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Procedure for the quality assurance and amendment of curricula and course descriptions

At least every three years, the Head of Studies and chairmen of the Study Boards initiate a review of curricula and course descriptions. A review and possible amendment of the curricula and course descriptions may also be called for as a result of the course evaluations, which are published each semester, or the annual programme report and course evaluations, legislative changes as well as decisions made by the university or the faculty regarding the framework of the programs.

Some of the considerations when reviewing the curricula and discussing changes or revision are:

- The qualifications framework
- Graduate surveys
- Study start surveys
- Course evaluations
- Annual programme reports
- Programme evaluations
- Statistics for drop-out rates and completion
- Exam statistics
- Annual reports by the Chairmanship of the External Examiners
- Discussions by the Employer Panels
- Consultations in the Study Councils, the academic environments and in the administration
- Focus (group) interviews (when appropriate)

The procedure for reviewing and amending curricula and course descriptions is as follows:

1. The Study Board discusses the material received and other relevant documents (the qualifications framework, government acts and ministerial orders) and initiates a review of the curriculum. If it is deemed necessary to amend the curriculum, the rest of this procedure is followed.
2. Proposals for amendments are accepted from the academic sections, centres, Study Councils and the Employer Panel.
3. The Study Board looks at and reviews the competence profile in relation to the learning level set in the qualifications framework.
4. The Study Board ensures interaction between the relevant type description from the qualifications framework, the study programme's competence profile, and the descriptions of objectives and assessment criteria for study activities.

5. The Study Board ensures that the descriptions in the curriculum – of the programme’s content, structure, objectives and assessment criteria – help students achieve the competence profile. The exam forms should also reflect the competence profile.
6. The Study Board ensures that the competence profile, descriptions of objectives and assessment criteria relate to knowledge, skills and competences.
7. The Study Board prepares proposals for amendments.
8. Proposals for amendments are sent for consultation to the academic sections, centres, Study Councils, the Employer Panel, the Chairmanship of the External Examiners and where applicable to the Study Administration. In the event of major changes, the Study Board obtains a prior approval of the planned changes after dialogue with the dean.
9. On the basis of responses, the Study Board draws up proposals for a revised or new curriculum.
10. The Head of Studies is responsible for ensuring that the competence profiles in the curriculum and on the exam certificate are aligned.
11. The Dean approves the curriculum, as well as the competence profiles in the curriculum and on the exam certificate.

For the programme evaluation every six years, the Head of Studies draw up a competence matrix showing the relationship between the qualifications framework, the competence profile and the description(s) of objectives for the study activities.

Ongoing quality assurance of course descriptions

All courses at the Faculty of Theology are requisitioned by the Study Boards from the academic sections and centres. Course descriptions are drawn up according to the *Study Board template for course descriptions*, using the following categories:

- Course title
- Name of lecturer
- Description of academic content
- ECTS credits
- Provisional course literature

The Study Administration send the template to the lecturers who will be teaching in the next semester, and the completed course templates are considered by the Study Boards. The Study Boards reviews and approves the submitted course descriptions.