk fokus på å få det til i fortsettelsen, samt at vi legger økt innsats på å rekruttere studenter med egen finansiering. I forslag til budsjett er derfor satt opp 20 studenter pr kull. Det gir 10 FTE-student til NTNU pr kull. I gjennomsnitt har vi hatt 2 studenter med masteroppgave ved NTNU. I det nye programmet vil Arktisk teknologi og Offshore vind bli mer synliggjort. Det forventer vi vil gi en liten økning i de som ønsker å ta masteroppgave ved NTNU. Derfor er det antallet satt til 3 pr kull i budsjettet.

- 9) Opptakskrav og rangeringsregler

Konsortiet har utarbeidet opptakskrav som vektlegger karakterer, akademisk erfaring, kvalitet på utdannelsesinstitusjon, engelskkunnskaper, motivasjon og relevant arbeidserfaring. En student må ha GPA >75 og høy score på engelsktest for å bli opptatt til programmet. Vi forventer at nivået på søkere fortsatt vil være godt. Det er i dag ca 5 søkere pr plass med GPA >75.

- 10) Samarbeidende fakulteter; krav til horisontale ledelsesavklaringer, avtaler hvor nødvendig
Behovet ledelsesavklaringer ligger i hovedsak i linjen BAT/IVT/NTNU og mot Internasjonal seksjon. I tillegg til avklaringer mellom partner universitetene se pkt. 12.

- 11) Forskningskopling og tverrfaglighet

Ved NTNU er programmet nært knyttet til forskning innenfor Arktisk teknologi og Vindenergi (offshore vind) samt Kyst- og havneteknikk ved Institutt for bygg, anlegg og transport.

12) Eksterne samarbeidspartnere; krav til avtale med evt. eksterne samarbeidsaktører.
Konsortiet vil utarbeide forslag til samarbeidsavtaler mellom partner universitetene i god tid før søknadsfristen. Samarbeidsavtale må legges ved søknaden til EU, og når vi vet at programmet får støtte fra EU, må ytterligere avtaler utarbeides. Konsortiet jobber med å involvere "associate partners" f.eks SINTEF og tilsvarende institusjoner. Disse prosessene inngår i arbeidet med søknaden til EU med frist 29. april 2011.

13) Fellesgrader og fellesprogram, med eget underpunkt for Erasmus Mundus-programmer.
Konsortiet vil jobbe mot en felles MSc grad. Pr i dag er det ikke mulig mellom samtlige partner universitetene pga nasjonale lover. Mye er på gang i denne sammenhengen og mye kan skje i løpet av programmets periode. I dag mottar studentene en trippel degree med et vitnemål fra hvert av universitetene de har oppholdt seg under programmet. Hvert universitet gir også et "Diploma supplement". Diploma supplement for CoMEM NTNU eksisterer.

14) Markedsvurdering; inkluderer blant annet krav til vurdering av nytt tilbud i forhold til eksisterende sammenlignbare tilbud ved og utenfor vår egen utdanningsinstitusjon.

Det er god søkning til studieprogrammet, over 100 søknader for hver co-hort, av disse har det vært ca 5 kvalifiserte søkere pr plass. Kandidatene utdannes for en internasjonal arena og vi sitter igjen med inntrykk av at utdanningen gir en god basis for jobber innenfor de forskjellige feltene og som i tillegg kvalifiserer for ph.d. studier. Ved NTNU har vi p.t. 2 ph.d. studenter med MSc fra CoMEM programmet. Vedrørende studietilbudet se pkt 1.

15) Særskilte programaspekter.

Erasmus-Mundus program. Om søknaden til EU ikke får tilslag for Erasmus Mundus status må eksisterende program CoMEM "legges på is" etter siste inntak i 2011. Konsortiet vil i god tid vurdere å fremme fornyet søknad om EM CoMEM med oppstart høsten 2013.

16) Innrapportering en nytt studieprogram til FS.

Ikke aktuell problemstilling da programmet allerede eksisterer i FS.

17) Vitnemålstekst.

Vitnemåltekst med diploma supplement eksisterer allerede i FS under nåværende program. Kopi av DS er vedlagt.

Den spesielle delen av vitnemålsteksten for studenter som ikke tar masteroppgaven ved NTNU er:

Master of Science in Coastal and Marine Engineering and Management
The degree was completed in month yyyy

For studenter som tar masteroppgaven ved NTNU er den spesielle teksten so følger:

Master of Science in Coastal and Marine Engineering and Management
with specialization in Marine Civil Engineering
The degree was completed in month yyyy
Title of the Master's Thesis:
<title>

Financial Information CoMEM NTNU 2012-2018 Figures in Euro.				Academic year												SUM	
				2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018			
Income	Source	Unit value	unit descript	#	1. year	#	2. year	#	3. year	#	4. year	#	5. year	#	6. year	Euro	
1	Administrative funding	EU-funding per cohort: 10000	10000	lump sum	0,5	5000	1	10000	1	10000	1	10000	1	10000	0,5	5000	50000
2	Student fees category A	Scholarsh Non-EU st coursew.	4000	# students	9	36000	8	32000	8	32000	7	28000	7	28000	0	0	156000
3	Student fees category B	Scholarships EU-st. coursew.	2000	# students	9	18000	8	16000	8	16000	7	14000	7	14000	0	0	78000
4	Student fees "category B"	Self supporting coursew.	2000	# students	2	4000	4	8000	4	8000	6	12000	6	12000	0	0	44000
5	Student fees category A	Scholarsh Non-EU st thesis.	4000	# students	0	0	2	8000	1	4000	2	8000	1	4000	2	8000	32000
6	Student fees category B + self supp.	Scholarships + self. thesis.	2000	# students	0	0	1	2000	2	4000	1	2000	2	4000	1	2000	14000
	Production FTE-student at NTNU	Ministry of Educ and Res:	3664	FTE-stud	10	36640	10	36640	10	36640	10	36640	10	36640	0	0	183200
	Productio master students at NTNU	Ministry of Educ and Res:	6200	# masters	0	0	3	18600	3	18600	3	18600	3	18600	3	18600	93000
9	Scholars (50% of time)	In kind	100000	FTE-scholar	0	0	0,15	15000	0	0	0,15	15000	0,15	15000	0	0	45000
10	SUM income:					99640		146240		129240		144240		142240		33600	695200
Expenses:																	
11	Coordinator NTNU in-kind	NTNU/IVT/BAT	105000	FTE-coord	0,4	42000	0,4	42000	0,4	42000	0,4	42000	0,4	42000	0,4	42000	252000
12	Administrative support BAT in-kind	NTNU/IVT/BAT	72000	FTE-admin	0,5	36000	0,5	36000	0,5	36000	0,5	36000	0,5	36000	0,5	36000	216000
13	Travel , excursions, social activities representation, insurance, PR, etc.	CoMEM Concorcium	35000	per cohort	1	35000	1	35000	1	35000	1	35000	1	35000	0	0	175000
14	Extra student assistance in teaching	BAT	7500	per cohort	1	7500	1	7500	1	7500	1	7500	1	7500	0	0	37500
15	Scholars- internal expenses	BAT	5000	office	0	0	0,25	1250	0	0	0,25	1250	0,25	1250	0	0	3750
17	SUM expences:					120500		121750		120500		121750		121750		78000	684250
Deficit (-)/Surplus (+):																	
18		NTNU/IVT/BAT	Euro			-20860		24490		8740		22490		20490		-44400	10950
		NOK		8,00		-166880		195920		69920		179920		163920		-355200	87600

Notat

Til: NTNU, Studieavdelingen



Kopi til: Fakultet for informasjonsteknologi, matematikk og elektronikk

Fra: Fakultet for ingeniørvitenskap og teknologi v/ dekanus

Signatur: Ingvald Strømmen**Bekreftelse på samarbeid med IME-fakultetet om Erasmus Mundus program innen Wind Energy**

IVT-fakultet erklærer hermed sin støtte til at det søkes etablert et Erasmus Mundus program for 2-årig masterutdanning inne Wind Energy. I samarbeidet vil IME-fakultetet være vertsfakultet for programmet, mens vi ellers forutsetter en lik ansvarsfordeling mellom fakultetene.

Søknaden forutsettes levert fra IME-fakultetet.


Ingvald Strømmen, dekan
Svein Remseth, prodekan utdanning

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Fakultet for naturvitenskap og teknologi

Dato
03.03.2011Referanse
2011/476/LHN**Notat**

Til: Jon Inge Resell

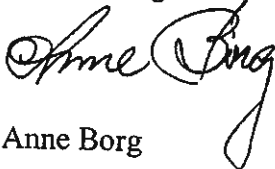
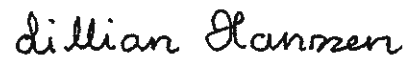
Kopi til:

Fra: Fakultet for naturvitenskap og teknologi

Deltakelse ved Erasmus Mundus-søknader 2011

Fagmiljøene ved Fakultet for Naturvitenskap og teknologi ønsker ikke å søke om deltagelse Erasmus Mundus-programmet for felles program og grader i 2011.

Med vennlig hilsen

Anne Borg
Prodekanus for utdanning
Lillian Hanssen
Sekssjonssjef

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Notat

Til: Studiedirektøren v/Jon Inge Resell

Kopi til: FUS, Olav B. Fosso, Heidi Dreyer, Øyvind Arntsen

Fra: FUS v/Åge Søsveen

Søknader om nye Erasmus Mundus-program 2011. Utskrift av vedtak i FUS

FUS har mottatt tre søknader om hhv. videreføring og etablering av nye Erasmus Mundus masterprogram innenfor teknologiområdet. Søknadene ble behandlet i møte torsdag 10.mars 2011 med følgende vedtak:

Sak 18/2011: Erasmus Mundus-søknader 2011.

- Søknader om Erasmus Mundus-studieprogram
- Notat med forslag til vedtak

Vedtak:

1. FUS anbefaler at de tre søknadene for 2011 om Erasmus Mundus-program fra NTNU blir godkjent for innsending i 2011, med eventuell implementering i studieåret 2012/13:
 - a. Videreføring av Coastal and Marine Engineering and Management (IVT)
 - b. Nytt program i Advanced Supply Chain Management (IVT).

FUS oppfordrer fagmiljøet å tilstrebe samarbeid med andre aktuelle miljøer på NTNU for å etablere en bredere faglig plattform for programmet.
 - c. Nytt program i Wind Energy (IME).
2. Det presiseres at Erasmus Mundus-institusjonene må sørge for et tilfredsstillende mottak, sikre gode bomuligheter og legge til rette for god veiledning av studentene mens de oppholder seg ved vedkommende institusjon.
3. Det forutsettes at endelige studieplaner for de programmene som blir innvilget, blir lagt fram til godkjenning i FUS innen 1.mai 2012.

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	http://www.ntnu.no/studieavd	Høgskoleringen 1	Telefaks	
		Gløshaugen	+ 47	Tlf: + 47 73 59 37 01

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