



Study boards and programme directors -
bachelor and master's programmes

Solbjerg Plads 3
2000 Frederiksberg

Tlf.: 3815 3815
Fax: 3815 2015
www.cbs.dk

Rules for 'planning of teaching activities' (application of teaching resources)

26 June 2012

TWH

Full-time programmes must be full-time studies!

1. This implies that the individual programme must be able to explain that the course of studies are being planned in such a way that the student workload in each particular academic year is equivalent to an entire 'student work year' and that the included preparation time is realistic and credible.

An academic year of 60 ECTS credits must be equivalent to a workload of 1,650 student working hours.

A calculation, which for the individual teaching elements (courses, projects, etc.) and thus the overall programme will document that the total workload (scheduled lessons, exercises, own preparation, exam and preparation for exam) adds up to 1,650 student working hours per year, must be made.

Besides documenting that the programme requires a full-time effort from the students, the calculation will also render visible what is expected from the students during the programme (preparation, assignments, etc.).

2. The allocation of the granted teaching funds for the programme depends on the three following conditions:

- The overall *teaching volume* measured in lessons per week and the number of teaching weeks
- Breakdown by *class size* (large or small classes or a combination of the two)
- Breakdown by *lecturer categories* (permanent lecturers, external lecturers, teaching assistants)

It is expected that the study board and the programme director ensure that the individual variables are implemented optimally when planning the teaching activities and allocating the resources.

It is therefore inappropriate if a large provision of teaching activities takes place at the expense of inappropriately large classes and/or a critically low permanent staff ratio, or if a very high permanent staff ratio takes place at the expense of a critically low provision of teaching activities and/or inappropriately large classes, etc.

Thomas Werner Hansen
Senior Adviser
Dir. tel.: +45 3815 2677
twh.edu@cbs.dk

3. The future quality overhauls of the programmes will include a description of how the conditions mentioned above have been realised, i.e.,

- is there realistic and credible verification of the consumption of student working hours so the fact that it is a full-time study can be rendered visible?
- Is there an appropriate balance in the implementation of the three above-mentioned variables in the application of the allocated teaching resources?

4. As far as the teaching volume is concerned, the below minimum standards for the number of teaching weeks and lessons per week apply for *teaching*, which is project periods without fixed lessons or periods with a reduced provision of teaching activities due to assignments or projects, special activities that require a lot of preparation, and the like.

a. Teaching weeks

The autumn and the spring semester must include a *minimum of 12 weeks of teaching* from the first timetabled week to the last timetabled week, i.e. without examination and preparation time before the examination. If a semester is completed with a project or the like without timetabled teaching, the semester ends on the date of which the project is submitted. Easter week is not included in the spring semester.

The above does not apply to teaching scheduled in quarters or other intensive and short courses. In these cases the total teaching volume is realised by an increased teaching effort per week, so that the total teaching volume is upheld, cf. the calculations below.

b. Lessons per week

Bachelor programmes with normal teaching must include *at least 12 timetabled lessons per week*.

Master's programmes with normal teaching must include *at least 10 timetabled lessons per week*, since more preparation is required than in the bachelor programmes.

c. Total teaching volume

The above means that a semester in a *bachelor programme* (of a total of 30 ECTS) normally will consist of a minimum of 12 teaching weeks with 12 lessons per week equivalent to 144 lessons.

A course of 7.5 ECTS credits will thus include a minimum of 12 teaching weeks of 3 lessons/week equivalent to 36 lessons.

A semester in a *master's programme* will normally consist of a minimum of 12 teaching weeks with 10 lessons/week equivalent to 120 lessons.

A course of 7.5 ECTS credits will thus as a minimum include 30 lessons and can also be scheduled over 10 weeks with 3 lessons per week.

In line with the determination of the above minimum standards for the teaching scope, it is important to emphasise that *we do not want to limit the programmes' possibilities of securing a sensible pedagogical practice for the individual*

courses, which secures the pre-defined learning objectives. Naturally, there must be room for project periods without fixed lessons or periods with a reduced provision of teaching activities earmarked for assignments, activities that require extensive preparation, etc. However, we must still ensure that the programmes require full-time studying, and the students are expected (including all learning activities) to work a minimum of 1,650 student working hours, and that the programme helps to ensure this goal by virtue of the teaching efforts that are contributed on the basis of the allocated resources.

Jan Molin

Dean