NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Dato
15.9.2022

Referanse
2022/28834/ANITABRA

Møteinnkalling

Til:	Instituttstyret
Kopi til:	Instituttledelsen ved ILU
Om:	Styremøte ved Institutt for lærerutdanning
Møtetid:	Torsdag 22.9.2022 kl. 09.00-14.00

Møtested: Kalvskinnet E.C. Dahls gate 10 3. etasje
Møterom 302 Valentine Smith

Eksterne styremedlemmer:
Arve Thorshaug (styreleder), rektor, Nesheim skole, Levanger
Kristin Bratberg Røe, rektor, Eberg barneskole, Trondheim

Styremedlem, studentrepresentanter:
Herman Nesse
Sharmika Raventhiran

Styremedlem, representanter fra fast vitenskapelig ansatte:
Mari Nygård
Unni Eikeseth
Jørgen Klein

Styremedlem, representant fra midlertidig vitenskapelig ansatte:
Martin Veier-Olsen

Styremedlem, representant fra teknisk-administrativt ansatte:
Sunniva Saksvik

Fra instituttledelse og -administrasjon:
Ingfrid Thowsen, Ola Harstad, Ruth Grüters, Charlotte Gaertner, Øystein Wormdal og
Anita I. Brækken (protokollfører)

Meldt forfall:
Anneke Kneppers

Godkjenning av **innkalling** og saker til eventuelt.

ORIENTERINGSSAKER

Tidsramme kl. 09.00-09.45

ILU 19/22   **Orientering om virksomheten**
Hensikt: Instituttledelsen orienterer om aktuelle saker og nyheter.
- Nytilsattseminar
- 100-årsjubileum lærerutdanningen
- Innføring av BOTT ØL og forankring av arbeidet
- Studiestart, antall ja-svar og erfaringer med oppstart
- Debatt i media om praksis og innføring av master i GLU
- Tilslag Norges forskningsråd (NFR)
- Senter for fremragende utdanning (SFU)
- Utlysning av interne kvalifiseringsstipend
- Universitetsskolesamarbeidet: ULF og tildelte midler

Tidsramme kl. 09.45-10.00

ILU 20/22   **Virksomhetsrapportering 2. tertial**
Hensikt: Å gi styret en oppdatering på virksomhetsstyring og økonomi etter andre tertial 2022.
Vedlegg:
- Saksnotat

DISKUSJONSSAKER

Tidsramme kl. 10.00-10.20

ILU 21/22   **Oppstart – styrets rolle og årshjul**
Hensikt: Vi følger opp diskusjon fra tidligere møter og presenterer et overordnet årshjul for kjente saker som kommer til instituttstyret.
Vedlegg:
- Saksnotat og årshjul

Tidsramme kl. 10.30-11.00

ILU 22/22   **Mat og helse som studieretning i GLU**
Hensikt: Å gi styret et innblikk i den pågående utredningen om mat og helse.
Vedlegg:
- Saksnotat

Tidsramme kl. 11.00-11.20

ILU 23/22   **Årsplan 2023 – prosess og plan**
Hensikt: Å gi styret en orientering om den interne prosessen og plan for arbeidet med årsplanen for 2023.
Vedlegg:

- Saksnotat

ILU 24/22

Tidsramme kl. 12.20-13.00
Evaluering av styrets arbeid
Hensikt: Vi følger opp innspillene som er kommet med bakgrunn i utsendt nettskjema med svarfrist 23. juni.
Vedlegg:
- Saksnotat

VEDTAKSSAKER

ILU 25/22

Tidsramme kl. 13.00-13.40
Master in Educational Studies
Hensikt: Styret får innsikt i utredningsgruppens rapport og blir bedt om å ta stilling til det videre arbeidet, jamfør saksnotatet.

Forslag til vedtak:
«Instituttstyret gir sin tilslutning til at instituttet fortsetter arbeidet med den internasjonale masterutdanningen Master in Educational Studies og ber om at modell 3 i arbeidsgruppens rapport legges til grunn i det videre arbeidet.»
Vedlegg:
- Saksnotat og rapport

ILU 26/22   **Protokoll fra styrets møte 22. september**
Forslag til vedtak:
«Instituttstyret vedtar protokoll fra møtet 22. september 2022.»

Eventuelt

Vi tar forbehold om justeringer i tidsplanen.

NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Dato	Referanse
15.9.2022	2022/28834/ANITABRA

Instituttstyret ILU

Sak ILU 20/22 Virksomhetsrapportering 2. tertial

Hensikt: Saken gir styret en oppdatering på virksomhetsstyring og økonomi etter andre tertial i 2022 og baserer seg på en bestilling fra fakultetet. Virksomhetsrapporteringen i NTNU er en tertialvis rapportering som vanligvis omfatter kjernevirksomheten, årsplanen og økonomien.

Innledning

Sak om virksomhetsrapportering 2. tertial følger av en bestilling fra fakultet for samfunns- og utdanningsvitenskap (SU). Denne bestillingen er vedlagt. Rapporteringen omfatter både tall og tekst. Oppdaterte tall og prognoser leveres i BEVISST virksomhetsstyringssystem.

Bestillingen fra SU har denne gang frist 20. september (og 27. september for utviklingsbaner). Det betyr at rapporteringene vil være ferdige først etter at sakspapirene til styret sendes ut, og må ettersendes til styret. Saken gjøres derfor til en orienteringssak. Det innebærer at sakspapirene sendes ut først den 20. september, og i styremøtet den 22. september vil bli gitt en kort presentasjon av virksomhetsrapporteringen. Dette gjelder med unntak av del 2 (E) om utviklingsbaner, som har en senere frist og ikke vil bli nærmere presentert for styret i dette møtet.

Vedlegg:

- Bestilling 2. tertial og utviklingsbaner fra SU, notat datert 7.9.2022

▣ NTNU

Fakultet for samfunns- og utdanningsvitenskap

Dato	Referanse
07.09.2022	2021/51579/HAØ

Notat

Til:	Institutt for geografi, Institutt for psykologi, Institutt for sosialt arbeid, Institutt for lærerutdanning, Institutt for sosialantropologi, Institutt for sosiologi og statsvitenskap, Institutt for pedagogikk og livslang læring
Kopi til:	Hans Martin Øverkil, Erik Ingebrigtsen, Jesper Aagaard Petersen, Ingunn Dahler Hybertsen, Tine Arntzen Hestbek, Merete Thorsvik, Liv Alfhild Unhjem
Fra:	Fakultet for samfunns- og utdanningsvitenskap

Bestilling 2.tertial og utviklingsbaner SU

Virksomhetsrapporten for 2.tertial skal sendes til nivå 1 fredag 23.september. Innspillene fra instituttene danner grunnlaget for virksomhetsrapporten fakultetet sender.
Som del av bestillingen er også leveransen av utviklingsbanene.

Bestillingen inneholder:

1. **Virksomhetsstyring pr. 2.tertial - Leveranse i BEVISST og ephorte.** Frist innen utgangen av tirsdag 20.september
2. **Utviklingsbaner – Leveranse i BEVISST.** Frist innen utgangen av tirsdag 27.september

20.sept
2.tertial

27.sept
Utviklingsbaner

Virksomhetsstyring pr. 2.tertial

Bestillingen SU har fått fra Rektor er oppsummert slik:

Virksomhetsrapporten for 2. tertial 2022 skal behandles av NTNUs styre 3. november. Formålet med virksomhetsrapporten er å gi NTNUs styre og ledelse en overordnet orientering om virksomhetens arbeid i 2. tertial. Rapporten skal beskrive både det strategiske endringsarbeidet (gjennomføring av

2 av 4

Norges teknisk-naturvitenskapelige universitet

Dato
07.09.2022

Referanse
2021/51579/HAØ

årsplanen), status på miljøarbeidet, status og prognoser for økonomien, og vise NTNUs samlede risikovurderinger og evt. tilhørende tiltak for tiden framover.

Innspillene fra fakultetene, Vitenskapsmuseet, driftsenhetene i fellesadministrasjonen og viserektorene danner grunnlaget for virksomhetsrapporten.

Rapporteringen består av fire deler:

A. **Fakultetenes og Vitenskapsmuseets strategioppfølging:** Status på fremdrift i arbeidet med årsplan 2022.
B. **Miljøtiltak:** kortfattet statusoppdatering på igangsatte tiltak og prosesser
C. **Økonomistyring**: Årsprognose per 2. tertial for bevilgningsfinansiert virksomhet (BFV) og bidrags- og oppdragsfinansiert aktivitet.
D. **Arbeidsmiljø:** Oppfølging etter HMS-årsrapportering 2021 og oppfølging av arbeidsmiljøundersøkelsen

Bestillingen til SUs institutter for 2.tertial er:

A. Strategioppfølging – gjennomføring av årsplan

Vi ber om at rapporteringen struktureres etter de 8 målområdene i årsplanen.

1. SU skal videreutvikle kvalitet i studieprogram og portefølje, med vekt på felles tematiske områder.
2. SU skal styrke den utdanningsfaglige kompetansen gjennom systematisk kompetanseheving.
3. SU skal styrke forskningsgrupper og utvikle flere forskningsmiljøer på høyt internasjonalt nivå.
4. SU skal synliggjøre og styrke sin rolle som kunnskaps- og kompetansemiljø for innovasjon og bærekraftig utvikling.
5. SU skal være aktiv deltaker i utvikling av funksjonelle og bærekraftige campuser som ivaretar behovene til SU sine fagmiljø.
6. SU skal heve kvaliteten i forskerutdanningen.
7. SU skal videreutvikle medvirkningsprosesser, arbeidsmiljø og styrke lederkompetanse.
8. SU skal videreutvikle kvaliteten og effektiviteten i tjenester og prosesser som støtter opp om kjernevirksomheten.

Instituttene skal i hovedsak svare ut punkt 1-7 over. Studie- og forskningsseksjonen oppsummerer status for gjennomføring av årsplanmål på utdannings- og forskningsområdet i fakultetets rapport til nivå 1 (som sist). Men som grunnlag for dette ber vi instituttene om å gi en **kort** tilbakemelding på:

- Om tiltak og aktiviteter er gjennomført eller ikke i henhold til plan. Instituttet kan selv vurdere om det er noe som bør trekkes fram eller nevnes særskilt i tillegg. Studieseksjonen tar kontakt dersom det er behov for utfyllende informasjon.
- Konkret til pkt. 6 i årsplanen
  o Status midtveis- og sluttrapportering ph.d.

3 av 4

Norges teknisk-naturvitenskapelige universitet

Dato
07.09.2022

Referanse
2021/51579/HAØ

- o Er det gjennomført medarbeidersamtaler ph.d.
- o Har instituttet prioritert økonomiske ressurser på nye forskningsinitiativ
- Konkret rapportering **av** ekstra midler for å opprettholde studieprogresjon – supplerende tildeling over statsbudsjettet 2022
  - o Fakultetet ber instituttene om å rapportere på bruk og planlagt bruk av ekstra midler som ble tildelt i mars 2022 over Statsbudsjettet. Midlene må brukes innen utgangen av desember 2022. Se nærmere detaljer om tildelingen i ePhorte på sak 2022/6731-4.
- Ev. andre viktige aktiviteter som bør nevnes under de enkelte årsplansmålene

B. Miljøtiltak

I årsplan for 2022 formulerte alle enheter miljøtiltak som underbygget de overordnede målene i Miljøutviklingsplanen. Instituttene rapporterer kort status på enhetens miljøtiltak

C. Økonomistyring – Årsprognose 2022

Økonomisk årsprognose for 2022 med tilhørende skriftlig redegjørelse utarbeides og leveres i BEVISST plan i samarbeid med instituttets controller. Det skal utarbeides prognose for både bevilgningsfinansiert virksomhet (BFV) og bidrags- og oppdragsfinansiert aktivitet (BOA). For bistand med rapporteringen av den bidrags- og oppdragsfinansiert aktivitet (BOA) bistår instituttets prosjektøkonom. Prognosen ferdigstilles i prognoseboka i BEVISST plan budsjettmodul, men forutsetter oppdaterte grunnlag fra de andre modulene:
- Bemanningsplan
- BOA- og samspillsmodulen
- Investeringsplan

I den skiftelige redegjørelsen bes enhetene levere en kortfattet tekst som skal omhandle forklarende årsaker, sammenhenger og tiltak, inkludert en vurdering av følgende punkter:
- Redegjør for den økonomiske årsprognosen for bevilgningsøkonomien, inkludert en vurdering av hvordan budsjettert aktivitetsnivå resten av året påvirker prognosen.
- Redegjør for avvik mellom budsjett og regnskap per 2. tertial, hvordan det evt. påvirker den økonomiske årsprognosen og hvilke tiltak som settes i verk for å redusere avviket.
- Status på det økonomiske samspillet mellom BOA-prosjektene og bevilgningsøkonomien.
- Risikovurdering av aktivitetsnivået som ligger til grunn for årsbudsjett og prognosen per 2. tertial. Nevn de største risikoene samt tiltak som iverksettes for å bøte på disse.

Særskilt rapportering på investeringsprosjektene som er forpliktet i note 15:
De enheter som har forpliktet investeringsprosjekter i note 15 bes i tillegg rapportere særskilt på disse prosjektene. Oppdatert prognose for investeringskostnad og skriftlig redegjørelse for status per prosjekt utarbeides og leveres i «Prognose NTNUs investeringsplan» i Investeringsplan i BEVISST plan. For de forpliktede investeringer som er planlagt gjennomført først i 2023 og senere, oppgis status på prosjektet og evt. oppdatert anslag på investeringskostnad i kommentarfeltet. Denne

4 av 4

	Dato	Referanse
Norges teknisk-naturvitenskapelige universitet	07.09.2022	2021/51579/HAØ

rapporteringen utarbeides og leveres i tilknytning til prognosefristen 20.oktober, og skal senere oppdateres ved hver prognosefrist ut 2022.

D. Arbeidsmiljø

Gjennomføring av oppfølging av Arbeidsmiljøundersøkelsen

Arbeidsmiljøundersøkelsen ved NTNU ble gjennomført i november 2021, frist for gjennomføring av oppfølgingsprosesser og utvikling av handlingsplaner på enhetsnivå var 8. april 2022. Det ønskes en kort redegjørelse av framdrift i dette arbeidet.

Frist for leveranse pkt. A-C - 20.september 2022
- Pkt. A og B levers skriftlig i ephorte 2021/51579
- Pkt. C. leveres i arbeidsflatene i BEVISST

E. Utviklingsbaner

For å kunne estimere fremtidig bevilgning bes instituttene å simulere utviklingsbaner for resultatindikatorene: studiepoengproduksjon, kandidatproduksjon, utveksling, publiseringspoeng, fullførte doktorgrader, NFR-aktivitet, EU-aktivitet og Annen BOA-aktivitet.

Alle indikatorer skal simuleres i et realistisk, pessimistisk og optimistisk scenario.

Bevilgningsrammene for 2023 er oppdatert basert på oppdaterte produksjonsindikatorer fra DBH for 2021. Dette innebærer at bevilgning for 2023 hensyntar reelle produksjonstall for 2021, og bevilgning for 2023 vil derfor ikke være en del av simuleringen.

Uavhengig av at fremtidig finansieringsmodell trolig vil endres, ber vi enhetene likevel oppdatere indikatorene for få frem et riktig bilde på estimert fremtidig utvikling i dagens modell.

Utviklingsbanene benyttes til foreløpige planleggingsrammer til instituttene. Det er derfor viktig at kvalitet og realisme i dette arbeidet vektlegges.

Frist for leveranse utviklingsbaner 27.september 2022

NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Dato
15.9.2022

Referanse
2022/28834/ANITABRA

Instituttstyret ILU

Sak ILU 21/22 Oppstart - styrets rolle og årshjul

*Hensikt: Denne saken er oppfølging av diskusjon fra tidligere styremøter.
Instituttleder tar innspillene fra styret med i det videre arbeidet.*

Bakgrunn

På bakgrunn av diskusjon og evalueringen av styrets arbeid før sommeren har vi laget et årshjul for når ulike saker kommer til styret. Vi håper det vil bidra til å synliggjøre gjentakende prosesser som for eksempel arbeidet med årsplan, og oppfølging av denne. Årshjulet henger sammen med de interne prosessene i NTNU, og speiler fristene i årshjulet for universitetsstyret (nivå 1) og arbeidet i fakultetsstyret ved SU (nivå 2). Derfor er et NTNU-årshjul (nivå 1) lagt ved, som et forsøk på å visualisere sammenhenger i arbeidet med plan, budsjett og oppfølging (PBO[1]).

Årshjulet for instituttstyret viser kjente saker knyttet til strategi og ressursfordeling (PBO). Det vil kunne komme andre og nye saker til styret i løpet av studieåret.

Vedlegg:

- Årshjul for NTNU universitetsstyret[2]
- Årshjul for ILU instituttstyret

---

[1] Denne prosessen kalles i NTNU for PBO-prosessen, en forkortelse for Plan, Budsjett og Oppfølging
[2] Vi tar forbehold om feil

NTNU-styret – årshjul

for noen av de faste sakene knyttet til strategi og ressursfordeling. NTNUs årshjul gir føringer for arbeidet i instituttstyret ved ILU

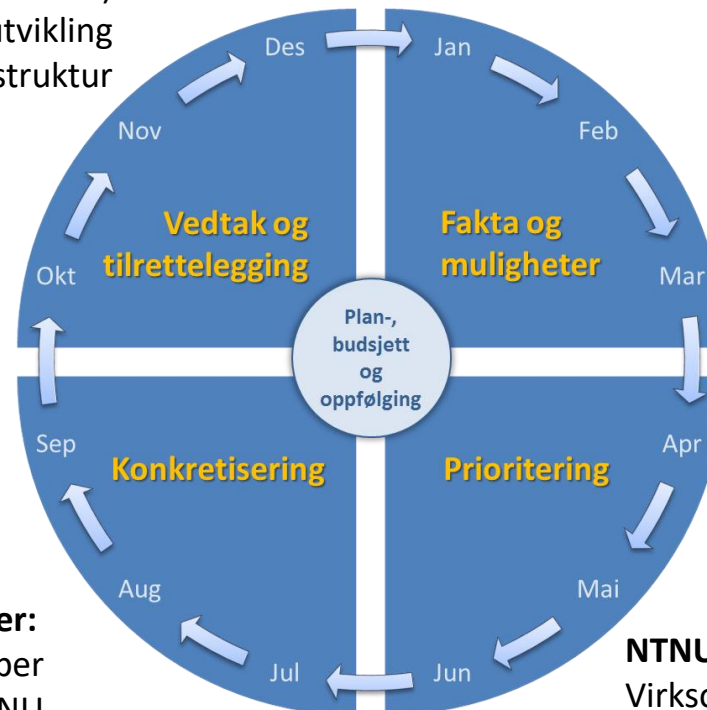**NTNU styremøte november/desember:**
Budsjett for kommende år og langtidsperioden (inkl. strategiske prioriteringer jf. utviklingsavtalen)
Studieporteføljeutvikling
Langtidsplan for infrastruktur

NTNU styremøte januar:
Tildelingsbrevet fra KD
Styrets beretning (første behandling)

NTNU styremøte oktober/november:
Virksomhetsrapport 2. tertial
Budsjettforslag for neste år, til KD
Informasjon om statsbudsjettet

NTNU styremøte mars:
Årsrapport og årsregnskap forrige år, til KD
Kvalitetsmelding for utdanning
Årsrapport HMS
Internrevisjonens årsrapport og plan for neste år

NTNU styremøte september:
Eierstyring, NTNUs selskaper
Likestilling og mangfold ved NTNU

NTNU styremøte juni:
Virksomhetsrapport 1. tertial
Strategisk studieporteføljeutvikling
Drøftingssak om Ramme Strategi og omstilling
Planleggingsrammer for kommende år og langtidsperioden

Des Jan Nov Feb Okt Mar Sep Apr Aug Mai Jul Jun

Vedtak og tilrettelegging
Fakta og muligheter
Konkretisering
Prioritering

Plan-, budsjett og oppfølging

ILUs styre: Årshjul for møter høsten 2022 og våren 2023

En oversikt over kjente saker
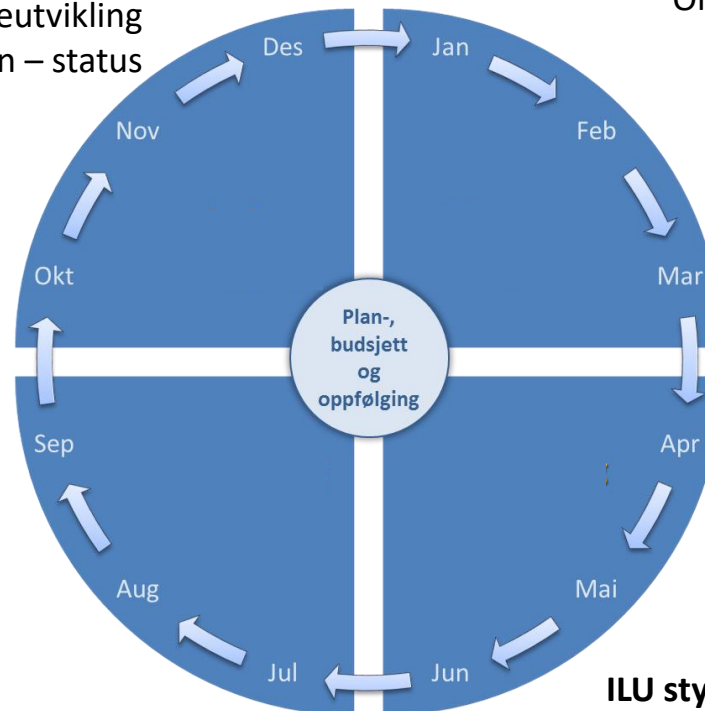
ILU styremøte 15. desember 2022:
Årsplan 2023 – vedtak
Kvalitetsmelding utdanning
Studieporteføljeutvikling trinn 1 – langsiktig
porteføljeutvikling
Strategisk personalplan – status

ILU styremøte 9. februar 2023:
Årsrapportering for 2022
Strategisk personalplan - status
Orientering om regnskapet for 2022 og budsjett 2023

ILU styremøte 24. november 2022:
Budsjett for 2023 – vedtak
Status gjennomføring av årsplan 2022
Årsplan 2023 – status for arbeidet
Forskning – satsninger og prioriteringer ved ILU
Strategisk personalplan og LTB - status

ILU styremøte 20. april 2023:
Strategisk personalplan – eventuelle vedtak
endringer
Forskningsaktivitet og -kvalitet ved ILU
Studieporteføljeutvikling trinn 2 –
opprettelser og nedleggelser av
studieprogram fra 2024

ILU styremøte 22. september 2022:
Oppstart – styrets rolle og årshjul
Årsplan 2023 – plan og prosess
Virksomhetsrapport 2. tertial
Studieportefølje: Internasjonal master

ILU styremøte og -seminar 8. juni 2023:
Virksomhetsrapport 1. tertial 2023 og LTB
Årsplan 2023 – midtveisevaluering og status i
gjennomføringen
Midtveisevaluering av styrets arbeid

Des Jan Feb Mar Apr Mai Jun Jul Aug Sep Okt Nov

Plan-, budsjett og oppfølging

NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Dato
15.9.2022

Referanse
2022/28834/ANITABRA

Instituttstyret ILU

Sak ILU 22/22 Mat og helse som studieretning i GLU

Hensikt: Saksnotatet skal gi styret en orientering om arbeidet med å utrede om det er grunnlag for å etablere mat og helse som studieretning i GLU. Styret inviteres til diskusjon på bakgrunn av saksnotatet. Saken inngår i mål 1 i årsplanen for 2022. Eventuell oppstart av et tilbud i mat og helse kan tidligst skje fra høsten 2024. Instituttleder tar innspillene fra styret med i det videre arbeidet.

Som et av tiltakene for videreutvikling av kvalitet i studieporteføljen ved ILU, ble det i årsplanen for 2022 bestemt at vi skal utrede om vi burde etablere mat og helse som studieretning i grunnskolelærerutdanningene (MGLU, heretter kalt GLU).

UHR-Lærerutdanning er opptatt av hvordan man kan jobbe med rekruttering til lærerutdanningene som utdanner lærere med kompetanse i praktisk-estetiske fag i grunnskolen, basert på at skolen mangler formell lærerkompetanse særlig i musikk, kunst og håndverk og mat og helse[1]. Mat og helse har alltid vært et relativt marginalt fag i lærerutdanningen og med et lavt antall studieplasser, men er populært blant studentene[2].

Bakgrunn

Femårig GLU ble igangsatt i 2017, og da med 10 studieretninger. I etterkant er studieretning i kunst og håndverk etablert, og innfaset slik at første studiekull har hatt 11 valgbare studieretninger. Mat og helse har ikke vært vurdert tidligere. HiST hadde tilbud om mat og helse frem til 2009. Tilbudet ble den gang lagt ned på grunn av krevende økonomi og forventede avganger i fagmiljøet. ILUs studenter har mulighet til å ta mat og helse 1 (30 stp)

---

[1] SSBs kompetanse-kartlegging «Lærerkompetanse i grunnskolen. Hovedresultater 2018/2019»
[2] Basert på egne erfaringer med fagtilbud ved Nord Universitet og dialog med andre institusjoner som tilbyr faget

Dato	Referanse
15.9.2022	2022/28834/ANITABRA

Norges teknisk-naturvitenskapelige universitet

ved Nord Universitet (NU) i Levanger som valgfag i femte semester gjennom en samarbeidsavtale mellom NTNU og NU. NU tilbyr ikke mat og helse som masterfag.

ILU og NTNU har fagmiljø på områder med nært slektskap til mat og helse, blant annet matvitenskap ved Fakultet for naturvitenskap. Det er et godt utgangspunkt for faglig samarbeid og sambruk av infrastruktur, men dette må utredes nærmere. Grunnet ILUs størrelse og faglige bredde vil vi ha forutsetninger for å kunne profilere GLU som en lærerutdanning med en bred vifte av (master)fordypningsfag. Det har derfor vært et ønske at utredningsarbeidet også skal gi svar på om det burde være mulig for våre GLU-studenter å ta master i alle de 12 utdanningsfagene, ved ILU.

Prosess

I årsplanen er skissert at utredningsarbeidet skal omfatte vurderinger av etterspørsel etter tilbud i mat og helse i GLU, og kostnader for en eventuell etablering. Vurdering av etablering må inngå i en helhetsvurdering som omfatter samgang med andre studietilbud, og at vurderingene i utredningen er basert på at etableringen må være bærekraftig over tid. NTNU har varslet at vi går inn i ei tid hvor vi må forvente tøffere prioriteringer. Derfor må denne utredningen inngå i den helhetlige vurderingen om studieportefølje og -kvalitet ved ILU, på en slik måte at vi er opplyst om og innforstått med ringvirkninger eller konsekvenser av de prioriteringene vi gjør.

Arbeidsgruppe og mandat

Det er satt ned ei arbeidsgruppe som ivaretar utredningsarbeidet. Arbeidsgruppen består av:

- Unni Eikeseth, førstelektor i naturfag ved ILU
- Trude T. N. Rakvåg, førsteamanuensis i naturfag ved ILU
- Julie Leonhardsen, universitetslektor/stipendiat i yrkesfagdidaktikk, restaurant og matfag (RM) ved ILU
- Dan-Anders Normann, stipendiat i yrkesfagdidaktikk, RM ved ILU
- Silvana Bucher Sandbakk, førsteamanuensis i kroppsøving ved ILU
- Monika Haga, professor i kroppsøving/idrett ILU
- Lars Korbøl Nordtveit, lærer i mat og helse, Charlottenlund ungdomsskole

- Johanne Heggeriset, student GLU 5-10 4. studieår
- Sofie Rosvold, student GLU 1-7 4. studieår
- Øystein Wormdal, kontorsjef og administrativt saksansvarlig ved ILU

Nestleder for utdanning deltar ikke i gruppa, men følger arbeidet i gruppa som faglig saksansvarlig. Arbeidet og møtene har frem til nå vært ledet av kontorsjef. Arbeidsgruppen har selv utledet sitt mandat ut fra årsplanmål nummer 1 «ILU skal videreutvikle kvalitet i studieprogram og -portefølje». Ordlyden i det aktuelle virkemiddelet er *«Utrede kostnad ved og etterspørsel etter et tilbud i mat og helse i MGLU (…)»* Arbeidsgruppen har valgt ut følgende tre temaer med underpunkter, som aktuelle å se nærmere på i utredningen:

- Etterspørsel: Eksisterende fagtilbud, kompetansebehov i skoleverket og interesse blant studentene
- Faglig samarbeid, synergier og kontekstualisering: Yrkesfaglærerutdanningen, mulige samarbeidsflater med grunnskolen og eventuelt videre samarbeid med Nord Universitet.
- Økonomi: Kalkyler for investerings- og driftskostnader ved å etablere tilbud i mat og helse i henholdsvis 30 studiepoeng (mat og helse 1), 60 studiepoeng (mat og helse 1 og 2) og fullt masterløp i mat og helse.

Arbeidsgruppen har mål om å levere sin utredning til instituttleder slik at instituttets vurdering kan inngå i sak om studieprogramportefølje til instituttstyrets møte i desember.

Kort utdyping av premisser

Selv om mat og helse i ALU og GLU har vært et relativt marginalt fag med få studieplasser, er faget plasskrevende og krever investeringer i spesialrom, forutsatt at vi velger tradisjonell undervisning. I dag er NTNUs bachelor- og masterprogram i matvitenskap, teknologi og bærekraft[3] lokalisert på Kalvskinnet. Status for eventuell flytting av denne aktiviteten til Gløshaugen er per nå uavklart. Dersom studietilbudene innenfor matvitenskap flytter fra Kalvskinnet, ser vi for oss at det vil frigis rom med VVS, elektriske installasjoner og avtrekk som et kjøkken vil kreve. Dersom de *ikke* flytter, er risikoen at vi ikke vil få areal på Kalvskinnet, eller at vi må omdisponere blant de arealene vi allerede har, og det vil kreve ytterligere investeringer. Et samarbeid og sambruk mellom mat og helse (GLU) og restaurant og matfag i yrkesfaglærerutdanningene (BYRK), som ILU overtok forvaltningsansvaret for

---

[3] Tilhører Institutt for bioteknologi og matvitenskap, et fagmiljø ved fakultet for naturvitenskap (NV).

høsten 2022, vil være en sterk fordel og kanskje vil det være en forutsetning, fordi vi får større fagmiljø og vi får utnytta de faglige ressursene på best mulig måte. ILU tar med overtakelsen av BYRK på oss forpliktelser for noen flere fag, og arbeidsgiveransvaret for noen flere personer.

Hva vet vi, og hva gjenstår?

Utredningsarbeidet pågår. En kartlegging av eksisterende studietilbud i mat og helse viser at i dag tilbys mastertilbud i mat og helse i GLU ved to studiesteder. Dette er Høgskolen på Vestlandet (tilbys kun ved studiested Bergen) og Universitetet i Agder. Mat og helse 1 (valgfag, 30 stp) tilbys ved OsloMet, Høgskolen Innlandet, Universitetet i Stavanger, Nord Universitet og Universitetet i Tromsø.

Det gjenstår å utrede etterspørsel etter lærere med mat og helse, i kommunene. Det gjenstår å vurdere kostnader, som henger sammen med campusavklaringer ved NTNU. Dette gir usikre premisser for å kalkulere investeringskostnader. En eventuell etablering av mat og helse som studieretning i GLU vil forutsette at etterspørsel og investeringer er bærekraftig og prioriteringsverdig.

Vedlegg:

- En oversikt over det eksisterende fagtilbudet i mat og helse ved øvrige tilbydere av grunnskolelærerutdanning

Vedlegg i Sak ILU 22/22: Oversikt over eksisterende studietilbud i mat og helse i grunnskolelærerutdanningene

Institusjon	Mat og helse 1		Mat og helse 2		Mat og helse master		Tilbys eksternt?
	Antall studieplasser	Opptak	Antall studieplasser	Opptak	Antall studieplasser	Opptak	
Høgskolen i Innlandet (HINN)			Ikke tilbud		Ikke tilbud		
Høgskulen på Vestlandet (HVL)	Integrert: 12+12	Klassen fylles opp	24	Tilnærmet full klasse	-	Ca 10-15	Nei, men har mat og helse i KfK
	Halvårsenhet: Ingen begr.	Normalt 30-40					
Nord Universitet	40 plasser, normalt flest fra NTNU (min. 20 plasser, kan økes). Noen ganger to klasser.		Ikke tilbud, Nord U har ønske om dette som samlings- og nettbasert.		Ikke tilbud		Har hatt KfK-kurs i 2010. Tilbyr MH1 som VU.
NTNU	*(tilbud ved Nord U)*		*Nei*		*Nei*		*Nei*
OsloMet	16-20		Ikke tilbud		Ikke tilbud		Ja, dersom kapasitet
Universitetet i Agder (UiA)	32		16		Ukjent		Enkeltemne for fullført LU. I tillegg toårig fagdid.master i mat og helse
Universitetet i Stavanger (UiS)	32	Full klasse, synkende siste år	Ikke tilbud		Ikke tilbud		
Universitetet i Tromsø (UiT)	(informasjon mangler)						

NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Dato	Referanse
15.9.2022	2022/28834/ANITABRA

Instituttstyret ILU

Sak ILU 23/22   Prosess og plan for årsplan 2023

Hensikt: Vi har sparket i gang prosessen for utarbeidelse av årsplan for 2023 ved ILU. Instituttleder tar innspillene fra styret med i det videre arbeidet.

Innledning

Virksomhetsstyringen ved instituttene og ved NTNU består av ulike plan-, budsjett- og oppfølgingsprosesser som skal henge sammen, både mellom de ulike nivåene i NTNU og internt på instituttet. ILUs virksomhet følger strategiene og planene til NTNU og SU-fakultetet, og ILUs strategi forholder seg til strategiene til SU-fakultetet og NTNU. Avgrensninger og spesifiseringer er i hovedsak forårsaket av at vårt samfunnsoppdrag er knyttet til skoler og elever i skolene, og at universitetets kjernevirksomhet utøves på instituttnivå.

Alle fakultet og institutt ved NTNU utarbeider årsplaner og årsbudsjett. Årsplanen skal være en operasjonalisering av strategien og samtidig reflektere NTNUs fellesprioriteringer. Den skal ikke beskrive det vi holder på med uansett, men løfte fram kommende års prioriteringer og felles satsninger, og derav beskrive konkrete oppgaver for ledere og ansatte ved instituttet.

Plan og budsjett henger nøye sammen. Hvordan vi styrer virksomheten ved instituttet på kort sikt, vil ha konsekvenser for hvilke planer og prioriteringer vi kan gjøre på lenger sikt. Vi forventes å ha god balanse mellom inntekter og kostnader, samtidig planlegger vi for å redusere nivået på avsetninger og utnytte det økonomiske handlingsrommet godt.

I sak ILU 26/22 vedtok instituttstyret årsplanen for 2022. Basert på erfaringene vi har fra forrige høst, ønsker vi å komme i gang med arbeidet med årsplan for 2023 så tidlig som mulig. Både for å sikre at vi får gode prosesser internt i alle enhetene, i utvalg og fora, men også slik

at instituttstyret skal ha anledning til å diskutere neste års årsplan i november-møtet, før saken kommer som vedtakssak i desembermøtet.

Prosess

Ledermøtet ved ILU behandlet utkast til tidsplan den 22. august. Den 23. august ble det sendt ut invitasjon om å komme med innspill til årsplan 2023, med frist 1. oktober. Invitasjonen gikk til ILUs fagseksjoner, forskningsutvalget, utdanningsutvalget, ILU-administrasjonen, de nasjonale sentrene, internationalt forum, forum for inkludering og mangfold, og studenttillitsvalgte. Invitasjonen gjør rede for rammer for arbeidet:

Rammer for arbeidet

Utviklingsavtalen mellom NTNU og KD får fra 2023 en mer sentral plass, og vil gjennom en rullerende periodeplan sette retning for hele NTNU-organisasjonen[1]. Den rullerende periodeplanen for NTNU (2023-2026) gir dermed hele organisasjonen rammer for sin årsplan, og det forventes at NTNUs prioriteringer reflekteres tydelig i alle enhetenes planer[2]. Periodeplanen følger av utviklingsavtalen, og periodeplan for NTNU for 2023-2026 skal sammen med årsbudsjett 2023 vedtas i NTNU-styret i desember.

ILUs årsplan skal være forankret i ILUs strategi «Kunnskap for en bedre skole og utdanning» for 2018-2025, og samtidig bygge videre på overordna planer i NTNU. Dette gjør vi gjennom delmål og konkrete virkemidler/tiltak innafor de 8 målene for ILU. Arbeidet ved instituttet skal ha god sammenheng med strategier og planer ved SU-fakultetet og for NTNU som helhet. Det innebærer at handlingsrommet til instituttet vil være innafor de planleggingsrammene som fins til enhver tid, dvs. både for kommende år og for langtidsperioden. Det foregår årsplanprosesser på alle nivå i NTNU, og NTNU-styret ga i S-sak 13/22 tilslutning til at NTNU i perioden 2023-2026 skal konsentrere sitt strategiske arbeid innenfor dimensjonene «en partner for bærekraftig samfunnsutvikling», «et universitet der menneskene utvikler seg» og «et internasjonalt

---

[1] Tildelingsbrev 2022 fra KD og S-sak 21/22 Planleggingsrammer og budsjettfordeling for 2023
[2] Fra NTNUs årsplan 2022 og S-sak 21/22 Planleggingsrammer og budsjettfordeling for 2023

orientert universitet». Styret har også tatt til orde for at mål og styringsparametere på NTNU-nivå tydelig må fremheve vår profil og egenart.

NTNU har frist 20. september for å sende endelig forslag til utviklingsavtale til KD, men har basert på tidligere prosesser internt i organisasjonen foreslått følgende tre mål og prioriterte områder til ny utviklingsavtale med KD 2023-2026:

1. NTNU skal utvikle si rolle som pådrivar og partnar for berekraftig samfunnsutvikling

2. NTNU skal styrke lærings- og arbeidsmiljøet og utvikle tilsette sin kompetanse

3. NTNU skal utvikle seg som leiande, internasjonalt universitet

Saksdokumentet til NTNU-styret i mai beskriver bakgrunnen for forslaget:

Hovudtyngda i mål 1 ligg på utdannings- og innovasjonsverksemda og korleis vi saman med omverda skal bidra til berekraftig samfunnsutvikling og -omstilling. Bidrag til samfunnsutvikling i tråd med berekraftsmåla til FN, skjer først og fremst gjennom den kunnskap og kompetanse som våre kandidatar har med seg frå studia, og som sett dei i stand til å løyse dagens- og framtidas utfordringar. Kunnskap- og teknologiutvikling for berekraftige løysingar utviklast med utspring frå forsking av høg kvalitet, og rolla som partnar for berekraftig samfunnsutvikling vert utøvd i tett samspel med arbeids- og samfunnsliv.

NTNU må sørge for å til ei kvar tid ha framtidsretta kompetanse for å utvikle kunnskap og kandidatar som bidrar til å fylle rolla som pådrivar for berekraftig samfunnsutvikling. Vi må derfor tiltrekke oss og ivareta gode kandidatar (både studentar og tilsette), og sørge for å være eit attraktivt universitet og ein lærande og inkluderande organisasjon. For å kunne utvikle oss som ledande, internasjonalt universitet, trengs systematisk tilnærming til strategisk rekruttering og karriere- og kompetanseutvikling. Mål 2 beskriv derfor ivaretaking av studentar og tilsette gjennom utvikling av arbeids- og læringsmiljø, campus og infrastruktur, og korleis NTNU skal sørge for å utvikle kompetanse og karrierevegar for tilsette.

Mål 3 syner ambisjonane NTNU har for vidare utvikling av høg vitskapeleg kvalitet og relevans i breidda av verksemda - med internasjonal orientering som premiss for fagleg utvikling. NTNU skal vere eit aktivt og attraktivt universitet og samarbeidspartner

internasjonalt. Som akademisk institusjon skal NTNU vere anerkjent for høg fagleg kvalitet og vi skal auke samarbeidet med internasjonalt leiande fagmiljø. Vi skal prioritere arbeid med å utvikle fleire faggrupper til eit høgt internasjonalt nivå og legge til rette for internasjonal mobilitet. Gjennom vår teknisk-naturvitskapelege hovudprofil og faglege bredde skal NTNU bidra med kunnskap og kompetanse for å løyse globale utfordringar.

Dekanmøtet diskuterte et forslag til NTNUs utviklingsavtale med KD 30. august. Forslaget inneholder tre mål og tolv styringsparametre, og utviklingsavtalen omfatter mange utviklingsområder og langsiktig arbeid på flere felt. Det er en forventning om at alle enhetene i NTNU skal bidra til å realisere utviklingsavtalen der de kan, på sin måte. Presentasjon av forslag til utviklingsavtale pr. 30.8. er vedlagt.

Arbeidet med årsplan for SU-fakultetet for 2023 startet i vår og er pågående. Det kan hende at ILU må justere våre prioriteringer i løpet av prosessen, dersom prosessen ved fakultetet fører til nye særskilte prioriteringer i årsplanen for 2023. Årsplanen for SU for 2022 har tre særskilte prioriteringer:

- Sosial bærekraft innenfor utdanning, forskning og innovasjon
- Innovasjon, omstilling og nyskaping
- Tverr- og flerfaglig samhandling og partnerskap

I september gjennomfører dekanen dialogmøter med instituttene hvor formålet er å samle bidrag til hvordan målene i utviklingsavtalen kan nås. Hvordan kan instituttene ved SU-fakultetet støtte opp under det som NTNU forplikter seg på? I dialogmøtene etterspørres satsningsområder og prioriterte tiltak fordelt på alle år i perioden. Fakultetenes innmeldte bidrag sammenholdes og legges til grunn for det videre arbeidet med hvordan NTNU kan operasjonalisere utviklingsavtalen. Dialogmøtet var ikke kjent ved ILU på tidspunktet invitasjonen til innspill ble sendt ut internt i ILU, slik at frister korresponderer ikke. Forventninger om helhet og samtidighet kan være krevende å følge opp. Samtidig skal vi planlegge med mening, slik at vi fastholder vår frist 1. oktober til å komme med interne innspill.

I innledningen til vår årsplan for 2022 uttrykker instituttleder et ønske om at aktiviteter i årsplanen speiler ILU som et institutt med

- store fagmiljø og tverrfaglighet innen lærerutdanning og utdanningsforskning,
- campusbasert undervisning, men også desentral etterutdanning forankret i partnerskap, og
- arbeidslivsrelevante utdanninger med stor grad av forankring i praksispartnerskap.

Årsplan for ILU for 2023

ILUs vurdering er at det er god sammenheng mellom de langsiktige strategiske overordna målene som NTNU skisserer, og den strategiske retningen og arbeidet som gjøres ved ILU. ILUs årsplan for 2023 tar derfor utgangspunkt i årsplanen for 2022. Vi har startet prosessen med å tenke videreføring av alle de 8 målene i planen fra 2022, men det betyr ikke at de ikke kan endres. Noen av delmålene i årsplanen for 2022 er av mer langsiktig karakter, og det vil være naturlig å videreføre delmålet, men kanskje justere virkemidlene.

Instituttleder ønsker mange gode innspill på hvordan Institutt for lærerutdanning det kommende året kan operasjonalisere vår egen strategi innafor de tre skisserte prioriterte NTNU-målene, til konkrete virkemidler og tiltak i egen organisasjon. Det er utarbeidet en årsplan-mal hvor ILUs utvalg og forum, enhetene, sentrene og studentene er bedt om å skrive sine innspill.
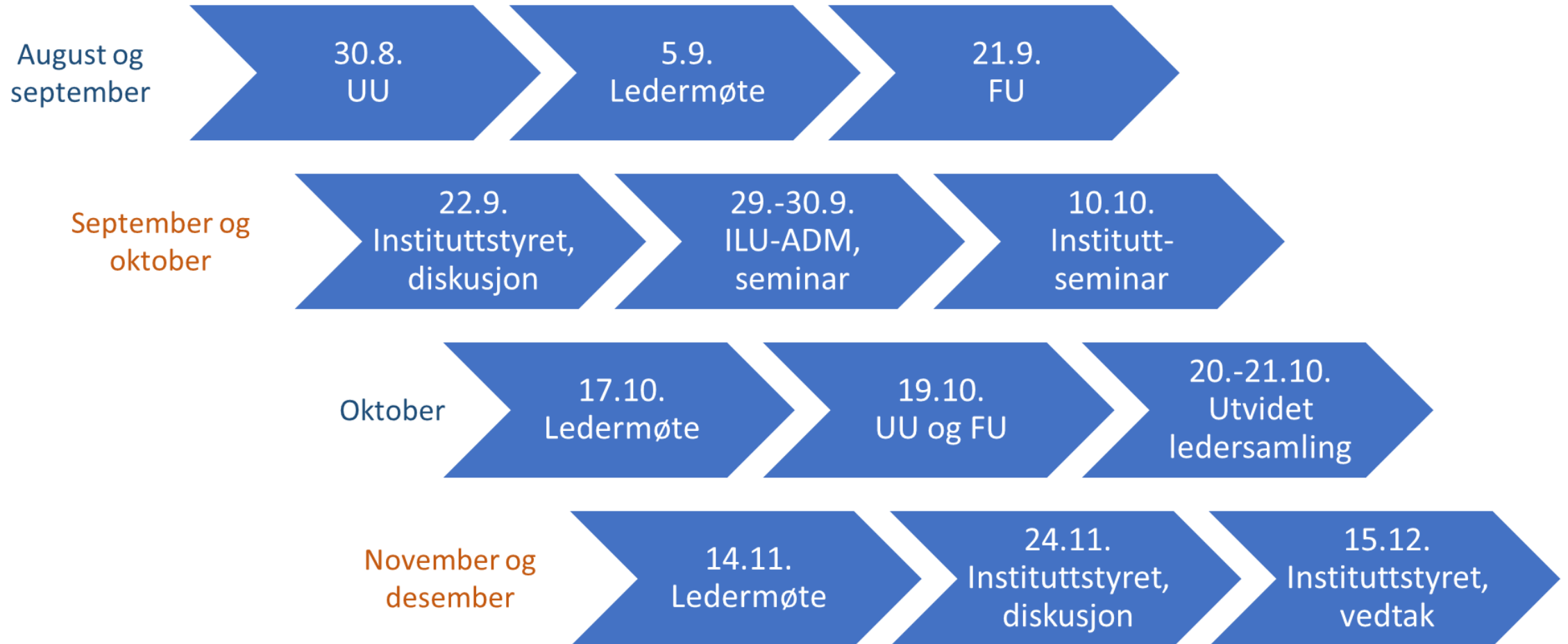
Vi tar sikte på å sende et første utkast til årsplan 2023 på intern høring tidlig i oktober. Instituttstyret får saken til diskusjon i møte den 24. november. Saken til instituttstyret i november vil være et utkast til årsplan for 2023, som skal reflektere de samla tilbakemeldingene og instituttleders helhetlige vurderinger basert på strategi og handlingsrom. Instituttstyret inviteres til ny drøfting og innspillene fra styret i november vil inngå i det videre arbeidet med å ferdigstille årsplanen for 2023.

Vedlegg og lenker:

- Tidsplan for arbeidet med årsplan for 2023 ved ILU
- Forslag til utviklingsavtale mellom NTNU og KD 2023-2026, presentert i dekanmøtet ved NTNU den 30. august

6 av 6

Norges teknisk-naturvitenskapelige universitet

Dato
15.9.2022

Referanse
2022/28834/ANITABRA

- [Årsplan 2022](#)
- [Strategi for Institutt for lærerutdanning 2018-2025](#) (lenke til PDF på bokmål, nynorsk og engelsk)

Tidsplan for arbeidet med årsplan for 2023 ved ILU

August og september
30.8. UU → 5.9. Ledermøte → 21.9. FU

September og oktober
22.9. Instituttstyret, diskusjon → 29.-30.9. ILU-ADM, seminar → 10.10. Institutt-seminar

Oktober
17.10. Ledermøte → 19.10. UU og FU → 20.-21.10. Utvidet ledersamling

November og desember
14.11. Ledermøte → 24.11. Instituttstyret, diskusjon → 15.12. Instituttstyret, vedtak

UU: utdanningsutvalg, FU: forskningsutvalg

Forslag til utviklingsavtale mellom NTNU og Kunnskapsdepartementet 2023-2026

1.NTNU skal utvikle si rolle som pådrivar og partnar for berekraftig samfunnsutvikling

Styringsparameter 1:
NTNU nyttar hovudprofilen og den faglege breidda til å utdanne kandidatar med berekraft- og omstillingskompetanse

Styringsparameter 2:
NTNU styrkar tilbodet om livslang læring

Styringsparameter 3:
NTNU gjennomfører Framtidas teknologistudiar og Framtidas HUMSAM-studiar

Styringsparameter 4:
NTNU skaper innovasjon, utvikling og omstilling ved at forskingsbasert kunnskap og ny teknologi blir tatt i bruk

Styringsparameter 5:
NTNU skal vere eit føregangsuniversitet for berekraft i eiga drift

2.NTNU skal styrke lærings- og arbeidsmiljøet og utvikle tilsette sin kompetanse

Styringsparameter 6:
NTNU styrker læringsmiljøet til studentane for å legge til rette for auka læring og trivsel

Styringsparameter 7:
NTNU utviklar attraktive campusar og infrastruktur som bidreg til framifrå lærings- og arbeidsmiljø og høg fagleg kvalitet

Styringsparameter 8:
NTNU arbeider systematisk for å utvikle tilsette sin kompetanse og karriere

3. NTNU skal utvikle seg som leiande, internasjonalt universitet

Styringsparameter 9:
NTNU legg til rette for at vesentleg fleire faggrupper etablerer seg på eit dokumentert høgt internasjonalt nivå

Styringsparameter 10:
NTNU utviklar og styrkar samarbeid og partnarskap med internasjonalt leiande fagmiljø

Styringsparameter 11:
NTNU utviklar og deler kunnskap og teknologi som bidreg til å møte globale utfordringar

Styringsparameter 12:
NTNU stimulerer til internasjonal mobilitet og rekruttering som sikrar mangfald og kvalitet

NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Instituttstyret ILU

Sak ILU 24/22 Evaluering av styrets arbeid

Hensikt: Dette er videreføring av sak fra forrige styremøte. Vi følger opp innspillene som er kommet med bakgrunn i utsendt nettskjema. Instituttleder tar innspillene fra styret med i det videre arbeidet.

Bakgrunn

Styret ønsket mer tid og ba derfor om mulighet for å svare skriftlig på evalueringen. På bakgrunn av diskusjon i sak 16/22 i styremøtet den 9. juni sendte vi ut et nettskjema til styremedlemmene med svarfrist den 23. juni. Nettskjemaet hadde følgende spørsmål:

- Hvordan opplever du kvalitet og form på sakspapirene?
  - Hvordan har arbeidet med årsplan vært, hvordan kan vi eventuelt forbedre prosessen?
  - Hvordan kan vi forbedre prosessen og arbeidet med strategisk personalplan, slik at styret kobles tettere på og blir en mer reell bidragsyter underveis?
  - Hva kan vi lære av de sakene som har vært, hva har fungert bra, hva kan forbedres og hvordan?
- Styret skal planlegge med både ettårig og flerårig perspektiv, tilpasset sakenes egenart. Er det saker (innafor styringsreglementet) som du mener styret burde behandle og som ikke har vært fremmet som sak av styrets sekretær?
- Hvordan fungerer samspillet innad i styret, i møtene?
- Hvordan oppleves samspillet og rollefordelingen mellom instituttleder og styreleder?
- Det skal i størst mulig grad være åpenhet om styrets arbeid. Her kommer et spørsmål som først og fremst gjelder de interne styremedlemmene: Hvordan er kontakten mellom styrets valgte medlemmer og ansatte på instituttet?
- Hvordan oppleves forholdet mellom orienteringer, saker til diskusjon og saker til vedtak?

Norges teknisk-naturvitenskapelige universitet

- Hvordan møtene fungerer? Hva tenker du om omfang på styremøte, som både inkluderer frekvens (3 møter i semesteret) og lengden på møtene (normalt kl. 9-14)?
- Er det noe mer du ønsker å si noe om?

I styremøtet diskuterer vi tilbakemeldingene som kom og hvordan vi skal jobbe videre med dette. Nedenfor følger i stikkordsform et sammendrag av innspillene:

- Lage et årshjul for styresaker, det vil tydeliggjøre sammenhengene.
- Strammere tidsstyring i styremøtene. Åpenhet om tidsplan, respekt for hverandres tid og for de som skal inn på enkeltsaker.
- God kvalitet på sakspapirene som sendes ut i forkant er helt nødvendig, møtetiden er knapp og saker bør være godt opplyst i forkant. Sakspapirene kan gjerne inneholde betraktninger fra ledelsen som utgangspunkt for diskusjonen.
- Mer tid på viktige saker, f.eks. årsplanarbeidet. Tid til gruppediskusjoner?
- Jevnlig trekke fram formelle rammer for styrearbeidet, dvs. styrets oppgaver, styremedlemmenes rolle og ansvar osv. Være tydelig på ønske om kontinuitet i styret og at de gruppene som skal velges hvert år, stiller til valg mer enn en periode.
- Mer fokus på hvordan forskningsaktiviteten ved ILU kan styrkes og integreres.
- Interne prosesser i forkant er viktig for de store sakene, og er den viktigste arenaen for medvirkning ved instituttet. Instituttstyret er et ledelsesorgan som skal ivareta helheten.
- Styringsreglementet ved NTNU styrer sakstyper. Kan vi ta i bruk en tiltaksplan for å følge opp viktige saksinnspill som kommer fram i styremøtene?
- Strategisk personalplan (SPP) som diskusjonssak i møtene mellom vedtak? Bør drøftes jevnlig slik at styret får en oppdatering på status.
- Tydeliggjøre økonomi som premiss i prioriteringene styret må gjøre. F.eks. en tydeliggjøring fra instituttledelsen på hva som er økonomisk handlingsrom, knytta til vurderinger i SPP. Tydeliggjøre forskjeller hva som gjelder undervisningsbehov (bundet) og hva som er strategiske satsninger, dette er viktig for styret å ha innsikt i når vi skal prioritere.

NTNU

Fakultet for samfunns- og utdanningsvitenskap
Institutt for lærerutdanning

Instituttstyret ILU

Sak ILU 25/22 Arbeid med å opprette internasjonal masterutdanning – Master in Educational Studies

Hensikt:

Styret får presentert utredningsgruppens rapport om mulig opprettelse av en nettbasert internasjonal masterutdanning, Master in Educational Studies. Styret blir bedt om å gi sin tilslutning til å fortsette arbeidet med den internasjonale masterutdanningen, med mål om å opprette Master in Educational Studies som et nytt studieprogram ved Institutt for lærerutdanning med oppstart høsten 2024.

Dersom styret gir sin tilslutning til det videre arbeidet med MES, vil opprettelsen av programmet inngå i instituttets samlede plan for utvikling av studieporteføljen, som blir lagt fram for styret 15. desember 2022.

Forslag til vedtak:

«Instituttstyret gir sin tilslutning til at instituttet fortsetter arbeidet med den internasjonale masterutdanningen Master in Educational Studies og ber om at modell 3 i arbeidsgruppens rapport legges til grunn i det videre arbeidet.»

Bakgrunn

Arbeidet med å utrede en internasjonal masterutdanning ved Institutt for lærerutdanning har utspring i innspill fra instituttets internasjonale forum og er fastsatt i instituttets årsplan for 2022, med utgangspunkt i NTNUs internasjonale utviklingsplan[1]. Instituttet satte i gang arbeidet i februar 2022, da en arbeidsgruppe ledet av Rosemary Kate Martin fikk i oppdrag å utrede mulighetene for å opprette en internasjonal masterutdanning og foreslå mulige modeller og profiler for en slik utdanning. Arbeidsgruppen gjennomførte et grundig arbeid og leverte sin rapport 12. mai 2022.

I juni 2022 ble arbeidet videreført med revidert mandat, der det ble fremhevet at arbeidsgruppen skulle inkludere mulige berøringspunkter og konkret samarbeid med Master i fagdidaktikk (MDID) i det videre utviklingsarbeidet. Resultatet av dette arbeidet er inkludert i arbeidsgruppens endelige rapport, som legges fram for styret her.

Med styrets tilslutning vil arbeidsgruppen fortsette arbeidet med Master in Educational Studies ut fra modell 3 i rapporten, og programmet vil inngå som nytt studieprogram i ILUs forslag til endringer i studieporteføljen for studieåret 2024–2025.

---

[1] NTNUs internasjonale utviklingsplan er tilgjengelig på NTNUs nettsider.

2 av 2

Norges teknisk-naturvitenskapelige universitet

Dato
15.9.22

Referanse
2022/28834

Vedlegg:
- Arbeidsgruppens rapport om opprettelse av Master in Educational Studies
    - o Arbeidsgruppens mandat februar 2022 (Appendix 2)
    - o Revidert mandat juni 2022 om videre arbeid og samarbeid med MDID (Appendix 2)

Scoping report for the proposed degree:

Master in Educational Studies (MES)

Department of Teacher Education (ILU)
Norwegian University of Science and Technology (NTNU)

13 September 2022

Prepared by:
Professor Rose Martin (Chair of working group)
Associate Professor Armend Tahirsylaj
Senior Executive Officer, Lill Annie Schumann
Head of Internationalization at ILU, Katrine Dalbu Alterhaug
Student Representative, Herman Nesse
ILU Economic Governance and Performance Management Adviser, Dennis Gudim

Table of Contents

Abbreviations

ATs	Assistive Technologies
BVI	Blind and Visually Impaired
ILU	Department of Teacher Education (English title), Institutt for lærerutdanning (Norwegian title)
MES	Master in Educational Studies
MDID	Master of Education (English title), Master i fagdidaktikk (Norwegian title)
MOOC	Massive Open Online Courses
NTNU	Norwegian University of Science and Technology
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
WBD	Work Based Dissertation
WIL	Work Integrated Learning

Glossary

Course	A course within the NTNU context refers to one discrete educational offering usually as part of a programme. A course could vary in the ECTS it offers and the modality or duration of its delivery.
Digital format	Digital format of teaching takes place online where both teacher and students use digital technology and suitable platforms to engage in classes, activities, assignments, etc. to teach and learn.
Hybrid format	Hybrid format of teaching consists of a mixture of digital and on-campus activities and can refer to teaching of in-person and online student cohorts simultaneously.
Programme	A programme is a study programme that works towards a qualification of some variety. A programme is comprised of courses.

1. Introduction

1.1. Overview of the working group mandate

The working group was given an initial mandate (see appendix 2) in January 2022 to investigate the development and feasibility of an international master's degree at ILU. The working group was asked to propose possible models and profiles for such an offering within ILU. The working group was asked to also assess the possibility of developing a less comprehensive offer, such as course packages that can be developed in the long term. The working group was to ensure good dialogue and cooperation with levels 1 and 2 in addition to other relevant environments. A second mandate (see appendix 2) was provided to the working group in June 2022, which expressed the intention to continue with the January 2022 mandate, but to actively pursue how the proposed degree may have resonance with the re-developments of the existing 2-year Master of Education (MDID, Master i fagdidaktikk) and to make direct dialogue with the working group working on re-developing the MDID offer. The working group did much foundational work for understanding how and why the proposed Master in Educational Studies (MES) degree may have significance for ILU, and investigated a variety of options and structures, and which partners may be relevant, through dialogue with other departments at the faculty, and other departments at other faculties. The working group also looked at the total portfolio at ILU and NTNU more broadly, while also exploring this in connection with national and international offers. The working group reported to the ILU Deputy Head of Education.

1.2. Process for developing the report

In the development of this report, it has been viewed that there needs to be a collective ownership of the proposed programme across ILU. The sense of community around the identity and practices within the proposed MES programme has been considered from the conceptualization of this programme, and the intention is to carry such a view through the full development and then implementation of the programme.

The working group was formalized by the Head of Department, ILU, in early 2022. The concept of an international master's degree[1] with a focus on education had been developed within the ILU International Forum for approximately 18 months prior to the formation of this working group. In this time, from approximately June 2020, scoping, dialogue, benchmarking, and meetings with relevant parties had been taking place. This prior work

---

[1] Note: The term 'international master's' is an institutional term used by NTNU to describe a programme that is delivered fully in English and has English as the language entry requirement. The working group sees that the term is potentially confusing for those outside of the institutional structure, and therefore does not use the term 'international masters' extensively throughout this report. Rather, the title of the proposed master's is used, and it is understood that the 'international' aspect is pertaining to the degree being delivered in English and having purposeful design and market appeal to international students. However, at the same time we see that the proposed degree should be open and accessible to Norwegian students who may want to engage with the offering.

deeply informs the working groups approach. This report and reflects the stage of development the proposed degree is currently at.

The Chair of the working group and Head of Internationalization presented the concept of a master's degree, with a focus on education that would be delivered in English and open to an international cohort of students, to the ILU leaders meeting in February 2022, in the same month the working group delivered the concept to the ILU International Forum. In March 2022 the Chair, Head of Internationalization, and Senior Executive Officer conducted individual mapping meetings section heads and their ILU Forum representative discuss the concept and how each section might be involved, what concerns, challenges, and possibilities that each section might have. Meetings with relevant stakeholders and staff took place between February to April 2022, including meeting and strong collaboration with Dennis Gudim (ILU Economic Governance and Performance Management Adviser), dialogue with Professor Lisa Rye (Department of History, who worked to establish the international MA in European Studies), and conversations with staff at the SU-Faculty and across the ILU administration. Alongside the working group, ILU International Forum members, Associate Professors Iveta Kohanová, Signe Rix Berthelin, and Libe García Zarranz, also contributed with sub-tasks in relation to gathering information for the report and proposal. In May 2022 a draft of the proposal was circulated to all sections (via section heads and ILU International Forum representatives) for comment and feedback. The working group Chair and ILU Head of Internationalization liaised with sections who wanted to talk through the proposal. A revision of the proposal and additional financial modelling was made based on feedback and was finalized alongside this report over June to September 2022. Updates on the report were presented to the ILU leaders meeting in early September 2022. The report was delivered to the ILU Board for their consideration on 15 September 2022 in advance of the 22 September 2022 ILU Board meeting. If approval is granted, the proposal step 1 template would be developed based on this report and any advice from the Board and would be submitted on 1 November 2022 to the SU-Faculty for consideration as a new programme. If approval to proceed is given, feedback and advice from the ILU Board would be implemented in October to prepare the proposal step 1 template for submission.

1.3. Context for the scoping and development

This scoping report has been developed in direct response to ILU's annual plan for 2022 under Goal 1 (ILU will further develop quality in study programmes and portfolios), and it also adheres to the NTNU International Strategic Plan (2022-2025) where the four development goals drive the priorities in the international development plan.

Applications for international master's that are on offer at NTNU[2] are increasing, nearly doubling since 2018. However, the motivation for developing the proposed MES offer emerges from a broader set of circumstances, and in response to the need to innovate and diversify the education offerings and practices at ILU. This report seeks to address these motivations in depth and detail.

In light of COVID-19 there has been a rapid shift into digital education offerings. The global pandemic has revealed how education can be delivered in flexible formats, becoming more accessible to those who might not otherwise be able to engage in such learning opportunities due to the locations in which they live and the life circumstances they have. At the same time, it has been observed that international student[3] engagement and internationalization at ILU could advance from its current position. Now within an arguably post-COVID-19 world, we see that online offerings are going to be vital to attract a global student cohort, and other universities around the world are rapidly shifting into this space (see for example: Harvard Graduate School of Education, University of Exeter, University of Auckland Online, and University of Edinburgh). In the Norwegian context there is current debate over the role of digitalization in higher education, and a clear sense that this is part of education today that needs to be seriously developed. ILU must pursue digitization to remain current and viable within international higher education – nationally and internationally.

The Norwegian government has been actively developing policy that advances international activities within higher education. There has also been recent media attention given to international degrees in Norway, and discussion that this is a rapidly expanding area. This proposal attends to NTNU's objective to deliver knowledge for a better world, while also advancing NTNU and ILU policies regarding internationalization, accessibility, inclusion, and diversity. Online international students would not have to fulfil the requirements of financial security, as currently required by all international student on campus. This would give opportunities to a more diverse student cohort for ILU and NTNU. At the same time, it is noted that the Norwegian Government has placed a focus on education for transformation – increased working life relevance in higher education (Report to the Storting 16 2020-2021).

---

[2] In 2018 there were 5108 applications across 45 international master's programmes at NTNU. In 2022 there were 9893 applications across 50 international master's programmes at NTNU, for 540 study places (statistics provided by FS-gruppen, Avdeling for studieadministrasjon, NTNU).

[3] It can be noted that there is encouragement of thinking beyond 'international student' as a category, and rather to 'international study'. As Madge et al. (2015) note, some are calling "for the need to decentre spatial imaginaries through complex understandings of the geographical multiplicities of international study" (p.695). However, for ease of understanding within this report the term 'international student' is used for students who are not normally residing in Norway, but who might temporarily reside in Norway to take classes or who might take online courses from anywhere in the world.

The ILU International Forum and the working group who have created this report, in dialogue with a variety of stakeholders, have discussed if the proposed master's offering should have a particular disciplinary focus within education, or if a broader thematic approach could be taken with 'education' being the anchor for selected themes. It seems that a thematic approach would enable this proposed degree to have ownership across all ILU sections, and at the same time bring in a highly interdisciplinary approach to the design and delivery of the programme. This thematic focus draws inspiration from exploring how policy such as the UN SDGs could be further folded into our educational offerings, how current pressing issues within education broadly are being attended to, and to enable a diverse dialogue between diverse groups (in relation to the teaching groups *and* the student groups) to emerge. It is acknowledged that this is perhaps a more challenging, time-consuming and resource intensive approach to take. However, to work towards NTNU's vision of 'knowledge for a better world' it is seen that knowledge from diverse practices, subjects, disciplines, and histories must meet, listen, dialogue, and grow, together.

The following sections of the report offer insights to the various aspects requiring careful consideration when contemplating the development of a new programme. The working group acknowledge that there may be limitations in the scope and scale of what has been covered in the time and resources allocated to this task. However, it is hoped that a comprehensive overview can be offered for the ILU Board to make an informed decision about the potentials of the proposed MES programme offering within the digital and international education space.

1.4. The proposed programme: Master in Educational Studies (MES)

The proposed programme that the working group have developed is a **Master in Educational Studies (MES)**. The MES would address urgent needs and challenges facing teaching and learning globally, from the standpoint of teacher education and professional practice. The degree would focus on building experience, reflection, and understanding in the following thematic areas: democracy and inclusion; sustainability and technology; and bildung and interculturalism. These thematic areas have been purposefully selected and clustered as significant areas of exploration within current teacher education, and would be designed and delivered through an interdisciplinary approach. The programme is to be created for those working with education in a variety of ways around the world today, some might be classroom teachers, others might work within areas such as business, management, health, social work, or other related areas. The intention of the programme is to foster the students' skills as educator-researchers, while also gaining a scholarly foundation for their current professional practice.

The MES sits at the intersections of internationalization and technology – being the first programme within the Department of Teacher Education that is delivered fully in English and delivered in a mostly or fully digital format (depending what option is pursued) and with

full and part-time pathways. Within the second year of the programme students complete a Master thesis based around one of the thematic areas of focus in the programme. It is intended that the programme is made up of 120 ECTS in total.

2. Mapping of similar existing programmes at NTNU, nationally, and internationally

To provide a clear overview of the current terrain for a proposed MES, relevant mapping has been carried out to bench mark such an offering against existing offering within NTNU, nationally, and internationally. This mapping also articulates how the proposed master's may or may not be able to be offered within existing programmes, or where shared courses could be developed or explored, or where international partnerships may allow for shared courses or joint degree offerings in the future.

2.1. Mapping of similar existing programmes (international master's degrees) at NTNU

The following section offers an overview of similar programmes at NTNU to the proposed MES that the working group is developing. Within NTNU there has been a focus on what ILU offers within a similar space, and then there has been a focus of what other departments and faculties offer within similar areas.

2.1.1. Similar existing programmes at ILU

At this present time there are various study programmes at master's level in ILU. Two are offered within the five-year integrated master's format - Master i grunnskolelærerutdanning 1.–7. Trinn and Master i grunnskolelærerutdanning 5.–10. trinn (MGLU). Three are offered within the two-year master's format where students already hold a relevant bachelor's degree as part of the entry requirements. Then there is the most recently launched Pedagogy for teachers - experience-based master's programme delivered on a part-time basis over three years. Given that the proposed MES programme looks towards the two-year master's model and is also not seeking to be a teacher qualifying degree, the working group do not outline the five-year integrated MGLU master's below, rather an exploration is offered of the two-year master's within ILU and the new Pedagogy for teachers, part-time offer. A succinct overview of each is offered below[4]:

Master's of Education (MDID)
This Master's of Education programme has seven specializations:
- Arts Education

---

[4] Please note that these succinct overviews in section 2.1.1 and 2.1.2 draw directly from the website material pertaining to each programme – hyperlinks to all websites where material has been drawn from within this section are provided.

- [English and Foreign Language Education](#)
- [Mathematics Education](#)
- [Norwegian Language and Literature Education](#)
- [Science Education](#)
- [Social Sciences Education](#)
- [Vocational Education](#)

Students within this master's take both subject specific courses in their discipline specific cohorts, and general subjects together or in inter disciplinary groupings. The existing programme was revised for delivery in 2020. Entry requirements mean that students must meet the relevant Norwegian language requirements to enter the degree, and this therefore excludes international students. The programme is taught fully on campus. Some of the courses are taught in English – approximately 36% of current courses on the programme (MDID Study Programme Leader's Mapping, April 2022). There are some opportunities for semester exchange within this programme.

2-year Master's in School Development and Educational Management
The [Master's in School Development and Educational Management](#) seeks to develop students' abilities to lead organizations and institutions that have learning as their main task. A core goal of the programme is therefore to develop learning leaders - leaders who put learning at the centre. To achieve this, an emphasis is placed on topics within organization and management. Entry requirements mean that students must meet the relevant Norwegian language requirements to enter the degree, and this therefore excludes international students. The programme is taught fully on campus. The focus of this programme also is on the Norwegian context for educational leadership, which does not necessarily provide for an international cohort working in diverse social, cultural, and political environments.

2-year Master's in Archiving and Documentation
The [Master's in Archiving and Documentation](#) is a 2-year master's that focuses on the practice of archival and documentation management where securing, preserving and making available documentation from public activities and society in an efficient, sound and trustworthy manner is the focus. Students learn about facilitating processes, decisions, the exercise of authority, the provision of services and communication are documented satisfactorily and in accordance with regulations. Several courses from the master's programme in Digital Collaboration at the Department of Computer Technology and Informatics are also included in the study. Again, entry requirements mean that students must meet the relevant Norwegian language requirements to enter the degree, and this therefore excludes international students.

3-years part-time, Experience-based master's program - Pedagogy for teachers

The [Experience-based master's programme - Pedagogy for teachers](#) is a 90-credit programme delivered part-time over three years. In the course, students develop their ability to support, challenge and facilitate children and young people in particularly vulnerable situations, in order to create good learning processes for everyone. The education is based on students' own experiences to understand, analyze and handle complex interactions in school. Admission requirements include completed teacher training of at least three years (180 credits) or an equivalent education, and at least two years' experience as a teacher in a school, kindergarten or relevant educational provision for children and young people with special needs. The master's programme runs part-time over three years (equivalent to 50% study progression compared to full-time studies). The study is group-based and adapted to students who want further education on a part-time basis, alongside their work commitments. The meetings are held in Trondheim. The programme begins to show how studies can be developed in flexible formats to accommodate those working full-time, however is focused on the local context and requires in person attendance and to have Norwegian as the working language.

2.1.2. Similar existing programmes at NTNU more broadly

NTNU currently has [50 international master's degrees](#) on offer. These master's degrees are described as: programmes taught entirely in English. For most of the degrees, the student will spend the full two years at NTNU. The working group also acknowledges the Joint Nordic Master's Programmes and the Erasmus Mundus offerings. While there might be resonance with how the proposed MES could connect or be directed in to one of these two programme frames, we see that the desired scope that we are seeking to achieve is not clearly apparent to unfold within these two programme frames.

Department of Education and Lifelong Learning
2-year Master's in Childhood Studies

The 2-year [Master's in Childhood Studies](#) is an MPhil degree in childhood studies, where students learn about the dynamic relationships between economic, social, cultural, institutional, and political contexts and children's everyday lives. This degree is an 'international master's degree taught in English. It is an on-campus degree, delivered in-person in Trondheim. It is viewed as an interdisciplinary programme and it is open to both international and Norwegian students. Admittance to the programme requires a bachelor's degree in social science or in combination with a humanities discipline, or other equivalent education. The programme seeks to establish an interdisciplinary student body, with students representing several different academic backgrounds. The programme admits 15 students per intake. Applications for the programme are substantial and increasing (239 applications in 2020, 290 applications in 2021, and 330 applications in 2022). The programme is comprised of five core courses (totalling 37,5 ECTS), two elective courses of 7,5 ECTS each (selected from five different electives), Experts in Teamwork (7,5 ECTS), and a master's thesis (60 ECTS).

The Department of Language and Literature
Master of Philosophy in English Linguistics and Language Acquisition

The [Master of Philosophy in English Linguistics and Language Acquisition](#) is an international master's programme which provides the opportunity to specialise within the fields of language acquisition, language processing and cognition and English language and linguistics. The programme is linked to one of the priority research areas at the Department of Language and Literature: Language and Cognition. It is noted that this programme is especially suitable for those who want to become researchers in the field of language and linguistics, or for those who want to become teachers. Some previous students now work as lecturers at universities in their home countries. It is an on-campus degree, delivered in-person in Trondheim. The programme is comprised of eight 7.5 ECTS courses and a 60 ECTS thesis.

Department of Geography
Master of Science in Globalisation and Sustainable Development

The [Master of Science in Globalisation and Sustainable Development](#) seeks to prepare students to analyse the complex interactions between the political, economic, cultural, and social trends which are having profound effects on our contemporary world. This Master's programme is designed to provide its students with specialist knowledge and transferable skills to pursue careers in a variety of different global corporations, non-governmental or governmental organisations. The programme admits up to 20 students per intake. Applications are significant with over 500 applications made for the programme in 2022. The programme is structured around core courses and elective courses (7.5 ECTS credits). In addition, the programme consists of an internship (30 credits) and a master's thesis (30 credits). Courses that might be of relevance for consideration in the MES programme include: [GEOG3053 - Discourses of Development and Globalisation](#) (Note: this is also an elective course on the Childhood Studies Master's).

2.2. Argumentation for a standalone MES offer, and potential collaboration and co-sharing courses with the MDID programme

2.2.1. Argumentation for a standalone MES offer

It is clear from the scoping exercise that the proposed programme cannot sit entirely within an existing ILU programme or NTNU programme more broadly. Specifically, it has been explored if the MDID and MES programmes can be folded into one master's offer, and it is very clear within the regulations regarding admission for 'Norwegian' and 'International' programmes there are two different sets of requirements, and therefore this is not possible. Hence why the MES is suggested as a completely new offering. The argumentation for the proposed programme not being able to exist within current offerings of MDID or any other master's level programme in ILU is as follows:

Language requirements for entry: Currently to enrol in the master's degrees ILU offers, Norwegian language standards need to be met. This immediately places a barrier for all international students who do not meet this requirement and limits the potential pool of possible students.

The disciplinary focus of existing programmes: Current programmes, particularly within the 2-year master's in education have a disciplinary focus (e.g., arts, math, science, etc.) and this is counter to the proposed degree where a thematic focus that runs across disciplines is proposed. Such an approach is a strategic maneuverer to avoid conflicting with existing programmes, while also appealing to an interdisciplinary view of topics and education.

Delivery modes: Current programmes require on campus attendance. This creates barriers – financial, social, and political, for international students to participate. While the working group sees the benefits of in-person offerings, we also see that within the current educational climate there is a need to explore and create offerings in the digital space. It is perceived to be remis if we do not tackle this clearly in our new offerings moving forward.

The working group sees that the most dynamic and relevant way to pursue the offer of a degree at master's level within the international space is through enabling accessibility through English language requirements, accessibility through online delivery, and accessibility through an interdisciplinary approach to the topics and themes explored in relation to education. The investment in developing a full programme in the international and digital space creates an infrastructure that could be applied to other programmes (new and existing) in ILU and NTNU more broadly.

2.2.2. Potential collaboration and co-sharing courses with the MDID programme

Considering the most recent mandate the MES working group was given in June 2022, there has been active consideration of how the proposed MES programme could connect with the MDID programme. The MDID programme is engaging its own working group process to revitalise and reimagine the offer in a relevant and sustainable way. The MES working group has discussed extensively with the MDID working group about possibilities.

In exploring various programme structures for the MES offer, the working group has prepared an option that co-shares 30 ECTS with the MDID programme. In discussion with the MDID working group we see that 2 x 7,5 ECTS and 1 x 15 ECTS course (or 4 x 7,5 ECTS) could be co-shared and co-delivered between MES and MDID. These would be courses in research methodologies, theory, academic reading and writing, and a thesis proposal writing course – all considered 'core' courses for both programmes. These courses would be 'core' courses focused on topics of research methodology, theory, and academic reading and writing. Details regarding this structure are further outlined in sections 5 and 8 of the report.

The MES working group has discussed with the MDID working group the need for these core courses to be offered digitally and they see that there is benefit for their programme in moving into the digital space for these core courses. For MDID there are benefits of moving some courses into a digital space to increase accessibility and the more flexible timetabling could likely have benefits for local students engaging with MDID who are seeking a before or after work option for study. We have discussed how hybrid options (MDID students on campus and MES students online at the same time) is the most undesirable option and all feedback that has come in from ILU sections points to hybrid teaching as something we are not looking to pursue.

The working groups have discussed how the core courses would need to be co-constructed between the two programmes and have a teaching team with good representation from both programmes. The issue of language has been thought through in depth, and a parallel language approach would be taken, and the pedagogical approaches would manage the language needs of the group in a way that allows for English and Norwegian to be languages that students to work with. It would be anticipated that those on the MES programme would prepare work requirements and exams in English, and those in the MDID programme would have the choice of English or Norwegian.

There are benefits of co-sharing up to 30 ECTS between the MES and MDID programmes, as this could allow for a more 'two-way' dialogue between local and international cohorts of students. Such a pairing could also support the MDID programme as it moves through its own development journey.

There are NTNU programmes where we see such co-shared offerings, and where there is also the potential for the MES to be open to partnership. One example of this is the course currently shared between the Master's in Childhood Studies and the Master of Science in Globalisation and Sustainable Development ([GEOG3053 - Discourses of Development and Globalisation](#)). Such a course could be relevant as an elective course offered for the proposed MES degree, and it is taught in English, and is already within the suite of international masters at NTNU. It is noted that this course is taught on campus, however a digital development is possible with time and interest.

2.3. Mapping of similar existing study programmes nationally

An extensive mapping exercise has been carried out regarding what similar programmes might be on offer nationally and internationally. In this mapping the focus was on exploring programmes at master's level, investigating what is available with some sort of education focus, and if the programmes are delivered in person, in a hybrid format, or online.

A brief overview of current master's degrees within the terrain of education with an international focus (either framed as an 'international master's or delivered in English) currently offered in Norway is as follows:

- OsloMet offers a 2-year Master's degree in International Education and Development (taught on campus, in English).
- University of Bergen offers 25 Master's degrees in English, however, none of these are in education.
- University of Oslo offers three 2-year Master's degrees (taught in English) with an educational focus open for international students, these are: Assessment, Measurement and Evaluation, Higher Education, and Special Needs Education.
- University of Agder offers a 2-year Master's in Didactics of Mathematics (currently no admission for 2021/2022), and a Multimedia and Educational Technology (for EU/EEA students only), both programmes are taught in English, on campus.
- NORD University offers four Master's degrees in English and framed as 'international', however, none of these are in education.
- University of Stavanger offers 22 international Master's degrees (taught in English), however there are none in education.
- University of Tromsø has 30 international Master's degrees. None are in education explicitly. However, they do offer a 2-year Master's in Indigenous Studies open for international students and taught in English, in person. It may be of interest to note the short programmes offered (at bachelor's level only) and that online courses are also on offer.

The above degrees noted from the mapping of degrees that are offered by other Norwegian universities illustrate how the proposed MES degree would offer something different to what is already on offer elsewhere. Many of the programmes noted above are taught on campus, highlighting how a digital offering would be innovative within the local landscape. It could also be argued that as a technical university, NTNU is poised to make the leap into such an offer. Many of the programmes noted above have interesting elements that the proposed MES degree at NTNU could connect with – for example courses within the 2-year Master's in indigenous Studies at the University of Trømso, or the 2-year Master's in Multimedia an Educational Technology. The working group suggests dialogues with universities nationally to scope collaborative opportunities. However, there is currently no offering proposing what is suggested within the MES offer. Given that the Department of Teacher Education at NTNU comprises Norway's largest academic environment within teacher education and educational research, it would be viewed that we should be leading the way with a programme that is innovative, inclusive, and highly relevant to the demands of education today.

2.4.   Mapping of similar existing study programmes internationally

An international mapping exercise was carried out by a sub-group of the ILU International Forum to explore what similar programmes might exist internationally. This scoping revealed many programmes that might resonate with the proposed MES programme.

It can be noted that for many of the programmes outlined below, substantial fees are often required to be paid by the students (ranging from 20,000NOK to 300,000NOK per academic year). Norway is one among only a few countries in Western Europe not to charge tuition fees from degree seeking students from outside the EU/EEA, which could make the MES exceptionally appealing. At the same time, the quality of education and the rigorous educational development in Norway and the Nordic region more broadly makes this an attractive location to engage with for those who are working within the education sector and seeking to up skill through a master's degree.

Within the international mapping exercise over 70 degrees were noted from 35 countries: Denmark, Sweden, Finland, Iceland, Greenland, Faroe Islands, India, China, Hong Kong, Korea, Taiwan, Malaysia, Japan, Turkey, Russia, Kazakhstan, Australia, New Zealand, UK, France, Germany, Poland, The Netherlands, Bulgaria, Slovakia, Czech Republic, Croatia, Austria, Italy, Belgium, Hungary, Greece, Romania, USA, and Canada. It can be noted that within the mapping of EU universities, no international offerings that had connections to area of educational studies were found in the following countries: Denmark, Slovakia, Czech Republic, Croatia, Austria, Italy, Belgium, Hungary, Greece, and Romania.

The following programmes[5] have been selected as a small sample from the international mapping as the working group sees possible inspiration and connection with these for the proposed MES degree. It would be anticipated that connecting with the programme coordinators of these programmes would be a strategic approach to take to ask for advice of the development and implementation of the degree being proposed, and to investigate collaborative possibilities.

Linköping University, Faculty of Education
Adult Learning and Global Change, Master's Programme
The Adult Learning and Global Change Master's Programme is taught in English, online, over one year in a part-time structure (60 credits total). The programme is designed to enhance practitioners´ ability to work in the globalising world and to challenge the traditional perspectives of globalisation. It will do this by developing a critical perspective on globalisation and a reflective and strategic practice. The characteristic feature of the programme will be a dialectic between students' personal experience and the conceptual

---

[5] Please note that these succinct overviews in section 2.4 draw directly from the website material pertaining to each programme – hyperlinks to all websites where material has been drawn from within this section are provided.

resources of the programme. The degree is a cooperation with the University of British Columbia, Vancouver, Canada and the University of the Western Cape, Cape Town, South Africa. All course activities are offered within a digital learning platform. The programme comprises eight course modules, each comprising 7,5 credit points.

Outdoor and Sustainability Education, Master's Programme
The Outdoor and Sustainability Education, Master's Programme is a 60 credit one year degree, taught in English in person on campus. The programme seeks to increase students' knowledge about learning processes with a focus on school-based learning, using different modes and methods. The advanced course in educational science looks to help teachers and other educators understand how a variety of outdoor environments can be used as resources for learning and knowledge. The programme is divided in four courses. One course focus on environmental and sustainability education and how the natural and cultural landscape can be a significant component. One course focuses on with outdoor teaching and learning in relation to thematic and disciplinary teaching. At the end of the programme the students write a thesis, and one course aims to prepare them for this work through its content of theory of science and research methodology. The thesis course ends the programme.

ILU has an already existing collaboration with Linköping University through the TEQUILA network (Teacher Education: Quality, Integration and Learning), and collaborations since 2012 with Senior Lecturer Per Simfors and Prof. Per Ramberg (former Professor at Linköping University).

University of Oulu
Master's in Education and Globalisation
Education and Globalisation is a full-time two-year master's programme emphasising North-South-East-West dialogue. Studies in international education, interculturalism, globalisation and their effects on education systems and policies form the core of the degree. The programme is responsive to changes and trends that are happening currently in society at large. It tackles issues like advancing social justice, interculturalism and diversity. Training in research pertaining to develop education and policy is also at the core of the programme. The degree is taught in English on campus.

Master's in Learning, Education and Technology
The Master's in Learning, Education and Technology is a full-time two-year Master's degree programme grounded in three viewpoints: collaborative learning, self-regulated learning and technology-enhanced learning. Students in the Learning, Education and Technology programme will become experts in understanding how people learn, how to design productive learning situations and environments, and how to cope with change and

challenges in education, such as the global COVID-19 pandemic and its effects to teaching and learning. The degree is taught in English on campus.

University of Jyväskylä, Faculty of Humanities and Social Sciences and Faculty of Education and Psychology

Master's Degree Programme in Development, Education and International Cooperation

The [Master's Degree Programme in Development, Education and International Cooperation](#) is a two-year full-time programme (120 credits). This is taught on campus. seeks to provide students with tools for functioning creatively and effectively in the world of international development cooperation, with a specific focus on development and education. The students will learn both intellectual tools and practical skills, with which to encounter multi-faceted and contradictory phenomena in the field. The programme thereby broadens and deepens students' understanding of international development institutions, policies, and actors from a critical, reflexive, and interdisciplinary perspective.

ILU's collaborations with the University of Jyväskylä through research partnerships date back to 2009 and the [S-Team project](#). Connections have continued, and most recently ILU collaborated with the University of Jyväskylä on a Horizon Europe application focused on the topic of education and democracy (led by ILU).

University of Auckland, Faculty of Education and Social Work

Online Master of Educational Leadership (MEdLd)

The online [Master of Educational Leadership (MedLd)](#) is for those who want to further develop their knowledge and understanding of the complex roles of leadership in education. This programme has a specific focus on addressing problems of practice to enable improvement in the educational outcomes for a diverse range of students/young people. The master's is taught in English and is delivered fully online. The online MEdLd programme consists of 6 courses that total 180 points. Each course runs for 12 weeks, meaning students study one course at a time and still complete the programme in two years.

It can be noted that this programme is part of Auckland Online, which offers master's programmes are purpose-built to fully leverage online flexibility, interactivity, and the latest learning research. Everything from application through to course delivery and completion is designed as a seamless, intuitive online learning experience. We use the latest online learning mediums across video, moderated discussions, animations, gamification, project work, podcasts and more.

NTNU has partnership with UoA through an MoU for student exchange and cooperation. There have been a variety of research collaborations with ILU staff and UoA staff over the past decade or more, and core relationships have been established with the Faculty of Education and Social Work and the Faculty of Creative Arts and Industries. There are ILU

staff who are former UoA academic staff, and there are current projects and collaborations including ILU's Prof. Henning Fjøtoft's project [Re-designing data discussions to improve teaching and learning](2017-2022), led by UoA.

International cooperation on this proposed programme has been tentatively discussed with the University of Verona's [Centre for Intercultural Studies](in the Department of Educational Science) who have expressed an interest in sharing courses and collaborating towards joint offerings. This has also been discussed with Akdeniz University's [Faculty of Education], which has experiencing in developing online education within Turkey. Discussions have also been had with [Makerere University], Uganda, and [University of Malawi]. Both institutions are interested in how they could partner with NTNU on such a programme and have expressed that the MES offer would be highly appealing to students in the African continent due to the limited number of master's programmes available and also accessibility and financing challenges for students to travel to take master's degrees abroad.

At this stage of the development of the MES programme, the working group views the potential for international partnership to be strong. However, it is seen that to establish a programme that has an ILU identity and is fully formed as a whole programme that ILU can offer independently is the strongest approach to take. Then, in time, there is likely good opportunities for shared courses, joint degrees, etc, to be explored and shaped leveraging off what we have created as a foundation through the proposed MES degree.

3. Mapping of target group and recruitment

The working group engaged in a surveying of potential students and a focus group discussion to explore how the proposed MES programme might be received and understood by students who might be likely applicants. At the same time extensive exploration of ILU, NTNU, national, and international policy, reports and results regarding international student choices, markets were also carried out. The following shares a small summary of the survey and focus group, and reflection based on the exploration of policy, reports, and results.

3.1. Scoping survey results

In early April 2022 a small scoping survey was created (see appendix 1 for survey) by the working group and was circulated through the various networks the group had. It was also sent to the ILU International Forum for their circulation to contacts. The survey was circulated to New Zealand, Australia, Denmark, Germany, Angola, Singapore, and China. The purpose of the survey was to gather views regarding a proposed MES at the Department of Teacher Education at the Norwegian University of Science and Technology (NTNU). Survey respondents were told that the proposed degree would be delivered in English, inviting domestic and international students, and covering a range of educational themes and concerns. Four questions were asked:

- Would you prefer a full-time or part-time master's degree?

- Would you prefer a master's degree that is delivered completely on campus in Trondheim, completely digitally, or a combination of on campus and digitally?
- What issues are you interested in learning about in relation to education?
- Will you be considering pursuing the MES programme or a similar degree in the near future?

27 survey responses were gathered from the survey. The working group recognizes that this is a small number of responses. However, from this information some helpful information has emerged. From the respondents, it seems that 12 prefer a full-time option, 6 prefer a part-time option and 9 responded with 'either option suits me'. Regarding delivery, there was a preference for fully digital being the option offered, with 13 respondents noting digital delivery as their preferred choice, this was followed by 8 students preferring to be on campus in Trondheim, and 6 students noting a preference for hybrid delivery. In relation to the themes and topics that the respondents were most interested in exploring in relation to education, policy and curriculum, inclusion, and globalization were the top selections – each selected by 15 students. This was then followed by technology (14 students), research methods (14 students), sustainability (12 students), and comparative perspectives (11 students). 100% of respondents were considering pursuing a Master's in Educational Studies or a similar degree soon.

3.2. Focus group results

A focus group was held on 25 April 2022 over Zoom. The chair of the working group facilitated the 40-minute focus group that was comprised of eight students from six countries – New Zealand, China, India, Hungary, Lebanon, and Singapore. All students in the focus groups were either currently engaged in bachelor's studies or had recently completed bachelor's studies, and all had identified that they were looking to pursue a master's degree with an educational focus.

The students were extremely positive about an interdisciplinary master's option, especially after studying a subject specific bachelor. As one student noted: *"… it could make it more appealing for getting a job after graduation. I have been studying music education and I think people see that as really specific. Possible employers look at that and I might immediately be ruled out. But to have 'Educational Studies' – that could open doors for me since I already have a precise bachelor degree"*. In discussion of online, in person, or hybrid teaching, comments included: "*if the online is done well then that would be so much easier for me financially and I could keep working here (in home location)*", and "*it is nice to go to a new place, but honestly, I am just wanting a good master's degree*". Some of the students noted the challenges of online learning: "*motivation is always hard online, but I guess that comes down to the students wanting to really do the degree or not*", and "*it is really bad when there is just a copy paste sort of model for online courses, I have taken a few short courses online with different universities and it is pretty clear the ones who have made an*

investment in it and those that are sort of just doing it the cheap way…". There was discussion of the topics that could be of focus within the degree, and interesting points emerged: *"…If I am doing a master's I am really focused on being able to learn about research and do a thesis – but maybe that's because I want a PhD… one day*", and "*all the topics you mention are so important, we should learn about them all… my personal focus is on things like globalization and working with different cultures*".

3.3. General scoping of relevant literature, policy, and statistics pertaining to the target group and recruitment

Over the past decade, the number of students in higher education has increased in Norway (Wiers-Jenssen, 2019). However, the number of international students is still low compared to other parts of the world. In exploring the recent statistics accessible through the [Database for statistikk om høyere utdanning (DBH)](#) it is noted that in 2021 there were 15,903 international students studying in universities in Norway. At NTNU there were 3,520 international students studying in 2021, and in the SU-Faculty there were 295 international students studying in 2021. Only 30 of these students were studying within ILU, a small number given ILU had approximately 2583 students studying across its programmes in 2021. With these numbers in mind, there is scope for development regarding the international student intake at ILU and the development of the MES is one location where further range of international students could contribute to the diversity of ILU and a range of cultural standpoints and experiences of education could be included through such diversity.

According to the [UNESCO Global Flow of International Students Statistics](#) the top four countries for inbound international students studying in Norway are: China, Sweden, Nepal, and Germany. At the same time, we consider the Norwegian Government's strategy for research and higher education cooperation with Brazil, Canada, India, Japan, China, Russia, South Africa, South Korea, and the USA (2021-2027). The proposed market for international and digital offerings at master's level at ILU is a global market, however with the potential to target recruitment to locations such as those noted above through strategic marketing campaigns. At the same time such offerings are relevant to domestic students. It has been noted that [most exchange students at Norwegian higher education institutions come from Europe](#). Therefore, there is the potential to expand beyond this group and look to Asia, the Middle East, the Pacific, and Latin America to bring greater diversity and internationalization to the atmosphere at NTNU.

3.4. Target group recommendations

The MES qualification would be relevant to those working in a wide range of education areas. As previously noted, the proposed MES degree would be designed for those working with education in a variety of ways around the world today, some might be classroom teachers, others might work within areas such as business, management, health, social work, or other related areas. The working group seeks to propose a degree that is open to

others than those who might be classroom teachers, while also catering for such a group as well. Through diversifying the proposed cohort to be open to those who are working with and interested in education in a range of ways we also see that there is scope to mimic the interdisciplinarity of the proposed programme structure also through the students who are engaged in the programme. The target group would all hold bachelor's degrees in teaching, education, or a relevant related subject area.

3.5.   Recruitment recommendations

There is recommendation that dedicated marketing resources are offered to the proposed programme. Support for this has been included within the financial modelling offered (see section 8). Within the marketing of the programme a unique identity of what the study offer is needs to be communicated and given that the proposed programme is new for ILU and NTNU in many ways there needs to be a clear and well supported recruitment, and alongside this, marketing strategy. It is also noted that the two-cycle time zone delivery as explained in section 5.3 needs to. Be clearly articulated in the markting and admissions process.

The proposed programme does not involve fees for students to pay, and therefore this proposed offering removes the many of the economic factors that international students might otherwise encounter (Fakunle, 2020). This makes it appealing for recruitment (however retention of students is another consideration to hold close in moving forward). It is to be noted that the working group has explored the idea of a 'student contribution' annually of 1000kr per student. This shown within 'option 4' within the financial modelling (see section 8). We explored how this might look within the financial modelling, for any contribution only coming from student located in OECD countries, fee waiver options, and how this might support student retention by asking students for 'investment' into the programme. However, through the exploration of the student contribution there was no significance made to the overall costs of running the programme. Through accepting funds from students, it is clearly administratively cumbersome and philosophically challenging to reconcile.

From the above information it is viewed that there is a potential market for the proposed MES programme and that recruitment would require a careful strategy and suitable resources for successful implementation.

4. Mode of delivery and teaching method

The working group suggest that the proposed master's in education studies would follow a fully digital format. This proposed method of delivery has been based on extensive consultation with each ILU head of section, dialogue with the ILU International Forum, engagement with very current literature, and deep consideration of other programmes on

offer from institutions similar in scope and standing as NTNU at national and international level.

It is viewed that a digital delivery of a new programme is in response to the evolving 'pandemic pedagogy' phenomenon (Ma et al., 2021), and is suggested as part of an agenda to allow ILU and NTNU to be a higher learning institution that demonstrates agility and resilience in challenging times (Kara, 2021). The NTNU International Development Plan, 2022-2025 notes that "universities around the world have adopted digital exchanges during the Covid pandemic" (p.13) and that "online educational solutions shall be part of the international educational portfolio at NTNU" (p.17). While the benefits of face-to-face teaching are well documented, it is also acknowledged that in the international space this can be limited to those who have the resources and life situations to be able to move to another country for an extended period (Madge et al., 2015). To make clear steps towards accessibility of this proposed programme, a digital offering is perceived to have further reach than an on-campus international master's degree.

At the same time, there is no illusion that a digital offering can provide the same experience as face-to-face learning, and therefore the teaching and learning must be re-imagined in an online format. For example, in the design of online courses, the focus should be paved to engage individual learners as per their abilities (Paudel, 2021) and there is a need to explore creative strategies for implementing and sustaining virtual international education environments. This can require investing in additional technological support and providing additional faculty supports (Fischer & Cossey, 2022). Therefore, within the resource planning of the proposed MES technical resources are required in the sense of the platforms that are used to deliver the courses, but also in the human resources required to support both with the pedagogical and practical delivery of a fully online programme. It could be seen that moving into the digital space is well overdue, and if anything, such an approach is needed as higher education catapults towards an edu-glomerate type model (Knight, 2015) (one example of a move in this direction is the European Teacher Academy). ILU is well equipped with those working deeply in the practice and research of digital education and online learning (see for example relevant projects ILU has led or been involved with: DIVE, DigGiLU, TEACH21st, InFo-TED, KiDiCoTi, DICOMTEN, NOTELEB, and DigSchool). It is viewed that as a Department of Teacher Education ILU should be leading at the developments and offerings within the realm of online teaching and learning. The working group initially considered an optional in-person offering for an elective course where students will have the opportunity to travel to Trondheim if their situation allows – however this elective option is only feasible if option 1 of the financial modelling is pursued.

The working group connects with current research within the development of international programmes and master's offerings that might have resonance with a global cohort. As Fakunle (2020) recommendations for institutions should be encouraged to "develop

innovative ways of integrating both practical and theoretical content into the delivery of master's education. The WBD (work based dissertation) seems like a feasible avenue to explore this possibility" (p. 684). Aspects such as a WBD are being considered in the proposed programme development to additionally foster work integrated learning (WIL) where possible within courses.

In the development of every aspect of the programme, and each course within it, consideration needs to be given to the pedagogical approaches used within this format of teaching and learning. Specifically, the working group considers the following points are especially considered within the development of the programme and courses:

Fostering community
The working group is conscious of the need to foster community in relation to both the student cohort that will be involved in the proposed programme, but also in relation to the teaching cohort within the proposed programme. Building community in online courses is crucial to realizing the potential of such a programme that is delivered online (Dolan, Kain, Reilly & Bansal, 2017). This will take additional time and resource as this moves outside of the 'traditional' forms of teaching and learning and into a space that may require time and space for exploration and competency development. The working group recommends that if the proposed programme is approved to move forward, then active steps are taken to create a community of practice directly linked to the development of the courses within programme. Simultaneously we encourage a fostering of community within ILU regarding the ownership of this proposed programme. The working group see that through this proposed master's being 'owned' by ILU with contributions in various ways from all ILU sections then there is an opportunity for the engagement to be shared across the department, and for an interdisciplinary approach to the design and delivery to foster understanding, collaboration, cooperation, and potentially also leading to further interdisciplinary and transdisciplinary practices over time.

Hands on and embodied aspects of online learning
Within a digital landscape there is the potential that a learning encounter that negates the hands on, embodied, and kinaesthetic elements that support and are at times a focus within education. The working group picks up on how the delivery of the proposed programme might be able to offer a holistic learning experience, inclusive of the bodily aspects of this learning. ILU has specific expertise within the bodily learning space (see for example: Bodily Learning Research Network), and current research projects that explore this exact focus of hands-on learning in online spaces (see for example: HOLOGRAM, Erasmus+ project).

Accessibility and inclusion
It is acknowledged that accessibility needs to be considered in a range of ways within the development and delivery of the programme. For example, Assistive Technologies (ATs) on

various platforms need to be considered and engaged with, particularly to support Blind and Visually Impaired (BVI) students. Engagement with staff who hold the relevant expertise in developing courses and pedagogy that supports the accessibility and usability of the online and any in-person spaces is required. Consideration in this regard must be implemented in the design and implementation process, as literature notes that "online courses enhanced with gamification elements present potential access barriers and challenges to learners who identify with auditory, cognitive, neurological, physical, speech, or visual disabilities" (Smith & Abrams, 2019, p.104).

Another accessibility consideration is that not all geographical locations have equal access to the Internet, and then within locations there may be vast inequalities in who has access to the Internet and digital devices and who does not. For example, a stable internet connection is challenging for some groups across the African continent. At the same time, in some locations the internet connection might be reliable, but access to search engines, websites, and certain platforms might be highly restricted and censored. Examples of this can be seen within China, Russia, or Iran.

Accessibility in relation to time zones also is important in the planning of a degree that aims to be truly global in its accessibility. This is further explained in section 5.3 where the solution to managing time zones is unpacked. Other options to advance accessibility include recording some aspects of the classes (if needed), and having chat, messaging, social media and sharing platforms that can be engaged with at any time of the day.

The composition of students in higher education institutions is becoming diverse (Srivastava, Agarwal & Ganapathy, 2022). The proposed programme intends to practice inclusive education that also seeks to ensure access for students who bring in varied experiences of education and professional training. It is acknowledged that the literature provides a reminder that cultural and cross-cultural perspectives of inclusive education are still requiring additional consideration (Srivastava, Agarwal & Ganapathy, 2022). We see that the development of a proposed degree within this international and digital space cannot be a simple copy and pasting of existing pedagogical approaches into an online platform, but rather something that needs careful crafting and consideration. This proposed master's also offers a site for research and practice of such topics.

5. Proposed programme structure

Based on the scoping work carried out, the working group has created a proposed structure for the MES. Given that the proposition is for a 120 ECTS master's programme the structure works towards this aim. In the process of the financial modelling the structure of the offer has been explored in a variety of ways. As is further elaborated on in section 8 of the report, the working group commenced with an 'ideal' structure. Then, considering adjustments made to explore more financially viable options of the programme, the structure of the

programme was adjusted accordingly. An explanation of each structure is offered alongside the financial modelling is provided in section 8 of the report.

Therefore, to offer some clarity and conciseness, this section provides the 'ideal' structure (referred to as 'option 1'), and then the structure that the working group views to be the best possible option to move forward with (referred to as 'option 3') in light of all explorations. However, the working group is open to a variety of suggestions of how the structure could be developed, or how aspects of the programme could be developed.

The intention is that the programme in any of its options could be taken in either full-time or part-time capacity. We understand that this poses some challenges and is not as a straightforward as offering either full-time or part-time only, however, to give flexibility and the opportunity for the programme suiting the widest possible student cohort we see it is relevant to consider both offerings being available. It would be that the full-time option is encouraged.

There has been the choice to create courses that are 7,5 ECTS to allow for a flexible approach in the offering, and within option 1 this is apparent in how students to have additional choice in the courses that they might want to take. In option 1, core courses in the areas of methodology and theory, academic reading and writing, and thesis proposal writing, are compulsory within the proposed structure. A range of elective courses within thematic structures can be taken in option 1. In option 3.1 the thematic structure remains, however the ability to have these courses as 'electives' is removed. In option 3.1 the 'core' courses are co-shared with MDID (4 x 7,5 ECTS courses, 30 ECTS total). The proposed structures for all options presented seek to guide students towards completing their thesis within one of the thematic umbrellas that are suggested.

Within the proposed programme structure provided in option 1 the thematic umbrellas courses would be clustered under would be 'democracy and inclusion', 'sustainability and technology', and 'bildung and interculturalism'. In option 3.1 the thematic umbrellas are 'democracy and inclusion' and 'sustainability and technology'. The removal of 'bildung and interculturalism' has been done to streamline the offer to make for a more financially savvy model, and in discussions it seems that the themes of bildung and interculturalism could be folded into the two remaining thematic threads. In all structure options, these themes are sought to be attended to within 'education' as the focus. These thematic umbrellas have been formed based on scoping of ILU activity and dialogue with each head of section, consideration of current dialogue within research and practice globally, feedback from potential students within the survey and focus group discussion, and consciousness that we would like each ILU section to be part of this ILU owned programme and where collaboration on the design and delivery of the courses within these thematic umbrellas can have diverse disciplinary input.

As this is a research master's the intention is that students complete a thesis within their final year of the programme. It is intended that the thesis is completed within a thematic cluster. The vision is that these thematic clusters for thesis work and supervision could then be connected to research groups within ILU and / or as supervision clusters rather than solely relying on the traditional one-on-one supervision model. At the same time, a work-based dissertation approach can be contemplated and how this could be folded into the thesis course as an approach.

Baseline model, ideal scenario, option 1:
Compulsory courses within the proposed programme are as follows:
Year 1:
Semester 1:
Reading, Writing, Theory course[6] A = 7,5 ECTS
Semester 2:
Reading, Writing, Theory course B = 7,5 ECTS

Semester 2:
Methodology, methods, and analysis course A = 7,5 ECTS
Semester 2:
Methodology, methods, and analysis course B = 7,5 ECTS

Year 2:
Semester 1:
Thesis in Educational Studies proposal course = 15 ECTS

Semester 1 (15 ECTS) and 2 (30 ECTS):
Thesis in Educational Studies = 45 ECTS, and selected within one of the thematic thesis clusters:
- Theme: Democracy and inclusion
- Theme: Sustainability and technology
- Theme: Bildung and interculturalism

---

[6] The compulsory 7,5 ECTS courses, and the 15 ECTS thesis proposal course, would be collaboratively designed with input from all ILU sections on the development. Delivery would be shared between at least two or three ILU sections for each course, it is intended that all sections would be involved in delivering at least one (and ideally more) of the 7,5 ECTS compulsory courses. To note: These courses could also be shared with other ILU programmes or offered to students on other ILU programmes (e.g. the MDID programme), and / or considered in relation to other offerings within NTNU programmes more broadly.

Elective courses[7] within the proposed programme are as follows (all to be taken in year 1):

Semester 1:

Theme: Democracy and inclusion course A = 7,5 ECTS

Theme: Sustainability and technology course A = 7,5 ECTS

Theme: Bildung and interculturalism course A = 7,5 ECTS

Semester 2:

Theme: Democracy and inclusion course B = 7,5 ECTS

Theme: Sustainability and technology course B = 7,5 ECTS (intensive in-person on campus course delivered in Trondheim)[8]

Theme: Bildung and interculturalism course B = 7,5 ECTS

Table of programme structure of 'option 1':

Year 1	Semester 1 (Fall)	Reading, Writing, Theory, course A = 7,5 ECTS	Methodology, methods, and analysis, course A = 7,5 ECTS	Elective course = 7,5 ECTS	Elective course = 7,5 ECTS
	Semester 2 (Spring)	Reading, Writing, Theory, course B = 7,5 ECTS	Methodology, methods, and analysis, course B = 7,5 ECTS	Elective course = 7,5 ECTS	Elective course = 7,5 ECTS

Year 2	Semester 1 (Fall)	Thesis in Educational Studies proposal course = 15 ECTS	Thesis in Educational Studies = 15 (of 45 ECTS)
	Semester 2 (Spring)	Thesis in Educational Studies = 30 (of 45) ECTS	

---

[7] The precise courses within the thematic area, with focused titles and descriptions, are yet to be developed. It is intended that if the proposed programme is approved then an open call for these elective courses (or thematic courses if option 3.1 is selected) will be announced and all within all ILU sections will have the opportunity to submit proposals for courses within identified thematic areas. It is intended that each course would have at least two or more ILU sections involved, ideally this involvement comes right from the conceptualization of the courses, and through to the co-construction, course design, and delivery.

[8] It is intended that in the 'ideal' structure there is at least one course available for students to select which would be an in-person on campus offering within their second semester of the first year (full-time). This would be delivered in an intensive format where students could travel to Trondheim for 1-2 weeks in early January and experience much of the teaching and learning activities in person. Online follow up and assessment would also take place, but this would provide a face-to face learning moment for students that would like to experience this. It is possible to expand this idea to other courses, or to also offer this for the thesis proposal course as a choice for in person teaching and learning, however the working group would need to undertake additional scoping in this regard, and it could also be likely that this is something that must be responsive to the market demand once the programme is active. If the ideal structure is not pursued, then the elective course with the option to travel to Trondheim is removed as it is unlikely that all students in the programme could travel and this could create a significant barrier for students and in turn affect recruitment and retention.

Structure of the mot feasible option considering financial modelling and associated work, Option 3.1

Within this option, all courses are considered 'compulsory' as the elective model has been removed and the themes have been streamlined from three thematic threads to two thematic threads. Within this structure, there is the co-sharing of courses with MDID.

Year 1:

Semester 1:

Co-shared between MDID and MES: Reading, Writing, Theory course A = 7,5 ECTS

Co-shared between MDID and MES: Methodology, methods, and analysis course A = 7,5 ECTS

Theme: Democracy and inclusion course A = 7,5 ECTS

Theme: Sustainability and technology course A = 7,5 ECTS

Semester 2:

Reading, Writing, Theory course B = 7,5 ECTS

Methodology, methods, and analysis course B = 7,5 ECTS

Theme: Democracy and inclusion course B = 7,5 ECTS

Theme: Sustainability and technology course B = 7,5 ECTS

Year 2:

Semester 1:

Co-shared between MDID and MES: Thesis in Educational Studies proposal course = 15 ECTS

Thesis in Educational Studies = 15 ECTS and selected within one of the thematic thesis clusters.

Semester 2:

Thesis in Educational Studies = 30 ECTS and selected within one of the thematic thesis clusters.

Table of programme structure of option 3.1:

Year 1	Semester 1 (Fall)	Co-shared between MES and MDID: Reading, Writing, Theory, course A = 7,5 ECTS	Co-shared between MES and MDID: Methodology, methods, and analysis, course A = 7,5 ECTS	Thematic course A = 7,5 ECTS	Thematic course A = 7,5 ECTS
	Semester 2 (Spring)	Reading, Writing, Theory, course B = 7,5 ECTS	Methodology, methods, and	Thematic course B = 7,5 ECTS	Thematic course B = 7,5 ECTS

			analysis, course B = 7,5 ECTS		

Year 2	**Semester 1 (Fall)**	Co-shared between MES and MDID: Thesis in Educational Studies proposal course = 15 ECTS	Thesis in Educational Studies = 15 (of 45 ECTS)
	Semester 2 (Spring)	Thesis in Educational Studies = 30 (of 45) ECTS	

5.1.   Co-sharing courses with MDID

As noted above within option 3.1, and as explained within section 2.2.2. of this report, there is an option of co-sharing 30 ECTS with the MDID programme which has been carried out in the financial modelling. 30 ECTS has been selected this seems to offer enough connection between the two programmes within core areas that some cohesion can be made, but not so much that the programmes start to lose their identity and begin to run into challenges in relation to topic focus, language, digital or in person agendas, and resourcing. The current sharing of 2 x 7,5 ECTS courses and 1 x 15 ECTS course could be adjusted to 4 x 7,5 ECTS courses. The idea of co-sharing courses between MES and MDID has been discussed extensively and the leaders of both working groups believe that this is a manageable suggestion for both programmes, and particularly supports the MDID offer in its revitalisation and gives potential for the digital space and international element to perhaps aid in recruitment. As noted, (see section 2.2.2.), the co-shared courses would need to be co-designed and delivered and have excellent communication between all involved.

5.2.   Exemption for Expert in Teams (EiT)

It is noted that Expert in Team (EiT) is not included as part of the MES offer and an exemption would be applied for this programme. Given that this programme is a fully digital offer, with students located in diverse geographical locations, the current EiT structure and delivery does not cater for the MES. The working group sees that the MES programme would qualify for an exemption in line with clause C within Retningslinjer for programfritak fra fellesemneordningen (2022) where it is noted that "Semester stay outside NTNU. For study programs where the study plan stipulates that one semester or more of the study time is spent outside NTNU, e.g. in the form of internships, stays abroad or fieldwork in the same semester as the joint subject is included in the study plan, exemptions can be considered. This also applies when large parts of the semester are spent outside NTNU, such as during internships" (p.3). It is seen that MES constitutes a time "when large parts of the semester are spent outside NTNU". However, if EiT was to be re-visioned into a digital offer then it is possible to consider how this might hold space within the MES programme. It MES

is to go forward then it could be an opportunity for EiT to consider its structure and delivery into an online space so future digital programmes could be included in EiT.

5.3. Managing time zones to enable truly global accessibility

It is envisaged that the courses that are designed for the MES programme would have some asynchronous online learning where students can access the online materials, engage in activities, at anytime of the day. However, each course would still have some synchronous online learning allowing for real time interaction, discussion, activities, and feedback between students and the teacher(s), and students and students. Therefore, extensive discussion and thought has been given to the idea of how the proposed programme could be delivered in a way that caters for truly global accessibility, rather than making the programme accessible only for those who might be located within the Central European Time (CET) zone areas or nearby time zones that would fall into accessible catchments. To claim to be a programme that is globally accessible, consideration must be given to the times in which the courses could be delivered that would allow for maximum accessibility to students situated around the world. Through engaging with literature that discusses navigating different time zones for online course delivery, insights have been gained on how other institutions have managed this. Some programmes note that teaching courses asynchronously enables a global cohort of students to have access, however the resources required for this are extensive (essentially doubling or tripling the teaching resources required) (Goh et al., 2021). Others also note that their teaching staff are in different time zones (an argument perhaps for a more flexible and off campus positioning of academic staff) (Matsuoka & Fukushima, 2010). However, this may not be feasible within the NTNU structure and regulations. Therefore, it is proposed that a two-cycle timetable model is followed for the proposed MES programme.

A two-cycle timetable model proposes that there is one timetable in the first year the degree is rolled out that would cater to 'one half' of the world, and then this timetable would follow that group into their second year. For example, this would involve starting online course teaching at 8.00 Norwegian time. This would allow students from Central Europe, the African continent, across to the 'Middle East', India, China, Australia, NZ, and to Hawai'i to join with some ease.

Then, in the second year the degree is delivered the timetable would cater to the 'other half' of the world for the students starting their first year of the programme, and then that same timetable would follow those students into their second year. This second timetable would for example involve starting at 18.00 Norwegian time would again allow Central Europe, the African continent, and across to Turkey and India, but also bring in UK, across Canada and the USA, into South America.

In the third year, the programme would revert to timetable from the first year of delivery, and cycle again, and so on. The benefits of this two-cycle timetable option is that there are also then options for people to select a before or after work hours in some places, which might be very appealing given it is likely that many potential students would also be working. It also means there is no need to deliver the same course say three times in one semester to cater for different time zones, which would be far too budget / resources intensive. The working group understands that there may be a need to go beyond the usual working hours at NTNU for the delivery of such a programme, and we would suggest that this be negotiated for the individuals involved in the teaching and believe that the conventional working hours should not stop ILU from having an offer that is as inclusive as possible. Below are examples of a range of times and locations that could be captured within 'timetable 1' and 'timetable 2'.

Timetable 1 delivered in year 1 and following the students into their second year:

Timetable 2, delivered in year 2 and following the students into their second year:

It is anticipated that this timetable model would have to be clearly communicated with information about the courses and the MES programme through the advertised material, website information, and during the application process. Students can then be very clear on the information about which timetable option might suit them best, and if they may prefer to wait a year to enrol in a more suited timetable arrangement for their location.

6. Learning objectives, qualification awarded, potential employment opportunities and further study

6.1. Learning objectives

The learning objectives of the proposed MES programme are as follows:

Knowledge:
- to hold research-based understandings of current educational themes
- to understand how to conceptualise, design, and carry out research
- to develop understandings of international and comparative discourses in education
- to hold appreciation of diverse educational contexts and developments in education
- to develop insights into and from Bildung-based Nordic perspective to education
- to critically engage with research and theory, and link these to one's own sites of practice

Skills:
- to learn how to work independently, collaboratively, and within digital spaces
- the ability to critically, independently, and creatively identify a research area within education
- the ability to plan research with adequate methods, and conduct tasks within set timeframes
- the ability to orally, and in written form, clearly present and discuss knowledge and arguments regarding current themes in education

General competencies:
- to develop cultural sensibilities and sensitivities
- to adopt multifaceted perspectives on a variety of current issues in education
- to engage in reflection of one's own experiences and professional practices when working with education
- to create networks of relationships across countries and help establish a global community working with education

6.2. The qualification awarded

The qualification awarded will be a Master in Education Studies degree.

6.3. Potential employment opportunities related to this programme

- Communities of Learning (CoLs) leader
- Human resources practitioner
- Researcher (education)
- School centre manager or specialist
- Trainer in organisations
- Educator roles within the health, social, arts, and wellbeing sector
- Working in national and international contexts in the public, private and civil society sectors as educational professionals
- Project leaders, coordinators, and educational consultants

6.4. Further study options

- Doctor of Philosophy (PhD)
- Additional teaching qualifications as relevant

7. Resources, staffing, admission to programme, and study places

The following section attends to articulating the resources required, staffing, admission to the programme, and the proposed number of study places.

7.1. Resources

The working group highlight that the proposed offering requires significant resources to be able to achieve to the full fruition of what is being considered. Further on the various possibilities of the financial implications of resources required are noted (see section xx). Therefore, these are not extended on here. However, the resources pertaining to competency, energy, additional support, technology, and space for innovation are identified.

It is considered that as ILU is a department for teacher education there is relevant competency related to the areas such as international education, online teaching and learning, programme, course, and assessment design, and pedagogical practice, which are relevant for preparing and delivering the proposed programme. It could be that additional competency development – through professional learning groups, strategic appointments, PhD positions – may enable gaps to be filled where ILU is not already ready to manage such topics. However, creating a new programme takes time, vision, and commitment – from both the institution and from individuals. It is therefore important to make sure the relevant energy is given from both the institution and individuals involved in developing any new programme or course. NTNU currently has a range of technical support possibilities, online learning platforms, and access to specialized services (such as the Section for Teaching and Learning Support, and within this the Multimedia Centre). Exactly what platforms, access to

these, etc., needs additional scoping and the working group would suggest this occurs as soon any approval for the programme to go forward is given and is carried out by a working group that has additional expertise in these areas and collaborates with the working group leading the design process.

7.1.1. Staffing structure

Through the financial modelling, detailed work has been given to how to balance staffing costs and needs (illustrated in section 8). Within the work to carefully consider costings, it emerged that a model where a good portion of courses would have a one Professor, one Associate Professor, and one Assistant Professor / PhD candidate teaching structure was most cost effective while also attending to the needed expertise. It is clear that there is a need to have the required percentage of first competency teaching on this master's programme (adhering to regulations – see clause 4b within § 2-3. Requirements for professional environment). In further exploring this structure it has also been seen that this staffing model is a way to engage in mentorship, build teaching competency at master's level and in supervision, and share the work at this degree level. It is also possible that the Assistant Professor roles could be held by PhD students which also brings benefits, and advances teaching-research connections. It is viewed that this proposed structure needs to be flexible, but the working group offers it as an aim of the MES programme to take such an approach to staffing for this offer.

The working group has discussed this staffing balance with ILU HR, considered Prof II positions, and discussed the issue of teaching outside of 'normal' working hours (which HR reports is not a major issue and just requires dialogue and agreement between staff and management).

Along with the teaching staff there are coordinator roles required to manage and lead the programme. The study programme coordinator role would hold responsibility for the overarching leadership, vision, and implementation of the programme. Thematic coordinators would support this role and take care of the different thematic strands of the programme. There would also be the need for an administrative coordinator to work alongside the other coordinator roles.

Other key areas of staffing include technical support in the areas of: IT/Technician (support, delivery, and design), Associate Professor who specialises and holds experience in online delivery and development leadership, and an Assistant Professor who can support this online delivery development and leadership. As noted prior, the Section for Teaching and Learning Support, and within this the Multimedia Centre, has relevant technical support and the working group is also aware of academic staff who have the experience required to lead and support in the Associate Professor and Assistant Professor roles noted. As expressed in section 5 of the report, there is a need to support the digital

aspect of this programme and to engage those who hold relevant pedagogical and technical knowledge and experience in this area right from the outset of developing the offer, right through to the ongoing delivery.

Additional staff focused on marketing and events. This has been articulated in sections 3.3. and 3.5. of the report in relation to recruitment. It is also viewed that this role is needed should any in person activities need to be facilitated (for example with the ideal option 1 where there is an elective course involving students travelling to Norway), and for online community events to be initiated to foster a sense of cohesion within the group. An example of this would be an online research festival event within semester 1 of year 2 of the students' studies where students could present their research ideas. Informal and more optional social activities would also be helpful for this role to take care of – such as meet and greets, and digital coffee and Q&A sessions.

Details regarding the staffing structure and roles is offered within section 8.2 of the report where the roles and percentages are offered and adjustments over the years from development to delivery are expressed.

7.2.   Admission to the programme

Admission to the programme requires careful consideration. NTNU admission criteria will be adhered to, as outlined within the general requirements set out in §30 of the Regulations on admission to studies at NTNU. Students seeking admission to the MES programme would be required to hold a bachelor's degree in a relevant field. The working group sees that for the proposed MES what is deemed a 'relevant field' goes beyond bachelor's degrees in education or teaching areas, and expands into areas such as business, administration, science, health, arts, humanities, and social science subjects. English language requirements also need to be met for the entry to a master's degree as per NTNU requirements for master's degrees.

It has been considered if it is of relevance to include a supplementary aspect to the application process to gauge the applicant's interest and commitment to the programme. Through exploring how this could be administered and evaluated the working group at this stage recommends that a supplementary aspect to the admission process is not included, however, could be explored as the programme develops over time. This supplementary aspect to the application could take the form of a written statement, a short video, or an online interview – or a combination of these approaches.

7.3.   Number of study places

The working group has carefully considered the number of study places for the proposed MES programme and have arrived at suggesting that this new offering would have 50 study places. The working group looked at similar on campus international master's (such as the

Master's in Childhood Studies) and noted that these programmes had approximately 20 study places. However, taking into consideration the digital delivery and the full-time and part-time pathways, we see that this can open the programme to a larger cohort than an on-campus delivery, and potentially will invite further applications.

By offering 50 study places it is viewed that the core courses would have a substantial yet manageable cohort to work with and for relevant pedagogical approaches and digital tools to facilitate small group work, dialogue, and engagement between students and students, and students and teachers. At the same time, to provide some variety of electives, yet not risking very small cohort numbers in each elective it is considered that across three electives there might be between 10-19 students in each elective. It is viewed that having the range of electives is what can also make the proposed programme appealing rather than a singular pathway for students to follow.

8. Financial modelling

As a new study programme that's being proposed to be fully financed by the department, an economic aspect should be considered. We hereby include a simplified model that outlines the expected incomes (in this case: financing) set up against the known expenses in order to illustrate the long-term economic effects of the programme's implementation. This is to be considered our baseline model, a so-called ideal scenario (version 1).
After that we make attempts to calibrate the model by adjusting the expenses in various ways in order to discern the most viable option – both economically and content-wise (options 2-5), to be able to finally arrive to a proposed version of the model.

8.1. Financing

As a programme that is proposed to be available internationally and free of charge to sign up for, the only means of financing available are through the incentives received from the Norwegian Ministry of Education (Kunnskapsdepartementet). Those incentives are based on ETCs' production (studiepoengproduksjon) og degree completion (kandidatproduksjon), together often referred to *production component* of the total allowance that ILU receives from the Ministry.

The incentives are gained each time a student passes a course or completes a degree, yet the pay-off from the Ministry of Education occurs 2 years after the fact, which naturally creates a delay in the financing NTNU/ILU receives. This makes the first year of establishing/developing any programme an investment without a return (in terms of monetization), and the following two years when the teaching commences an investment with a delayed returns (which requires financial support from ILU for that period).
A picture below illustrates the effects of ECTs/degree production pr. semester/year and the following pay-off from the Ministry of Education, all put together in a single timeline. The model shows the ideal situation with **50 students** taken in on the programme with a **0 %**

drop-out rate. The Ministry of Education's incentive rate for ETC's production is *43 200 NOK* for 1 SPE (equals 60 ETC's pr. 1 student pr. calendar year) and the rate for a degree completion is *14 534 NOK* (for each completed degree) – both are in 2022-prices. For simplicity's sake we deliberately refrain from integrating the effects of the inflation in both financing and expenses along the whole of the timeline and present the numbers in their nominal values.

There are talks of possible restructuring of the Ministry of Education's insentive models to occur in the next couple of years, however the deliberately chose not to include this kind of uncertainty into our financial modelling.

Timeline/calendar years	2023	2024	2025	2026	2027	2028	2029	2030	2031
Timeline/academic years	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
Timeline/semesters	Fall 0	Spring 0	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5	Fall 6	Spring 6	Fall 7	Spring 7

	Fall 0	Spring 0	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5	Fall 6	Spring 6	Fall 7	Spring 7
Programme's structure in ETCs			7,5	7,5	15	30										
			7,5	7,5	15											
			7,5	7,5												
			7,5	7,5												
			30	30	30	30										
						120										
ETCs for 1 student in cohort 1			30	30	30	30										
ETCs for 1 student in cohort 2					30	30	30	30								
ETCs for 1 student in cohort 3							30	30	30	30						
ETCs for 1 student in cohort 4									30	30	30	30				
ETCs for 1 student in cohort 5											30	30	30	30		
ETCs for 1 student in cohort 6													30	30	30	30
															30	30
Sum ETCs pr. student pr. semester			30	30	60	60	60	60	60	60	60	60	60	60	60	60
Sum SPEs* pr. semester			25	25	50	50	50	50	50	50	50	50	50	50	50	50

*1 SPE = 60 ETC pr. calendar year pr. student

	2023	2024	2025	2026	2027	2028	2029	2030	2031
Sum in SPEs pr. calendar year		25	75	100	100	100	100	100	
ETCs-production (as completed)		1 080 000	3 240 000	4 320 000	4 320 000	4 320 000	4 320 000	4 320 000	
Degree completion-production (as completed)				726 700	726 700	726 700	726 700	726 700	726 700
ETCs-production (pay-off from the Ministry of Education)				1 080 000	3 240 000	4 320 000	4 320 000	4 320 000	
Degree completion-production (pay-off from the Ministry of Education)						726 700	726 700	726 700	726 700

Timeline/calendar years	2023	2024	2025	2026	2027	2028	2029	2030	2031
Expected financing pr. year	-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700	

ETCs production: Each student produces 30 ETC's pr. semester and 60 ETC's pr. year, and naturally one cohort of 50 students produces 25 SPE's pr. semester and 50 SPE's pr. year. That amount doubles when we have 2 cohorts going and fully integrated. 100 SPE's a year gives us 4 320 000 NOK in ETCs production incentives from the department.
Degree completion: Each student graduating with a degree, brings inn 14 534 NOK in incentives, which makes a cohort of 50 students bring in 726 700 NOK yearly.
With the first cohort of students commencing their education in the autumn 2024, first payoffs from the Ministry of Education are expected to be received in 2026, while the payoffs for a fully integrated programme are expected in 2028. The programme is estimated to bring in **5 046 700 NOK** yearly when fully integrated.

8.2. Expenses

The main fixed cost for the programme is staff salary expenses. The staff for the programme is divided into 4 categories: coordination, teaching, technical support and additional staff. Each category has a designated number of positions in various degrees of involvement associated with it.

The input (and hence, cost intensity) varies along the programme's timeline. All of the categories are to commence working on the programme's design at the beginning of Year 0 (fall 2023/spring 2024), then from fall 2024 on the teaching positions commence teaching, technical support and additional staff go into "maintenance-mode", while coordinators continue with the unchanged input.

Using the following yearly salaries, we can estimate the cost of staff pr. semester/year and generate the following timeline for the expenses throughout the whole programme:

Title/ENG	Title/NOR	Yearly salary (incl. taxes, 2023-index)
Professor	Professor	1 196 000
Associate Professor	Førsteamanuensis	927 000
Assistant Professor	Universitetslektor	930 000
Administrative Staff	Seniorkonsulent/rådgiver	717 000
IT/Technician	Driftstekniker	613 000
Marketing & events	Seniorkonulent	717 000

		Timeline/calendar years		2023		2024		2025		2026		2027		2028
		Timeline/academic years		Year 0		Year 1		Year 2		Year 3		Year 4		Yea
		Timeline/semesters		Fall 0	Spring 0	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5
Categories	Positions	Tasks/roles	percentages											
Coordination	Professor	Study programme academic coordinator	20 %	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600
	Associate Professor	Thematic Coordinator 1	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Associate Professor	Thematic Coordinator 2	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Associate Professor	Thematic Coordinator 3	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Administrative Staff	Study Programme administrative coordinator	10 % 20 %	35 850	35 850	71 700	71 700	71 700	71 700	71 700	71 700	71 700	71 700	71 700
		Salary subtotal pr. semester		294 500	294 500	330 350	330 350	330 350	330 350	330 350	330 350	330 350	330 350	330 350
Teaching	Professor	Teacher 1 (100% of teaching resource)	45 %	269 100	269 100									
	Professor	Teacher 2 (100% of teaching resource)	45 %	269 100	269 100									
	Professor	Teacher 3 (100% of teaching resource)	45 %	269 100	269 100									
	Associate Professor	Teacher 4 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 5 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 6 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 7 (100% of teaching resource)	45 %	208 575	208 575									
	Assistant Professor	Teacher 8 (100% of teaching resource)	75 %	348 750	348 750									
		Hourly wages pr. semester: Teachers 1-8				862 700	834 200	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593
		Salary subtotal pr. semester		1 990 350	1 990 350	862 700	834 200	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593
Tech.support	IT/Technician	Support, development, design	50 % 20 %	153 250	153 250	61 300	61 300	61 300	61 300	61 300	61 300	61 300	61 300	61 300
	Associate Professor	Online delivery development and leadership	20 % 10 %	92 700	92 700	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Assistant Professor	Supporting online delivery development and leadership	20 % 10 %	93 000	93 000	46 500	46 500	46 500	46 500	46 500	46 500	46 500	46 500	46 500
		Salary subtotal pr. semester		338 950	338 950	154 150	154 150	154 150	154 150	154 150	154 150	154 150	154 150	154 150
Additional staff	Marketing & events	International marketing, coordination of events within programme	20 % 10 %	71 700	71 700	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850
		Salary subtotal pr. semester		71 700	71 700	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850

The teaching input is the most intricate to estimate and needs to be looked at closely. While salary expenses for other categories can be calculated as the percentages of the yearly salaries for each of the positions in question, the teaching has two distinct stages: year 0 - i.e., salary expenses are calculated as the percentages of the yearly salaries (illustrated above) and years 1 and onwards - i.e., salary expenses are calculated as hourly salary rates for teaching, supervision, and evaluation (undervisningstid) as required by each course (detailed below).

It is also important to consider that the total expense associated with teaching must also include research (forskningstid) and administration hours (tid til administrasjon), as all the teaching-activity involvement generates a need for staff replacement (frikjøp) in each section. This usually translates into replacements with temporary positions with both teaching, research and administration hours attached.

The figure below illustrates the whole of the programme's layout translated into teaching hours, then total hours to be reimbursed, and finally into the total salary expenses.

Title/ENG	Title/NOR	Hourly salary (incl.taxes)
Professor	Professor	600
Associate Professor	Førsteamanuensis	550
Assistant Professor	Universikteslektor	500

Year + semester	Course title	ECTS	Number of students	Teaching hours	Teaching staff	Teaching hours	Research hours + adm.	Total hours to be reimbursed	Total salary expence	
Year 1										
Semester 1	Reading, Writing, Theory course A	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	85	93,5	178,5	kr	107 100
					Associate Professor (50 hours)	50	55	105	kr	57 750
					Assistant Professor (50 hours)	50	12,5	62,5	kr	31 250
	Methodology, methods, and analysis course A	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	85	93,5	178,5	kr	107 100
					Associate Professor (50 hours)	50	55	105	kr	57 750
					Associate Professor (50 hours)	50	55	105	kr	57 750
	Theme: Democracy and inclusion course A	7,5 ECTS	10-19	130	Professor (30 hours)	30	33	63	kr	37 800
					Associate Professor (70 hours) – course coordinator	70	77	147	kr	80 850
					Associate Professor (30 hours)	30	33	63	kr	34 650
	Sustainability and technology course A	7,5 ECTS	10-19	130	Professor (30 hours)	30	33	63	kr	37 800
					Associate Professor (70 hours) – course coordinator	70	77	147	kr	80 850
					Assistant Professor (30 hours)	30	7,5	37,5	kr	18 750
	Theme: Bildung and interculturalism course A	7,5 ECTS	10-19	130	Professor (30 hours)	30	33	63	kr	37 800
					Associate Professor (70 hours) – course coordinator	70	77	147	kr	80 850
					Associate Professor (30 hours)	30	33	63	kr	34 650
Semester 2	Reading, Writing, Theory course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr	98 175
					Associate Professor (50 hours)	50	55	105	kr	57 750
					Assistant Professor (50 hours)	50	12,5	62,5	kr	31 250
	Methodology, methods, and analysis course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr	98 175
					Associate Professor (50 hours)	50	55	105	kr	57 750
					Associate Professor (50 hours)	50	55	105	kr	57 750
	Theme: Democracy and inclusion course B	7,5 ECTS	10-19	130	Professor (70 hours) – course coordinator	70	77	147	kr	88 200
					Associate Professor (30 hours)	30	33	63	kr	34 650
					Assistant Professor (30 hours)	30	7,5	37,5	kr	18 750
	Theme: Sustainability and technology course B	7,5 ECTS	10-19	130	Associate Professor (70 hours) – course coordinator	70	77	147	kr	80 850
					Associate Professor (30 hours)	30	33	63	kr	34 650
					Associate Professor (30 hours)	30	33	63	kr	34 650
	Theme: Bildung and interculturalism course B	7,5 ECTS	10-19	130	Professor (70 hours) – course coordinator	70	77	147	kr	88 200
					Associate Professor (30 hours)	30	33	63	kr	34 650
					Assistant Professor (30 hours)	30	7,5	37,5	kr	18 750
Year 2										
Semester 1	Thesis in Educational Studies proposal course	15 ECTS	41-50	185	Professor (50 hours)	50	55	105	kr	63 000
					Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr	98 175
					Associate Professor (50 hours)	50	55	105	kr	57 750
	Thesis in Educational Studies	15 ECTS	50	53 hours per student for 45 ECT thesis x 50 students = 2650 hours	Working on the idea of using supervision clusters where 1 supervisor looks after a cluster of 5 students = 10 clusters in total requires 10 supervisors (3 x Professors, 7 x Associate Professors)					
				15 ECTS = 888.3 hours	Professor (88.83 hours) x 3	266,49	293,139	559,629	kr	335 777
					Associate Professor (88.83 hours) x 7	621,81	683,991	1305,801	kr	718 191
Semester 2	Thesis in Educational Studies	30 ECTS	50	Remaining 30 ECTS from the calculation above: 30 ECTS = 1761.7 hours	Professor (176.17 hours) x 3	528,51	581,361	1109,871	kr	665 923
					Associate Professor (176.17 hours) x 7	1233,19	1356,509	2589,699	kr	1 424 334
						4 355,00	4 629,00	8 984,00	kr	5 060 050

Thus, we arrive at the total yearly salary expense of **5 060 050 NOK,** which is the maximum achieved when both cohorts are being taught.

The intensity of the salary expenses pr. semester put into the programmes timeline are illustrated below:

Teaching salary table

Year + semester	Course title	ECTS	Number of students	Teaching hours	Teaching staff	cohort 1 (Fall 1/Spring 1)	cohort 2 (Fall 2/Spring 2)	cohort 3 (Fall 3/Spring 3)	cohort 4 (Fall 4/Spring 4)	cohort 5 (Fall 5)
						2023 Year 0 / 2024 Year 1	2025 Year 2	2026 Year 3	2027 Year 4	2028 Year 5
Year 1						year 1	year 1	year 1	year 1	year 1
Semester 1	Reading, Writing, Theory course A	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	107 100	107 100	107 100	107 100	107 100
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	57 750
					Assistant Professor (50 hours)	31 250	31 250	31 250	31 250	31 250
	Methodology, methods, and analysis course A	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	107 100	107 100	107 100	107 100	107 100
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	57 750
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	57 750
	Theme: Democracy and inclusion course A	7,5 ECTS	10-19	130	Professor (30 hours)	37 800	37 800	37 800	37 800	37 800
					Associate Professor (70 hours) – course coordinator	80 850	80 850	80 850	80 850	80 850
					Associate Professor (30 hours)	34 650	34 650	34 650	34 650	34 650
	Sustainability and technology course A	7,5 ECTS	10-19	130	Professor (30 hours)	37 800	37 800	37 800	37 800	37 800
					Associate Professor (70 hours) – course coordinator	80 850	80 850	80 850	80 850	80 850
					Assistant Professor (30 hours)	18 750	18 750	18 750	18 750	18 750
	Theme: Bildung and interculturalism course A	7,5 ECTS	10-19	130	Professor (30 hours)	37 800	37 800	37 800	37 800	37 800
					Associate Professor (70 hours) – course coordinator	80 850	80 850	80 850	80 850	80 850
					Associate Professor (30 hours)	34 650	34 650	34 650	34 650	34 650
Semester 2	Reading, Writing, Theory course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	98 175	98 175	98 175	98 175	
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	
					Assistant Professor (50 hours)	31 250	31 250	31 250	31 250	
	Methodology, methods, and analysis course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	98 175	98 175	98 175	98 175	
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	
	Theme: Democracy and inclusion course B	7,5 ECTS	10-19	130	Professor (70 hours) – course coordinator	88 200	88 200	88 200	88 200	
					Associate Professor (30 hours)	34 650	34 650	34 650	34 650	
					Assistant Professor (30 hours)	18 750	18 750	18 750	18 750	
	Theme: Sustainability and technology course B	7,5 ECTS	10-19	130	Associate Professor (70 hours) – course coordinator	80 850	80 850	80 850	80 850	
					Associate Professor (30 hours)	34 650	34 650	34 650	34 650	
					Associate Professor (30 hours)	34 650	34 650	34 650	34 650	
	Theme: Bildung and interculturalism course B	7,5 ECTS	10-19	130	Professor (70 hours) – course coordinator	88 200	88 200	88 200	88 200	
					Associate Professor (30 hours)	34 650	34 650	34 650	34 650	
					Assistant Professor (30 hours)	18 750	18 750	18 750	18 750	
Year 2						year 2	year 2	year 2	year 2	
Semester 1	Thesis in Educational Studies proposal course	15 ECTS	41-50	185	Professor (50 hours)	63 000	63 000	63 000	63 000	
					Associate Professor (85 hours) – course coordinator	98 175	98 175	98 175	98 175	
					Associate Professor (50 hours)	57 750	57 750	57 750	57 750	
	Thesis in Educational Studies	15 ECTS	50	53 hours per student for 45 ECT thesis x 50 students = 2650 hours; 15 ECTS = 888.3 hours	Working on the idea of using supervision clusters where 1 supervisor looks after a cluster of 5 students = 10 clusters in total requires 10 supervisors (3 x Professors, 7 x Associate Professors)	-	-	-	-	
					Professor (88.83 hours) x 3	-	335 777	335 777	335 777	335 777
					Associate Professor (88.83 hours) x 7	-	718 191	718 191	718 191	718 191
Semester 2	Thesis in Educational Studies	30 ECTS	50	Remaining 30 ECTS from the calculation above: 30 ECTS = 1761.7 hours	Professor (176.17 hours) x 3		665 923	665 923	665 923	
					Associate Professor (176.17 hours) x 7		1 424 334	1 424 334	1 424 334	
					Sum salary pr. sem	862 700 / 834 200	2 135 593 / 2 924 457	2 135 593 / 2 924 457	2 135 593 / 2 924 457	2 135 593

The yearly teaching salary expenses across the programme's timeline are as following:

	2023	2024	2025	2026	2027	2028
	Year 0	Year 1	Year 2	Year 3	Year 4	Year
	Fall 0 / Spring 0	Fall 1 / Spring 1	Fall 2 / Spring 2	Fall 3 / Spring 3	Fall 4 / Spring 4	Fall 5
Sum salary pr. cal. year	kr 862 700	kr 2 969 793	kr 5 060 050	kr 5 060 050	kr 5 060 050	

Finally, if we add these results to the salary expenses for the other 3 categories, and put into the programme's timeline perspective, we will get the complete salary expenses for each year. Thus, the programme costs **6 100 750 NOK** a year when fully integrated.

Complete salary expenses table

Categories	Positions	Tasks/roles	percentages	Fall 0	Spring 0	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5
Coordination	Professor	Study programme academic coordinator	20 %	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600
	Associate Professor	Thematic Coodinator 1	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Associate Professor	Thematic Coodinator 2	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Associate Professor	Thematic Coodinator 3	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Administrative Staff	Study Programme administrative coordinator	10 % 20 %	35 850	35 850	71 700	71 700	71 700	71 700	71 700	71 700	71 700	71 700	71 700
		Salary subtotal pr. semester		294 500	294 500	330 350	330 350	330 350	330 350	330 350	330 350	330 350	330 350	330 350
Teaching	Professor	Teacher 1 (100% of teaching resource)	45 %	269 100	269 100									
	Professor	Teacher 2 (100% of teaching resource)	45 %	269 100	269 100									
	Professor	Teacher 3 (100% of teaching resource)	45 %	269 100	269 100									
	Associate Professor	Teacher 4 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 5 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 6 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 7 (100% of teaching resource)	45 %	208 575	208 575									
	Assistant Professor	Teacher 8 (100% of teaching resource)	75 %	348 750	348 750									
		Hourly wages pr. semester: Teachers 1-8				862 700	834 200	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593
		Salary subtotal pr. semester		1 990 350	1 990 350	862 700	834 200	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593	2 924 457	2 135 593
Tech.support	IT/Technician	Support, development, design	50 % 20 %	153 250	153 250	61 300	61 300	61 300	61 300	61 300	61 300	61 300	61 300	61 300
	Associate Professor	Online delivery development and leadership	20 % 10 %	92 700	92 700	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Assistant Professor	Supporting online delivery development and leadership	20 % 10 %	93 000	93 000	46 500	46 500	46 500	46 500	46 500	46 500	46 500	46 500	46 500
		Salary subtotal pr. semester		338 950	338 950	154 150	154 150	154 150	154 150	154 150	154 150	154 150	154 150	154 150
Additional staff	Marketing & events	International marketing, coordination of events within programme	20 % 10 %	71 700	71 700	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850
		Salary subtotal pr. semester		71 700	71 700	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850
				Year 0		Year 1		Year 2		Year 3		Year 4		Year
		Sum salary expences pr. semester		2 695 500	2 695 500	1 383 050	1 354 550	2 655 943	3 444 807	2 655 943	3 444 807	2 655 943	3 444 807	2 655 943

	2023	2024	2025	2026	2027	2028
Expected expences pr. year	2 695 500	4 078 550	4 010 493	6 100 750	6 100 750	6 100 750

It is worth mentioning that other expenses than staff salary have been considered. We have arrived at the conclusion that the programme does not require any major investments in software (license costs are being handled by NTNU's IT department), facilities (the programme being fully digital demands no expansion in or considerable improvement of the existing facilities) or infrastructure (the PC's and other standard digital equipment is to be provided by ILU and is normally as a part of indirect costs).

8.3. Net profits/losses

If we put together the financing available and the anticipated expenses, we will get a timeline showing the net profits/losses the programme generates over the years.

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 695 500	4 078 550	4 010 493	6 100 750	6 100 750	6 100 750	6 100 750	6 100 750
Net profits/Result		- 2 695 500	- 4 078 550	- 4 010 493	- 5 020 750	- 2 860 750	- 1 054 050	- 1 054 050	- 1 054 050

Timeline		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Milestones		Establishing, programme design	First students in the fall-semester		First returns on ECTs from the Ministry of Education		First returns on completed degrees from the Ministry of Education, the programme is fully integrated financially		

Evidently, the programme generates a yearly cost/loss of **1 054 050 NOK** when fully integrated. The costs occurring during the time period 2023-2024 are considered an investment in the development of the programme, while the shortage of financing occurring in the time period 2024-2025 is caused by the 2-year delay in pay-offs from the Ministry of Education's as a part of existing incentive model.

The presented financial modelling is based on somewhat ideal conditions. In order to explore the possibilities for better economic sustainability, we offer several modifications/alternatives to finally arrive at the more viable option.

8.4. Modifying/optimizing the financial model

The proposed programme does not present any opportunities to increase the amount of financing received under the current incentive model from the Ministry, other than through increase of number of students taken in. Therefore, while optimizing, we will be aiming to reduce the expenses instead.

5 options are proposed to be explored:
-   Option 1 – three thematic threads and the ideal scenario
-   Option 2 – two thematic threads
-   Option 3 – two thematic threads, co-sharing 30 ECTS with MDID

- Option 4 – two thematic threads, a student contribution of 1000kr per academic year
- Option 5 – one thematic thread, fully paired back with limited technical, academic, and administrative support

8.4.1. Option 1: three thematic threads and the ideal scenario

This is our initial model and has been set up and described in great amount of detail earlier in the document. It will be used as a benchmark to show the economic effects of the programme's modifications presented in the other options.

8.4.2. Option 2: two thematic threads

This option cuts down from 3 to 2 thematic threads in order to reduce the salary costs. In practice this manifests as re-allocation of the hours between teaching stuff (due to increased amount of student in each group following one of 2 remaining thematic threads) and some reduction of involvement of the staff involved in coordination and technical support.

All the changes (compared to the original model) are highlighted in yellow:

Year + semester	Course title	ECTS	Number of students	Teaching hours	Teaching staff	Teaching hours	Research hours + adm.	Total hours to be reimbursed	Total salary expence
Year 1									
Semester 1	Reading, Writing, Theory course A	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	85	93,5	178,5	kr 107 100,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Methodology, methods, and analysis course A	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	85	93,5	178,5	kr 107 100,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
	Theme: Democracy and inclusion course A	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Sustainability and technology course A	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	~~Theme: Bildung and interculturalism course A~~	7,5 ECTS	10-19	130	Professor (30 hours)		0	0	kr 0,0
					Associate Professor (70 hours) – course coordinator		0	0	kr 0,0
					Associate Professor (30 hours)		0	0	kr 0,0
Semester 2	Reading, Writing, Theory course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Methodology, methods, and analysis course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
	Theme: Democracy and inclusion course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Theme: Sustainability and technology course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	~~Theme: Bildung and interculturalism course B~~	7,5 ECTS	10-19	130	Professor (70 hours) – course coordinator		0	0	kr 0,0
					Associate Professor (30 hours)		0	0	kr 0,0
					Assistant Professor (30 hours)		0	0	kr 0,0
Year 2									
Semester 1	Thesis in Educational Studies proposal course	15 ECTS	41-50	185	Professor (30 hours)	30	33	63	kr 37 800,0
					Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (70 hours)	70	77	147	kr 80 850,0
	Thesis in Educational Studies	15 ECTS	50	53 hours per student for 45 ECT thesis x 50 students = 2650 hours	Working on the idea of using supervision clusters where 1 supervisor looks after a cluster of 5 students = 10 clusters in total requires 10 supervisors (3 x Professors, 7 x Associate Professors)				
				15 ECTS = 888.3 hours	Professor (88.83 hours) x 3	266,49	293,139	559,629	kr 335 777,4
					Associate Professor (88.83 hours) x 7	621,81	683,991	1305,801	kr 718 190,6
Semester 2	Thesis in Educational Studies	30 ECTS	50	Remaining 30 ECTS from the calculation above:	Professor (176.17 hours) x 3	528,51	581,361	1109,871	kr 665 922,6
					Associate Professor (176.17 hours) x 7	1233,19	1356,509	2589,699	kr 1 424 334,5
				30 ECTS = 1761.7 hours					
						4 315,00	4 491,50	8 806,50	kr 4 929 300

Categories	Positions	Tasks/roles	percentages	
Coordination	Professor	Study programme academic coordinator	20 %	
	Associate Professor	Thematic Coodinator 1	10 %	
	Associate Professor	Thematic Coodinator 2	10 %	
	Associate Professor	Thematic Coodinator 3	0 %	
	Administrative Staff	Study Programme administrative coordinator	10 %	10 %
		Salary subtotal pr. semester		
Teaching	Professor	Teacher 1 (100% of teaching resource)	45 %	
	Professor	Teacher 2 (100% of teaching resource)	45 %	
	Professor	Teacher 3 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 4 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 5 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 6 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 7 (100% of teaching resource)	45 %	
	Assistant Professor	Teacher 8 (100% of teaching resource)	75 %	
		Hourly wages pr. semester: Teachers 1-8		
		Salary subtotal pr. semester		
Tech.support	IT/Technician	Support, development, design	50 %	20 %
	Associate Professor	Online delivery development and leadership	20 %	10 %
	Assistant Professor	Supporting online delivery development and leadership	10 %	10 %
		Salary subtotal pr. semester		
Additional staff	Marketing & events	International marketing, coordination of events within programme	20 %	10 %
		Salary subtotal pr. semester		

The Option 2 model's timeline showing the net profits/losses the programme generates over the years is as following:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 602 650	3 833 850	3 715 343	5 805 600	5 805 600	5 805 600	5 805 600	5 805 600
Net profits/Result		- 2 602 650	- 3 833 850	- 3 715 343	- 4 725 600	- 2 565 600	- 758 900	- 758 900	- 758 900

Timeline		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Milestones		Establishing, programme design	First students in the fall-semester		First returns on ECTs from the Ministry of Education		First returns on completed degrees from the Ministry of Education, the programme is fully integrated financially		

Following this option, the programme generates a yearly cost/loss of **758 900 NOK** when fully integrated. The reduction of number thematic threads has only marginal economic effect, saving the modest 295 150 NOK in yearly salary costs, when compared to the original model.

8.4.3.   Option 3: two thematic threads and co-sharing 30 ETC's with MDID

This option builds upon the Option 2 and in addition seeks to integrate 3 courses (7,5 + 7,5 + 15 ETC's) with those of MDID-programme. On top of that, some of the professor positions are being replaced with associate professors, as well as a few more reductions are done to the shares of involvement amongst the staff responsible for coordination, technical support and marketing/events.

All the changes (compared to the original model) are highlighted in yellow:

Year + semester	Course title	ECTS	Number of students	Teaching hours	Teaching staff	Teaching hours	Research hours + adm.	Total hours to be reimbursed	Total salary expence
Year 1									
Semester 1	Shared course between MDID and MES: Reading, Writing, Theory course A	7,5 ECTS	41-50	200	Associate Professor (100 hours) – course coordinator	100	110	210	kr 115 500,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Shared course between MDID and MES: Methodology, methods, and analysis course A	7,5 ECTS	41-50	150	Professor (50 hours) – course coordinator	50	55	105	kr 63 000,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
	Theme: Democracy and inclusion course A	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 57 750,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Sustainability and technology course A	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	~~Theme: Bildung and interculturalism course A~~	7,5 ECTS	10-19		Professor (30 hours)		0	0	kr 0,0
					Associate Professor (70 hours) – course coordinator		0	0	kr 0,0
					Associate Professor (30 hours)		0	0	kr 0,0
Semester 2	Reading, Writing, Theory course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Methodology, methods, and analysis course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
	Theme: Democracy and inclusion course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Theme: Sustainability and technology course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	~~Theme: Bildung and interculturalism course B~~	7,5 ECTS	10-19		Professor (70 hours) – course coordinator		0	0	kr 0,0
					Associate Professor (30 hours)		0	0	kr 0,0
					Assistant Professor (30 hours)		0	0	kr 0,0
Year 2									
Semester 1	Shared course between MDID and MES: Thesis in Educational Studies proposal course	15 ECTS	41-50	200	Associate Professor (100 hours) – course coordinator	100	110	210	kr 115 500,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
	Thesis in Educational Studies	15 ECTS	50	53 hours per student for 45 ECT thesis x 50 students = 2650 hours	Working on the idea of using supervision clusters where 1 supervisor looks after a cluster of 5 students = 10 clusters in total requires 10 supervisors (3 x Professors, 7 x Associate Professors)				
				15 ECTS = 888.3 hours	Professor (88.83 hours) x 3	266,49	293,139	559,629	kr 335 777,4
					Associate Professor (88.83 hours) x 7	621,81	683,991	1305,801	kr 718 190,6
Semester 2	Thesis in Educational Studies	30 ECTS	50	Remaining 30 ECTS from the calculation above:	Professor (176.17 hours) x 3	528,51	581,361	1109,871	kr 665 922,6
				30 ECTS = 1761.7 hours	Associate Professor (176.17 hours) x 7	1233,19	1356,509	2589,699	kr 1 424 334,5
						4 310,00	4 486,00	8 796,00	kr 4 907 775

Categories	Positions	Tasks/roles	percentages	
Coordination	Professor	Study programme academic coordinator	20 %	
	Associate Professor	Thematic Coodinator 1	10 %	
	Associate Professor	Thematic Coodinator 2	10 %	
	Associate Professor	Thematic Coodinator 3	0 %	
	Administrative Staff	Study Programme administrative coordinator	10 %	10 %
		Salary subtotal pr. semester		
Teaching	Professor	Teacher 1 (100% of teaching resource)	45 %	
	Professor	Teacher 2 (100% of teaching resource)	45 %	
	Professor	Teacher 3 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 4 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 5 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 6 (100% of teaching resource)	45 %	
	Associate Professor	Teacher 7 (100% of teaching resource)	45 %	
	Assistant Professor	Teacher 8 (100% of teaching resource)	75 %	
		Hourly wages pr. semester: Teachers 1-8		
		Salary subtotal pr. semester		
Tech.support	IT/Technician	Support, development, design	30 %	15 %
	Associate Professor	Online delivery development and leadership	10 %	5 %
	Assistant Professor	Supporting online delivery development and leadership	5 %	5 %
		Salary subtotal pr. semester		
Additional staff	Marketing & events	International marketing, coordination of events within programme	10 %	5 %
		Salary subtotal pr. semester		

The Option 3 model's timeline showing the net profits/losses the programme generates over the years is as following:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 435 900	3 551 725	3 534 468	5 624 725	5 624 725	5 624 725	5 624 725	5 624 725
Net profits/Result		- 2 435 900	- 3 551 725	- 3 534 468	- 4 544 725	- 2 384 725	- 578 025	- 578 025	- 578 025
Timeline		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Milestones		Establishing, programme design	First students in the fall-semester		First returns on ECTs from the Ministry of Education		First returns on completed degrees from the Ministry of Education, the programme is fully integrated financially		

Following this option, the programme generates a yearly cost/loss of **578 025 NOK** when fully integrated. The combination of reducing the number of thematic threads to 2 *and* co-sharing of courses with MDID cuts the original net losses approximately in half, saving ILU 476 025 NOK in yearly salary costs, when compared to the original model.

8.4.4. Option 4: two thematic threads and a student contribution of 1000 NOK per academic year

This option again builds upon the Option 2 while adding a student contribution of 1000 NOK pr. academic year. No additional structural changes to the programme or its staffing is being made, and in essence we are only getting 70 000 NOK a year in additional financing (based on an estimate that 70% of both cohorts assigned to the programme are from OECD countries).

The Option 4 model's timeline showing the net profits/losses the programme generates over the years is as following:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Student donation (1000 NOK pr. student pr. academic ye		-	35 000	70 000	70 000	70 000	70 000	70 000	70 000
Expences		2 602 650	3 833 850	3 715 343	5 805 600	5 805 600	5 805 600	5 805 600	5 805 600
Net profits/Result		- 2 602 650	- 3 798 850	- 3 645 343	- 4 655 600	- 2 495 600	- 688 900	- 688 900	- 688 900
Timeline		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Milestones		Establishing, programme design	First students in the fall-semester		First returns on ECTs from the Ministry of Education		First returns on completed degrees from the Ministry of Education, the programme is fully integrated financially		

Following this option, the programme generates a yearly cost/loss of **688 900 NOK** when fully integrated. The reduction of number thematic threads combined with a student contribution has very little economic effect, saving the modest 365 150 NOK in yearly salary costs, when compared to the original model. The implications of introduction of this additional donation cannot be fully explored by a financial model alone because such factors as programme's general appeal to the applicants, motivation to stay on the programme, cost of administration and possible additional juridical hindering could contribute to the programme's long-term budgets varying in more unpredictable manner.

8.4.5. Option 5: one thematic thread, fully paired back with limited technical, academic, and administrative support

This option once more builds upon the Option 2, and then further reduces 2 thematic threads to only 1 (15 ETCs pr semester), replaces the majority of professors involved with associate professors, and essentially cuts off the other staff besides teaching and bare minimum of coordination and technical support.

These changes challenge the very essence of the programme itself, and its model to be considered a "bare minimum", borderline non-viable, option. Its purpose is mostly to illustrate what radical changes should a programme undergo to become economically profitable and how much these conflict with its original design. We do not consider this a real option for the programme, and therefore refrain from providing many details for all the changes in staff and teaching hours.

The Option 5 model's timeline showing the net profits/losses the programme generates over the years is as following:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 111 450	2 772 350	2 526 037	4 560 800	4 560 800	4 560 800	4 560 800	4 560 800
Net profits/Result		- 2 111 450	- 2 772 350	- 2 526 037	- 3 480 800	- 1 320 800	485 900	485 900	485 900

Timeline		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Milestones		Establishing, programme design	First students in the fall-semester		First returns on ECTs from the Ministry of Education		First returns on completed degrees from the Ministry of Education, the programme is fully integrated financially		

Following this option, the programme generates a yearly profit of **485 900 NOK** when fully integrated. The reduction of number of thematic threads combined with stripping down most of the supporting and administrative functions gives a staggering economic effect of 1 539 950 NOK in yearly salary costs reductions, when compared to the original model. However, at this point the programme becomes an enterprise almost entirely divorced from its original intent and academical contents.

Summary:
All financial models are now presented below. We can conclude the following:
- *Option 2* improves upon the original financially, yet does not do quite enough to reduce the costs
- *Option 3* can be considered a winning option here, as it both improves upon Option 2's cost reduction and provides revitalizing solution for MDID (through co-sharing of the courses)

- *Option 4* carries too much uncertainty while not offering a whole lot when it comes to cost reduction
- *Option 5* is the only one of all options that is economically sound. Yet it compromises the contents of the original programme to the point that it cannot be recommended for submission.

Option 1: original

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 695 500	4 078 550	4 010 493	6 100 750	6 100 750	6 100 750	6 100 750	6 100 750
Net profits/Result		- 2 695 500	- 4 078 550	- 4 010 493	- 5 020 750	- 2 860 750	- 1 054 050	- 1 054 050	- 1 054 050

Option 2: two themes, no elective courses

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 602 650	3 833 850	3 715 343	5 805 600	5 805 600	5 805 600	5 805 600	5 805 600
Net profits/Result		- 2 602 650	- 3 833 850	- 3 715 343	- 4 725 600	- 2 565 600	- 758 900	- 758 900	- 758 900
result compared to Option 1		*92 850*	*244 700*	*295 150*	*295 150*	*295 150*	*295 150*	*295 150*	*295 150*

Option 3: same as O2 and co-sharing courses pr. semester with MDID

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 435 900	3 551 725	3 534 468	5 624 725	5 624 725	5 624 725	5 624 725	5 624 725
Net profits/Result		- 2 435 900	- 3 551 725	- 3 534 468	- 4 544 725	- 2 384 725	- 578 025	- 578 025	- 578 025
result compared to Option 1		*259 600*	*526 825*	*476 025*	*476 025*	*476 025*	*476 025*	*476 025*	*476 025*

Option 4: same as O2 and student donations

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Student donation		-	*35 000*	*70 000*	*70 000*	*70 000*	*70 000*	*70 000*	*70 000*
Expences		2 602 650	3 833 850	3 715 343	5 805 600	5 805 600	5 805 600	5 805 600	5 805 600
Net profits/Result		- 2 602 650	- 3 798 850	- 3 645 343	- 4 655 600	- 2 495 600	- 688 900	- 688 900	- 688 900
result compared to Option 1		*92 850*	*279 700*	*365 150*	*365 150*	*365 150*	*365 150*	*365 150*	*365 150*

Option 5: minimal. 1 theme instead of 2 or 3, reduction in use of professors, downscaling of all support

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 111 450	2 772 350	2 526 037	4 560 800	4 560 800	4 560 800	4 560 800	4 560 800
Net profits/Result		- 2 111 450	- 2 772 350	- 2 526 037	- 3 480 800	- 1 320 800	485 900	485 900	485 900
result compared to Option 1		*584 050*	*1 306 200*	*1 484 456*	*1 539 950*	*1 539 950*	*1 539 950*	*1 539 950*	*1 539 950*

8.5. Refining Option 3 into option 3.1

We deem Option 3 to be the most viable of the ones we have explored, not only because of it strikes a good balance between cost reduction and retaining the key elements of the programme's structure and vision, but also because it builds a strategically important bridge across programmes through co-sharing of courses with MDID.

In this section we would like to pursue and further refine Option 3 into what we call option 3.1 to outline even more viable options for its use. We shall look at the teaching structure and the effects of introducing a drop-out rate.

Teaching staff structure

The original model (Option 1) relied heavily on the use of Professors and Associate Professors in the teaching positions (as a master's programme should). We have sought to flatten the teaching structure by introducing at least one Assistant Professor position into each course taught and supervised (which leads to a Professor – Associate Professor – Assistant Professor teaching structure). The benefits of that are building competency within the department (as suggested in ILU's strategic plan), mentorship possibilities and closer association with the programme itself (as Assistant Professors will also have a chance to lead the students all the way through the teaching, supervision, and assessment).

On the financial side of things, this is also a beneficial move – as bringing in more Assistant Professors will lessen the replacement costs (as they have fewer research and administration hours attached to their positions).

NOKUT demands having a minimum of 50% first competency (førstekompetanse) on a master's programme, wherein 10% is reserved for Professors (toppkompetanse). With the adjustments described above, we arrive at 24% of teaching/supervision hours input by Professors, 48% by Associate Professors and 29% by Assistant Professors, which are all well within the aforementioned demands.

With all the staff adjustments, we arrive at the following setup for the teaching staff:

Year 1 / Year 2 course model

Year + semester	Course title	ECTS	Number of students	Teaching hours	Teaching staff	Teaching hours	Research hours + adm.	Total hours to be reimbursed	Total salary expence
Year 1									
Semester 1	Shared course between MDID and MES: Reading, Writing, Theory course A	7,5 ECTS	41-50	200	Associate Professor (100 hours) – course coordinator	100	110	210	kr 115 500,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Shared course between MDID and MES: Methodology, methods, and analysis course A	7,5 ECTS	41-50	150	Professor (50 hours) – course coordinator	50	55	105	kr 63 000,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Theme: Democracy and inclusion course A	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Sustainability and technology course A	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	~~Theme: Bildung and interculturalism course A~~	7,5 ECTS	10-19	130	Professor (30 hours)		0	0	kr 0,0
					Associate Professor (70 hours) – course coordinator		0	0	kr 0,0
					Associate Professor (30 hours)		0	0	kr 0,0
Semester 2	Reading, Writing, Theory course B	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	85	93,5	178,5	kr 107 100,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Methodology, methods, and analysis course B	7,5 ECTS	41-50	185	Professor (85 hours) – course coordinator	85	93,5	178,5	kr 107 100,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Theme: Democracy and inclusion course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Theme: Sustainability and technology course B	7,5 ECTS	41-50	185	Associate Professor (85 hours) – course coordinator	85	93,5	178,5	kr 98 175,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	~~Theme: Bildung and interculturalism course B~~	7,5 ECTS	10-19	130	Professor (70 hours) – course coordinator		0	0	kr 0,0
					Associate Professor (30 hours)		0	0	kr 0,0
					Assistant Professor (30 hours)		0	0	kr 0,0
Year 2									
Semester 1	Shared course between MDID and MES: Thesis in Educational Studies proposal course	15 ECTS	41-50	200	Associate Professor (100 hours) – course coordinator	100	110	210	kr 115 500,0
					Associate Professor (50 hours)	50	55	105	kr 57 750,0
					Assistant Professor (50 hours)	50	12,5	62,5	kr 31 250,0
	Thesis in Educational Studies	15 ECTS	50	53 hours per student for 45 ECT thesis x 50 students = 2650 hours	Working on the idea of using supervision clusters where 1 supervisor looks after a cluster of 5 students = 10 clusters in total requires 10 supervisors (3 x Professors, 4 x Associate Professors, 3 x Assistant Professors)				
				15 ECTS = 888.3 hours	Professor (88.83 hours) x 3	266,49	293,139	559,629	kr 335 777,4
					Associate Professor (88.83 hours) x 4	355,32	390,852	746,172	kr 410 394,6
					Assistant Professor (88,83 hours) x 3	266,49	66,6225	333,1125	kr 166 556,3
Semester 2	Thesis in Educational Studies	30 ECTS	50	Remaining 30 ECTS from the calculation above: 30 ECTS = 1761.7 hours	Professor (176.17 hours) x 3	528,51	581,361	1109,871	kr 665 922,6
					Associate Professor (176.17 hours) x 4	704,68	775,148	1479,828	kr 813 905,4
					Assistant Professor (176,17 hours) x 3	528,51	132,1275	660,6375	kr 330 318,8
						4 310,00	3 682,75	7 992,75	kr 4 424 775

The whole expense-side of the model will look as following (changes compared to the original model are highlighted in yellow):

Categories	Positions	Tasks/roles	percentages	Fall 0	Spring 0	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5
Timeline/calendar years				2023		2024		2025		2026		2027		2028
Timeline/academic years				Year 0		Year 1		Year 2		Year 3		Year 4		Year 5
Coordination	Professor	Study programme academic coordinator	20 %	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600	119 600
	Associate Professor	Thematic Coodinator 1	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Associate Professor	Thematic Coodinator 2	10 %	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350	46 350
	Associate Professor	Thematic Coodinator 3	0 %	-	-	-	-	-	-	-	-	-	-	-
	Administrative Staff	Study Programme administrative coordinator	10 % / 10 %	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850	35 850
		Salary subtotal pr. semester		248 150	248 150	248 150	248 150	248 150	248 150	248 150	248 150	248 150	248 150	248 150
Teaching	Professor	Teacher 1 (100% of teaching resource)	45 %	269 100	269 100									
	Professor	Teacher 2 (100% of teaching resource)	45 %	269 100	269 100									
	Assistant Professor	Teacher 3 (100% of teaching resource)	75 %	348 750	348 750									
	Associate Professor	Teacher 4 (100% of teaching resource)	45 %	208 575	208 575			Refer to sheet "ETCs, students & teaching hours" for details						
	Associate Professor	Teacher 5 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 6 (100% of teaching resource)	45 %	208 575	208 575									
	Associate Professor	Teacher 7 (100% of teaching resource)	45 %	208 575	208 575									
	Assistant Professor	Teacher 8 (100% of teaching resource)	75 %	348 750	348 750									
		Hourly wages pr. semester: Teachers 1-8				730 850	766 550	1 848 078	2 576 697	1 848 078	2 576 697	1 848 078	2 576 697	1 848 078
		Salary subtotal pr. semester		2 070 000	2 070 000	730 850	766 550	1 848 078	2 576 697	1 848 078	2 576 697	1 848 078	2 576 697	1 848 078
Tech.support	IT/Technician	Support, development, design	30 % / 15 %	91 950	91 950	45 975	45 975	45 975	45 975	45 975	45 975	45 975	45 975	45 975
	Associate Professor	Online delivery development and leadership	10 % / 5 %	46 350	46 350	23 175	23 175	23 175	23 175	23 175	23 175	23 175	23 175	23 175
	Assistant Professor	Supporting online delivery development and leadership	5 % / 5 %	29 063	29 063	23 250	23 250	23 250	23 250	23 250	23 250	23 250	23 250	23 250
		Salary subtotal pr. semester		167 363	167 363	92 400	92 400	92 400	92 400	92 400	92 400	92 400	92 400	92 400
Additional staff	Marketing & events	International marketing, coordination of events within programme	10 % / 5 %	35 850	35 850	17 925	17 925	17 925	17 925	17 925	17 925	17 925	17 925	17 925
		Salary subtotal pr. semester		35 850	35 850	17 925	17 925	17 925	17 925	17 925	17 925	17 925	17 925	17 925
		Sum salary expences pr. semester		2 521 363	2 521 363	1 089 325	1 125 025	2 206 553	2 935 172	2 206 553	2 935 172	2 206 553	2 935 172	2 206 553
		Expected expences pr. year		2023: 2 521 363		2024: 3 610 688		2025: 3 331 578		2026: 5 141 725		2027: 5 141 725		2028: 5 141 725

This leads us to this new, refined model's timeline showing the net profits/losses the programme generates over the years:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	1 080 000	3 240 000	5 046 700	5 046 700	5 046 700
Expences		2 521 363	3 610 688	3 331 578	5 141 725	5 141 725	5 141 725	5 141 725	5 141 725
Net profits/Result		- 2 521 363	- 3 610 688	- 3 331 578	- 4 061 725	- 1 901 725	- 95 025	- 95 025	- 95 025

Timeline		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Milestones		Establishing, programme design	First students in the fall-semester		First returns on ECTs from the Ministry of Education		First returns on completed degrees from the Ministry of Education, the programme is fully integrated financially		

As we can see, the model's financing and expenses are almost at balance with this solution – yearly loss with the programme's full integration are estimated at mere **95 025 NOK**. This is very reassuring to see that the programme with this setup manages to stay nearly self-sufficient after full integration while being financed through the production incentives (ETC's and degree production) from the Ministry of Education alone (no *basis* element involved).

Adjusting drop-out rates

One of the potential weaknesses of the model we have presented is that we have always assumed 0% drop-out rate for all courses. This can be seen as highly idealistic, if not unachievable. There are plans for extensive measures aimed at attracting the right kinds of applicants and at motivating them to stay on the programme (described earlier in the document), yet there are always risks of students dropping out. With a cohort size of 50 students – which is rather small – each single drop-out contributes to financial volatility in longer perspective (due to 2-years delay in payoffs from the Ministry of Education). With that in mind, we wish to address the issue and demonstrate the effects of potential increase in drop-out rates.

The model below presents the timeline showing the net profits/losses the programme generates over the years with a *constant 10% drop-out rate*:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	972 000	2 916 000	4 542 030	4 542 030	4 542 030
Expences		2 521 363	3 610 688	3 331 578	5 141 725	5 141 725	5 141 725	5 141 725	5 141 725
Net profits/Result		- 2 521 363	- 3 610 688	- 3 331 578	- 4 169 725	- 2 225 725	- 599 695	- 599 695	- 599 695

When having adjusted the drop-out rates up to the *constant 20%*, we can see the following development over time:

Timeline / calendar years		2023	2024	2025	2026	2027	2028	2029	2030
Financing		-	-	-	864 000	2 592 000	4 037 360	4 037 360	4 037 360
Expences		2 521 363	3 610 688	3 331 578	5 141 725	5 141 725	5 141 725	5 141 725	5 141 725
Net profits/Result		- 2 521 363	- 3 610 688	- 3 331 578	- 4 277 725	- 2 549 725	- 1 104 365	- 1 104 365	- 1 104 365

A single student dropping out of the programme (2% of 50 students) would cost us approximately **100 000 NOK** in yearly financial losses. 10 students dropping out - or 20% drop-out rate (which is considered somewhat realistic for programmes like this one) - would cause approximately **1 million NOK** in such losses. Even though it may seem dramatic, in essence we still arrive at the same net loss as estimated within the very first, "ideal" model (Option 1). This means that all adjustments done within the teaching staff structure and expenses, as well as integration with MDID and reductions in coordination, technical support, and marketing hours, have helped us build a programme structure with a sound financial model which is able to withstand the economic turbulence of as many as one fifth of the students dropping out.

9. Summary and assessment of whether ILU meets the requirements for the academic environment for the proposed MES

This scoping report has explored the various facets of the landscape in ILU and NTNU more broadly for the potentials for an international master's and particularly the proposed MES programme. The working group have investigated various national and international offerings, relevant policy, and literature within the realm of master's education, international education, and digital teaching and learning.

NTNU has a range of international master's degrees and there is the institutional experience in designing and delivering these, which provides a foundation for work in the international master's space at the intuition. However, currently, there is no international programme within ILU. As Norway's largest teacher education institution, ILU should be paving the way in both international offerings and digital delivery of degree programmes. At the same time, innovation in degree structure and consideration of how to broaden diversity in student cohorts are key considerations to continue to cultivate a dynamic and inclusive educational environment. As noted previously, NTNU statistics illustrate that applications for international programmes are increasing, and therefore it is considered that the timing is right for ILU to add to the offers that NTNU has in this regard.

The proposed MES has been explored through a diverse range of structures and financial modelling. The working group has sought to give great depth and detail to these so the ILU Board can make an informed decision on the range of opportunities available and the visionary, academic, practical, and financial implications of these.

What is concluded is that a full MES degree programme is suggested rather than singular courses, or short courses. The proposed MES offer cannot fit within an existing ILU degree, and while co-sharing of courses with MDID is recommended, there is firm belief that the

MES is its own unique offer. The working group sees that through taking more large-scale action by developing a new programme there is the potential to feel the effects of internationalization and interdisciplinary practice within ILU and in turn make more powerful developments.

In the financial modelling, refining option 3 into option 3.1 (as presented in section 8.5 of the report) is considered the best possible scenario available. We see that there are further ways to offer modifications/alternatives should the ILU Board desire this. Currently ILU has the privilege of not immediately facing the dominant framing of internationalisation around economic imperatives (while this is noted as one aspect to consider, it is not the driving force of international education in Norway), however the working group acknowledges the investment required for the proposed programme to be designed and delivered. The working group argues that this investment would pay off in numerous ways through the interdisciplinary collaboration and dialogue that would be required to design and deliver the proposed degree, the professional competencies developed in the process, and the leap in internationalization that such a programme could bring to ILU and NTNU. The investment, particularly over year 0 of developing the degree, and the first years of the degree running, creates and infrastructure that can be used as a basis for existing or new programmes at ILU and / or NTNU looking to move into a digital and / or international space.

It is viewed that ILU is poised and ready to take on developing and delivering a Master in Educational Studies, the first international master's degree and the first digitally based degree within ILU.

References

Chan, R. Y., Bista, K., & Allen, R. M. (Eds.). (2021). *Online teaching and learning in higher education during COVID-19: International perspectives and experiences*. Routledge.

Dolan, J., Kain, K., Reilly, J., & Bansal, G. (2017). How do you build community and foster engagement in online courses?. *New Directions for Teaching and Learning*, *2017*(151), 45-60.

Fakunle, O. (2020). Developing a framework for international students' rationales for studying abroad, beyond economic factors. *Policy Futures in Education*, 1478210320965066.

Fischer, H., & Cossey, K. M. (2022). Navigating the Storm: Community Colleges' Decision to Pivot to Virtual International Education in Response to the COVID-19 Pandemic. *Community College Journal of Research and Practice*, *46*(1-2), 122-133.

Goh, S. C. E., Eikenaar, J. H., & Shirazi, M. (2021). Coordinating the instruction of four online courses. *Proceedings of the Canadian Engineering Education Association (CEEA)*.

Kara, A. (2021). Covid-19 pandemic and possible trends into the future of higher education: A Review. *Journal of Education and Educational Development*, *8*(1).

Knight, J. (2015). International universities: Misunderstandings and emerging models?. *Journal of Studies in International Education*, *19*(2), 107-121.

Ma, G., Black, K., Blenkinsopp, J., Charlton, H., Hookham, C., Pok, W. F., Sia, B. C. & Alkarabsheh, O. H. M. (2021). Higher education under threat: China, Malaysia, and the UK respond to the COVID-19 pandemic. *Compare: A Journal of Comparative and International Education*, 1-17.

Madge, C., Raghuram, P., & Noxolo, P. (2015). Conceptualizing international education: From international student to international study. *Progress in Human Geography*, *39*(6), 681-701.

Matsuoka, Y., & Fukushima, M. (2010). Time zones, shift working and international outsourcing. *International Review of Economics & Finance*, *19*(4), 769-778.

Paudel, P. (2021). Online education: Benefits, challenges and strategies during and after COVID-19 in higher education. *International Journal on Studies in Education*, *3*(2), 70-85.

Smith, K., & Abrams, S. S. (2019). Gamification and accessibility. *The International Journal of Information and Learning Technology*, *39*(2), 104-123.

Srivastava, A., Agarwal, S., & Ganapathy, M. (2022). Inclusive higher education in cross-cultural settings. *International Journal of Educational Management*, *36*(4), 357-363.

Wiers-Jenssen, J. (2019). Paradoxical attraction? Why an increasing number of international students choose Norway. *Journal of Studies in international Education*, *23*(2), 281-298.

Appendices

Appendix 1: Survey

Scoping of student views: Master's in Educational Studies

Thank you for agreeing to complete this short survey.

The survey focuses on gathering views regarding a proposed Master's in Educational Studies at the Department of Teacher Education at the Norwegian University of Science and Technology (NTNU).

The proposed degree would be delivered in English, inviting domestic and international students, and covering a range of educational themes and concerns.

Would you prefer a full-time or part-time Master's degree?

- ☐ Full-time
- ☐ Part-time
- ☐ Either option suits me

Would you prefer a master's degree that is delivered completely on campus in Trondheim, completely digitally, or a combination of on campus and digitally?

- ☐ Completely on campus in Trondheim delivery
- ☐ Completely digital delivery
- ☐ A combination of on campus and digital delivery

What issues are you interested in learning about in relation to education?

- ☐ Technology
- ☐ Assessment
- ☐ Sustainability
- ☐ Policy and curriculum
- ☐ Inclusion
- ☐ Comparative perspectives
- ☐ Bildung
- ☐ Globalisation
- ☐ Research methods
- ☐ Literacy
- ☐ Indigenous education
- ☐ Other

Will you be considering pursuing a Master's in Educational Studies or a similar degree in the near future?

- ☐ Yes
- ☐ No
- ☐ Unsure

Thank you for taking the time to complete the survey, your views are valuable in developing the proposed Master's in Educational Studies degree.

Mandate 1, February 2022:

Mandat - arbeidsgruppe for utreding av internasjonal master ved Institutt for lærerutdanning (ILU)

Bakgrunn

Forslag om etablering av en internasjonal master ved Institutt for lærerutdanning har utspring i Internasjonalt forum ved instituttet, dette forslaget er inkludert i ILUs årsplan for 2022 under mål 1 (ILU skal videreutvikle kvalitet i studieprogram og -portefølje) med følgende delmål og virkemiddel:

Delmål	Virkemiddel
Vi skal arbeid med NTNUs handlingsplan for internasjonalisering og mobilitet i program og prioritere utvekslingsmuligheter for studenter ved ILU	Utrede samarbeid om realisering av en internasjonal master

Årsplan for 2022 for ILU ble vedtatt av instituttstyret i møte 02.12.21. I ledermøtet 07.02.22 ble arbeidet diskutert, og klar støtte til utredningen ble gitt i tillegg til at det er klart at en slik master vil møte konkrete behov knyttet til utveksling og internasjonalisering både med hensyn på å økt andel internasjonale studenter, muligheter for å bruke en slik master som et virkemiddel i søknadsprosesser i tillegg til muligheter for samarbeid med andre fagmiljø nasjonalt og internasjonalt.

Instituttleder ved Institutt for lærerutdanning oppnevner følgende arbeidsgruppe for å utrede samarbeid om realisering av en internasjonal master:

- Rosemary Kate Martin, professor i kunstfagdidaktikk - leder av arbeidsgruppen
- Armend Tahirsylaj, førsteamanuensis i pedagogikk
- Lill Annie Schumann, seniorkonsulent
- Katrine Dalbu Alterhaug, internasjonaliseringsleder ved institutt ILU
- Herman Nesse, instituttillitsvalgt ved ILU

Leder av arbeidsgruppen vil få 150 timer, som kan fordeles til andre medlemmer i arbeidsgruppen ved behov. Arbeidsgruppen kan suppleres med deltakere fra samarbeidene miljø ved behov.

Mandat

Arbeidsgruppen gis mandat til å utrede en internasjonal master ved å foreslå mulig(e) modeller og profiler. Arbeidsgruppen skal også vurdere muligheten om å utvikle et mindre omfattende tilbud, eksempelvis emnepakker som kan bygges ut på sikt. Gruppen sikrer god dialog og samarbeid med nivå 1 og 2 i tillegg til andre relevante miljø. Arbeidsgruppen skal utrede hvilke samarbeidspartnere

som kan være aktuelle, gjennom dialog med andre institutt ved fakultetet, og andre institutt ved øvrige fakultet. Arbeidsgruppen skal også se på den totale porteføljen ved ILU/NTNU, og se dette i sammenheng med nasjonale/internasjonale tilbud. Arbeidsgruppen rapporterer til nestleder for utdanning. Følgende moment skal ivaretas i utredningen:

- Kartlegging av eksisterende studietilbud som kan være relevant/inngå. Dette gjelder både tilbud på ILU og andre relevante tilbud ved andre fagmiljø
- Vurdere om det finnes lignende eksisterende tilbud ved NTNU eller andre utdanningsinstitusjoner og mulige samarbeid med andre fagmiljø
- Vurdere om det planlagte tilbudet kan tilbys innenfor eksisterende studietilbud (eksempelvis vurdere kobling mot Master i fagdidaktikk)
- Antall studieplasser
- Finansieringsmodeller
- Kartlegging av målgruppe/rekruttering
- Undervisningsform
- Læringsmål
- Hvilke kvalifikasjoner gis studenten
- Vurdere om ILU fyller kravene til fagmiljø for en slik master for å kunne drifte den på egen hånd, eller om det er behov for samarbeid

Tidsplan

Mars 2022: Gjennomføring av kartleggingsmøter mellom seksjonsledere og medlemmer fra arbeidsgruppen. Nestleder for utdanning vil involveres i arbeidet med å se på studieporteføljen. Våren 2022: Arbeidsgruppen målsetter jevnlig kontakt med fakultetet, og tar sikte på møter med andre institutt/fakultet som tilbyr internasjonal master, i løpet av våren 2022.

Sommeren 2022: Arbeidsgruppen leverer sin rapport med utkast til forslag, som grunnlag for diskusjon i ledermøtet og utdanningsutvalget ved ILU.

Høsten 2022: I sitt første møte høsten 2022, skal Instituttstyret vedta om opprettelsen av en internasjonal master sendes videre til fakultetsstyret for godkjenning. Dersom saken blir godkjent, vil arbeidsgruppa følge prosessen videre mot planlagt oppstart høsten 2024, så framt NTNUs styre vedtar at masteren opprettes som del av studieporteføljen ved ILU/NTNU.

Mandate 2, June 2022:

Mandate

Development of the Master of Educational Studies (MES) and the (re)imagination of Master i fagdidaktikk (MDID)

The mandate for the work on these two separate degree programmes is as follows:

1. The working group for the development of the Master of Educational Studies (MES) degree programme will continue their work as per their current mandate. The continuation of this work beyond the existing mandate will be decided at the ILU Board meeting in September.

2. The working group for the (re)imagination of Master i fagdidaktikk (MDID) will continue their work as initiated by the Programme Leader this spring. The two ongoing processes will continue; a development work involving the coordinators (led by the Programme Leader), and a mapping and imagining of future programme scenarios (led by the programme's Administrative Leader on request by Head of Administration). The aim is to re-imagine the MDID programme to a sustainable and attractive master programme that recruits well and broadly.

3. Both working groups will meet for dialogue to find synergies and connections within and across courses in both degree programmes. The degree programmes are encouraged to find ways to work together that is relevant to reach the full potentials of both programmes. Both working groups will report on these synergies and connections within the respective reports, presentations, and plans to the Deputy Head of Education.

Members of the working group MES:
- Professor Rose Martin (Chair of working group)
- Associate Professor Armend Tahirsylaj
- Senior Executive Officer, Lill Annie Schumann
- Head of Internationalization at ILU, Katrine Dalbu Alterhaug
- Student Representative, Herman Nesse

The head of the working group MES will receive 150 hours, which can be distributed to other members of the working group if needed. The working group can be supplemented with participants from other academic environments if needed.

Members of the working group MDID:

The head of the working group MDID will receive 150 hours, which can be distributed to other members of the working group if needed. The working group can be supplemented with participants from other academic environments if needed.

The timeline for the work is as follows:

Degree programme	Dates and activities

Master of Educational Studies (MES)	**July and August, 2022:** Working group to continue finalizing the report, financial modelling options, inclusion of feedback from sections, and meetings and dialogue with MDID working group. **15 September, 2022:** Final report delivered to ILU Board. **22 September, 2022:** MES discussed at the ILU Board meeting and a decision is made on if the programme is approved to progress to preparing an application for a new programme. **Late September, 2022:** If approval is granted to move forward, then a new mandate is offered from the leadership for the next stages of work.
Master i fagdidaktikk (MDID)	**August – November, 2022:** Re-structuring of the programme without large revisions, and without raising the total number of modules offered. **November 1, 2022:** Delivery of revised courses in EpN. **Throughout the study year 2022-23:** Collaboratively with the coordinators re-imagine a larger structural revision of the programme, collaborating about modules with MES if/when possible. **April 2023:** Present a new structure for MDID for Head of Education and the leader group. Get approval/dismissal to carry out the suggested new structure. **April-November 2023:** Create new courses and deliver the revised MDID programme including new courses to the accurate authority.
MES and MDID	**August or September 2022:** Presentation of the ongoing processes to the ILU leader group.

This mandate is endorsed by the ILU Deputy Head of Education, Ruth Grüters, in agreement with the Chairs of the MES and MDID working groups.