

Preliminary report by the Committee for Master's Degree Programmes

**General meeting at SDU 20 June 2024
by Pro-Rector Helle Waagepetersen**



Contents of the meeting

- Framework for the work of the Committee for Master's Degree Programmes
- The new master's degree landscape – challenges and opportunities for SDU
- Further work
- All the things we don't know...

Ask questions along the way – or after the presentation

Framework for the work of the Committee for Master's Degree Programmes

27. juni 2023

Aftale om rammerne for Reform af universitetsuddannelserne i Danmark

Forlig mellem regeringen (Socialdemokratiet, Venstre og Moderaterne), SF, Danmarksdemokraterne, Liberal Alliance og Det Konservative Folkeparti.

- ***
- (1) Uddannelse er grundstenen i fremtidens Danmark. Uddannelse skaber muligheder for den enkelte, og uddannelse former dannelse af – og kompetencer i – den arbejdsstyrke, der træder ud på både det offentlige og private arbejdsmarked.
 - (2) Hvis vi vil sikre et stærkt videns- og velfærdssamfund, et konkurrencedygtigt erhvervsliv og udvikle løsninger på de store samfundsudfordringer, vi står overfor, er det afgørende, at vi har en veluddannet arbejdsstyrke. I en situation, hvor Danmark mangler kvalificeret arbejdskraft inden for mange brancher, er det samtidig en forudsætning, at vi får flere med. Her spiller et uddannelsessystem, der kan rumme flere, og give muligheder til alle, en nøglerolle.
 - (3) I de kommende år er der desuden behov for at skabe bedre balance i det samlede uddannelsessystem, hvis vi skal møde både arbejdsmarkedets og samfundets behov. Det handler blandt andet om at få flere unge til at få interesse for – og søge mod – de erhvervs- og professionsrettede uddannelser.
 - (4) Skal vi i Danmark lykkes bedre med livslang læring, skal den enkeltes videreuddannelsesmuligheder forbedres. Uddannelse tidligt i livet udgør et vigtigt fundament, men det videregående uddannelsessystem skal være mere fleksibelt, så man kan vende tilbage til uddannelse, når det passer ind i ens livsforløb og udviklingen på arbejdsmarkedet.
 - (5) Samtidig er det afgørende, at vi er i stand til at tiltrække kvalificeret international arbejdskraft. Det skal være attraktivt for dygtige internationale studerende at komme til Danmark og studere og efterfølgende finde arbejde.
 - (6) Vores universitetsuddannelser skal tilbyde fleksible uddannelsesstilbud af høj kvalitet, der giver den enkelte studerende flere muligheder og kandidatveje. Og så vi skal have knyttet vores universitetsuddannelser tættere til den omverden, de studerende skal ud og arbejde i, når de har afsluttet deres uddannelse.
 - (7) Med de ambitioner er partierne bag forliget enige om at gennemføre en ambitiøs reform af universitetsuddannelsesinstitutionerne på universiteterne og forbedre mulighederne for livslang læring.
 - (8) Partierne er enige om, at reformens succes afhænger af en grundig og realistisk implementering med stærkt medejerskab fra dem, der kender uddannelsessystemet bedst. Derfor vil reformen blive implementeret trinvis med løbende inddragelse af de erfaringer, der gøres undervejs, og i tæt samarbejde med uddannelsesinstitutioner, studerende, erhvervsliv m.fl.

Reform of university degree programmes in Denmark (June 2023)

Objectives of the reform

- New routes to a master's degree
- Enhancing the quality of master's degree programmes
- Lifelong learning

Committee for Master's Degree Programmes

- Involve those closest to the education programmes
- Members: Ministry of Higher Education and Science (UFM) (chairmanship), university rectors and representatives from the National Union of Students in Denmark (DSF)

Frameworks and models for new types of education programmes

Considerations in the conversion of educational areas

New master's degree landscape

Continuing education and lifelong learning

Opportunities for further education for graduates from master's degree programmes of 75 ECTS

Improving the quality of master's programmes

The Committee for Master's Degree Programmes' work

International students

Input for distribution in 2024

Administration and organisation of teaching related to earlier study start

Possibility of research tracks for graduates from new types of master's degrees

Sector adjustment

Input for distribution across universities, main subject areas and specific academic areas/degree programmes



Reform finances

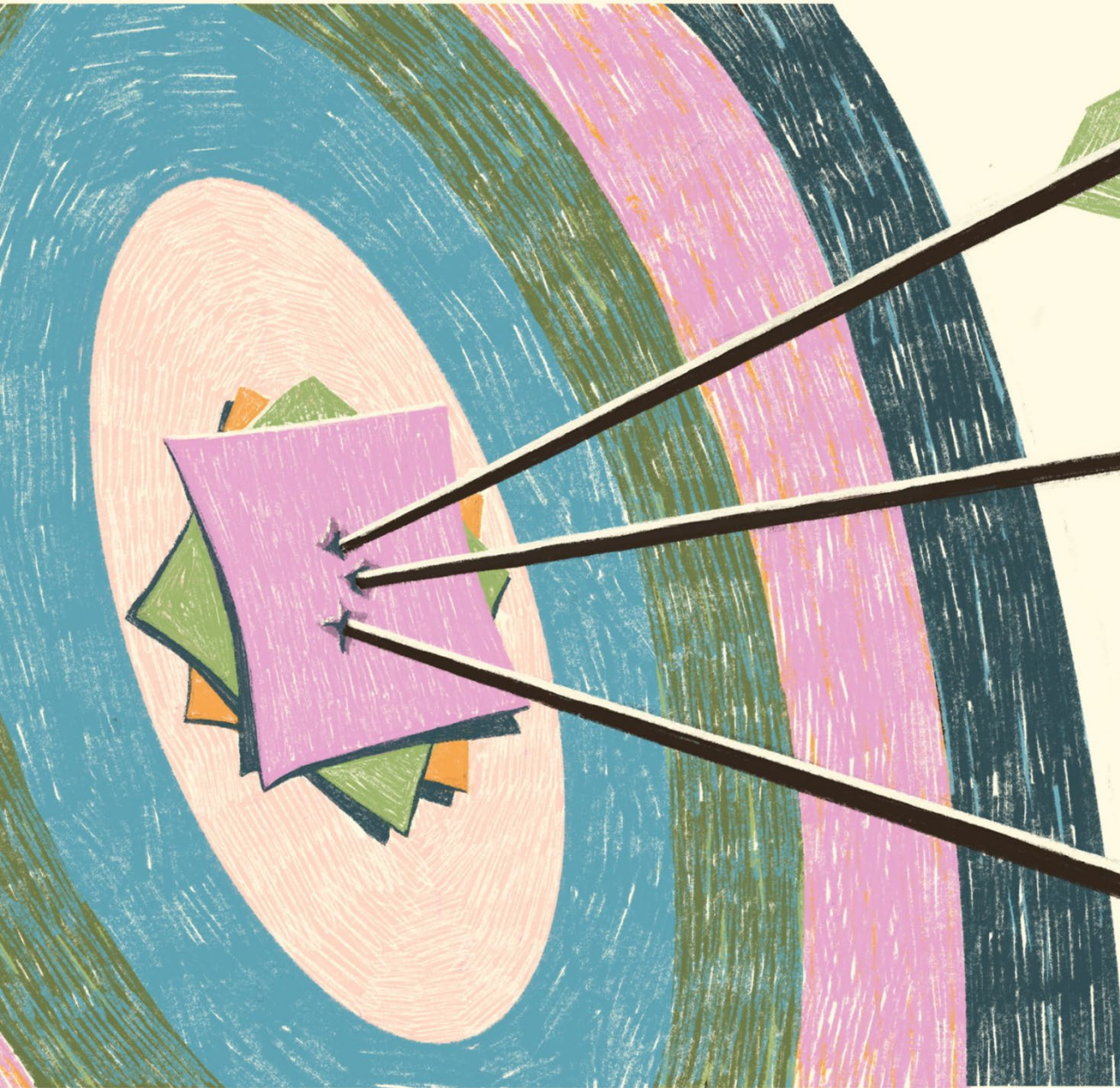
- **New investments in the area of education, including:**
 - Enhancing the quality of university education
 - New talent and elite initiatives
- **Prerequisites for the reform finances:**
 - Fewer places on bachelor's degree programmes
 - Earlier start of studies to enable earlier completion of master's degree programmes
 - 30% of master's students must be enrolled in new types of master's degree programmes



Limited potential for involvement

- The work has been subject to a **high degree of confidentiality**
- Opportunity to **designate central key players**
- At **SDU**, the following have been involved:
 - The Rectorate
 - Deans
 - Members of the Council for Education
 - Administrative support at the faculties and in the Central Administration

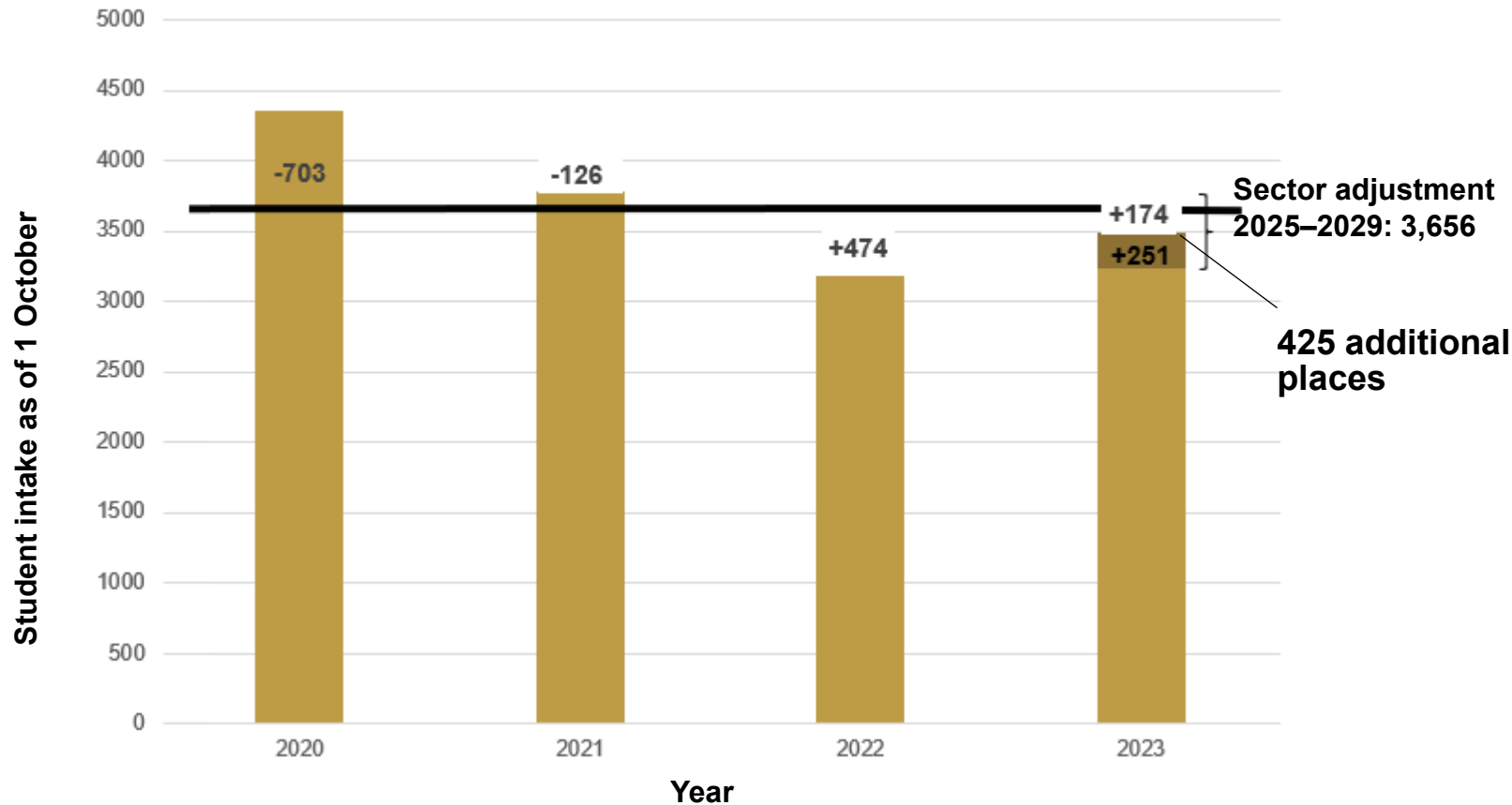
The new master's degree landscape – challenges and opportunities for SDU



New quantitative framework

- Going forward, we get **target figures** for:
 - Academic bachelor's students
 - Students on master's degree programmes of 120 ECTS
 - International students

Intake on academic bachelor's degree programmes at SDU



Pre-qualified programmes with admission after 2023

- Psychology, Esbjerg

Planned bachelor's degree programmes

- IT degree programmes in Vejle



Master's degree programmes of 120 ECTS

- From 2032: Master's programme places of 120 ECTS can account for **70% of the total intake**
- SDU target figures from 2032: **2,295** (annual intake)
- Others must be admitted to **new types of education programmes**

Framework for converting degree programmes

→ **Political ambitions** guide the conversion

→ at the main subject area level

→ to the new types of degree programmes

→ As a rule, **entire degree programmes** must be **converted**, unless they are large

→ The rectors want the option to apply to all degree programmes – DSF concerned about A and B programmes

→ **Degree programmes that grant authorisation are exempted**

→ The rectors recommend that **degree programmes targeting upper secondary school are partially converted**

Conversion at the main subject area level

- Business and Social Sciences: approx. 40%
- Humanities: approx 35%
- Science: approx. 30%
- Engineering: approx. 15%
- Health Sciences: approx. 10%

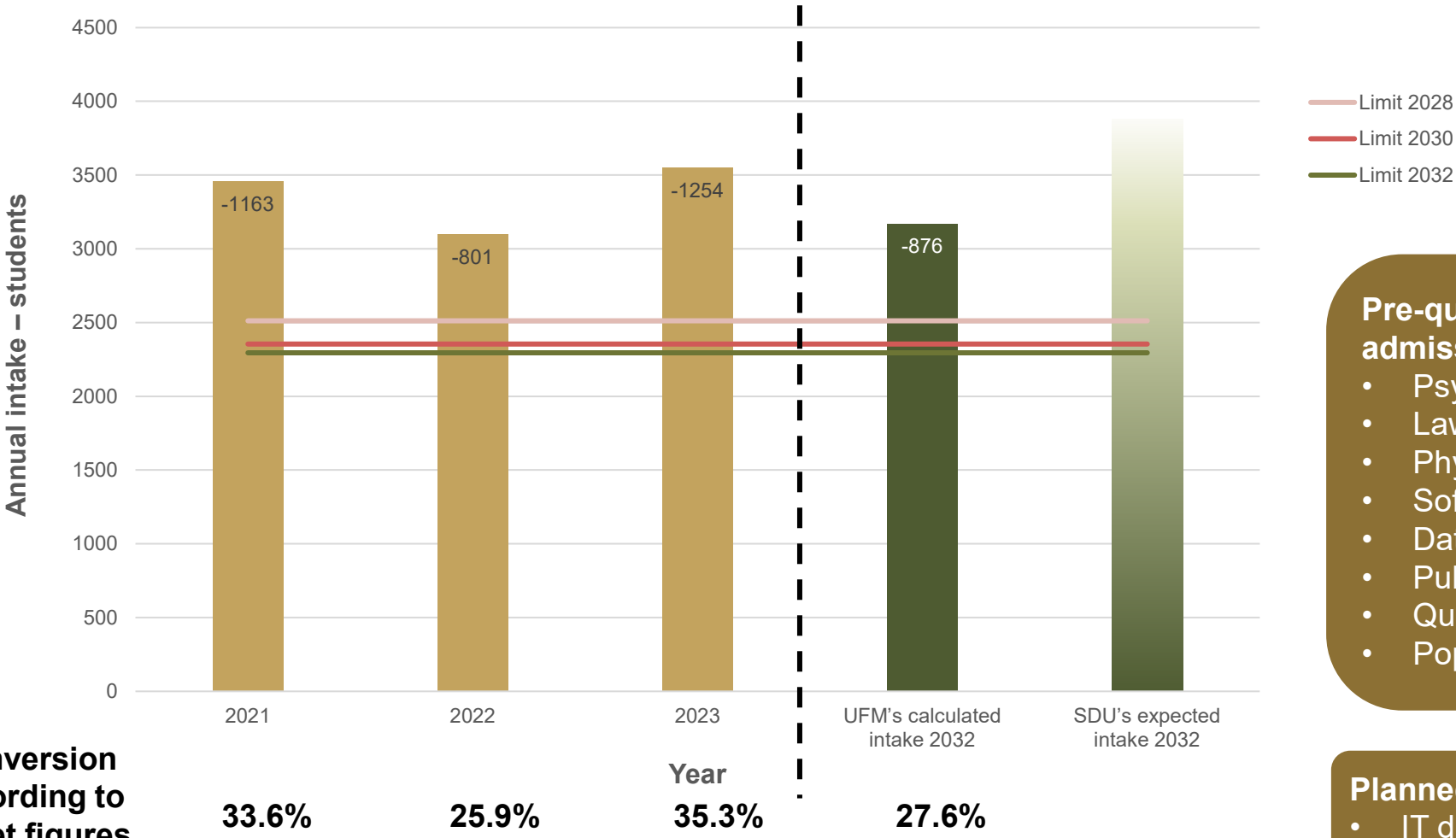
Conversion to new types of master's degree programmes

- Master's degree programmes 75 ECTS: 10%
- Master's degrees for working professionals/with work placement: 20%

Programmes granting authorisation SDU:

- Medicine
- Clinical Biomechanics
- Pharmacy

Historical and future master's student intake

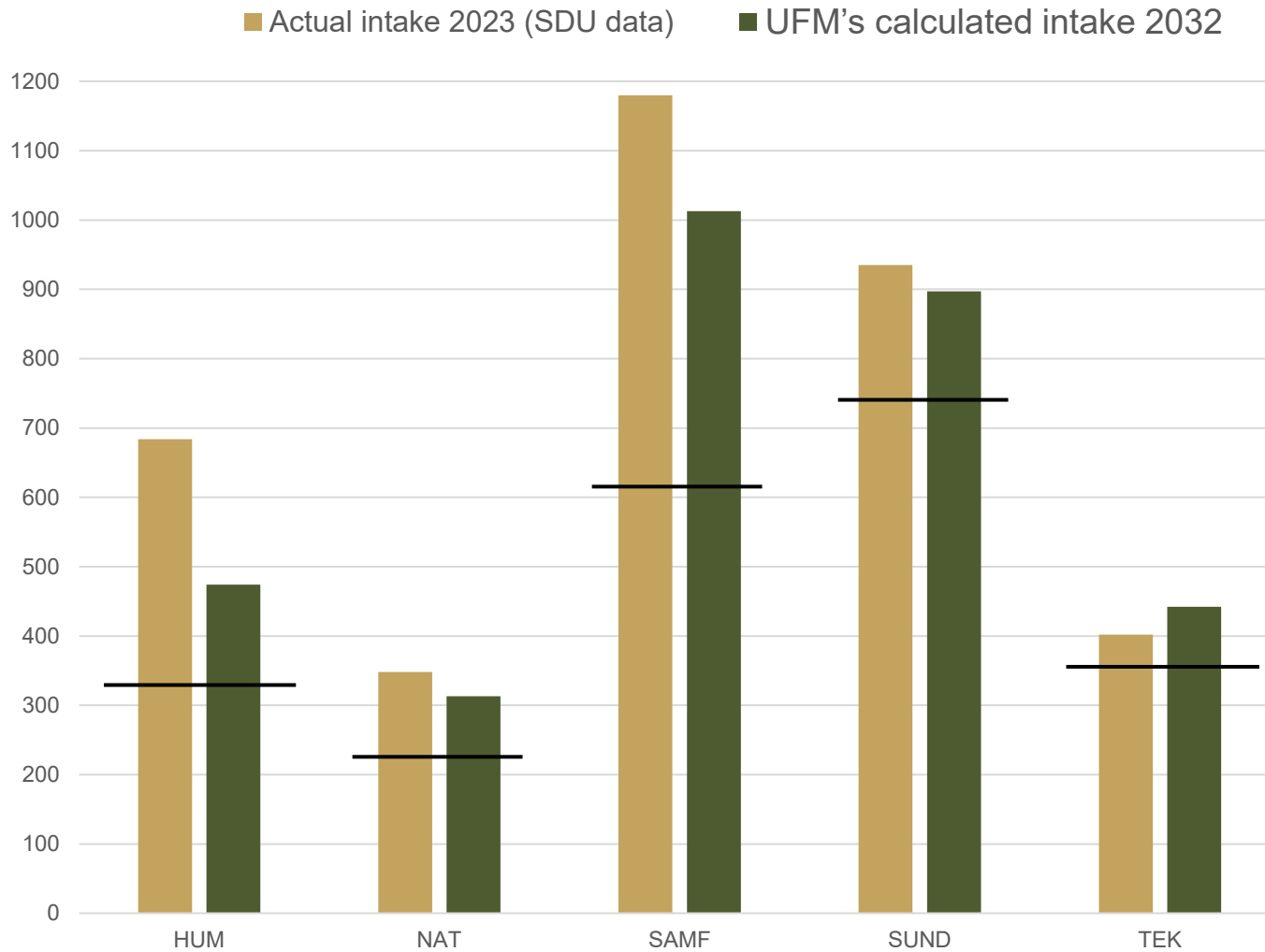


Conversion according to target figures 2032

- Pre-qualified programmes with admission after 2023**
- Psychology, Esbjerg
 - Law, Esbjerg
 - Physics and Technology, Sønderborg
 - Software Engineering, Sønderborg
 - Data Science, Kolding
 - Public Health, Odense
 - Quantum Computing, Odense
 - Population Studies, Odense

- Planned master's degree programmes**
- IT degree programmes in Vejle

— Estimated baseline for conversion – a starting point for further work



Pre-qualified programmes with admission after 2023

- Psychology, Esbjerg
- Law, Esbjerg
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Planned master's degree programmes

- IT degree programmes in Vejle



New routes to a master's degree – and new opportunities

→ New types of education programmes:

- Master's degree programmes of 75 ECTS
- Flexible master's degree programmes for working professionals
- Career-oriented master's degree programmes with work placement

→ New opportunities for further and continuing education for 75 ECTS graduates

Master's degree programmes 75 ECTS

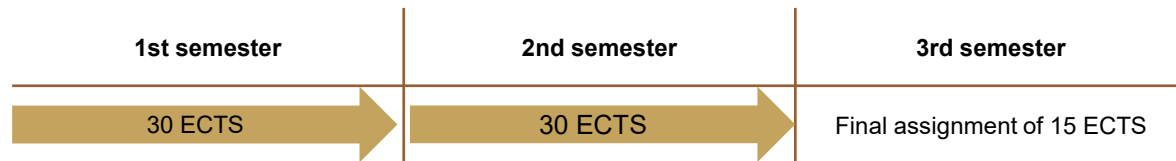
Framework from political agreement

- Research-based full-time degree programme with State Education Grant and Loan Scheme (SU)
- Higher taximeter per student FTE (STÅ)
- Two semesters x 30 ECTS and a final assignment of 15 ECTS
- Level 7 of the qualifications framework
- Final assignment must be research-based

Joint considerations

- Distinct profile – distinguish it from other types
- High degree of flexibility in the organisation
- Title: cand.xxx
- 'Final assignment' and not thesis
- The same quality as a master's degree programme of 120 ECTS

Programme structure — Master's degree programme of 75 ECTS



Points of attention from the work

- Name: Short master's degree programme
- Title: Possibly brevis
- Possibility of supplementary master's degree certificate (45 ECTS)

Flexible master's degree programmes for working professionals

Political agreement

- Part-time research-based master's degree programme without SU
- Higher taximeter per student FTE (STÅ)
- Greater flexibility in the organisation

Joint considerations

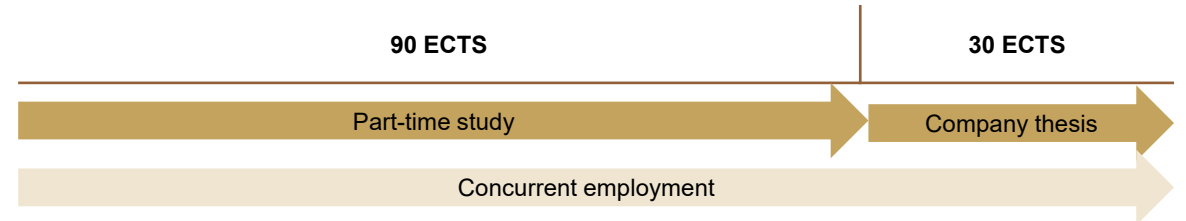
- The degree programme must be made attractive
- Open framework for organisation
- Coherent education programmes
- No requirement for ECTS per semester

Points of attention from the work

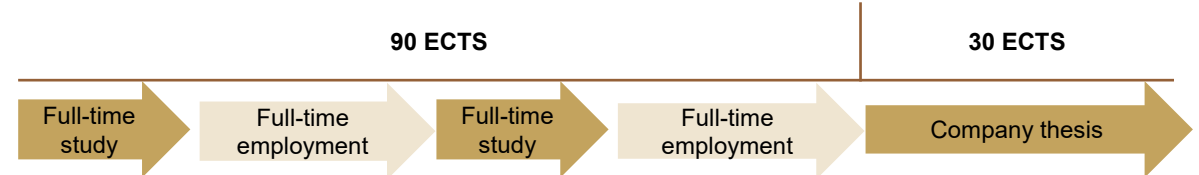
- The rectors are critical of employment requirements
- Disagreement on the number of ECTS
- Length: At least four years (rectors and DSF)

Examples of models

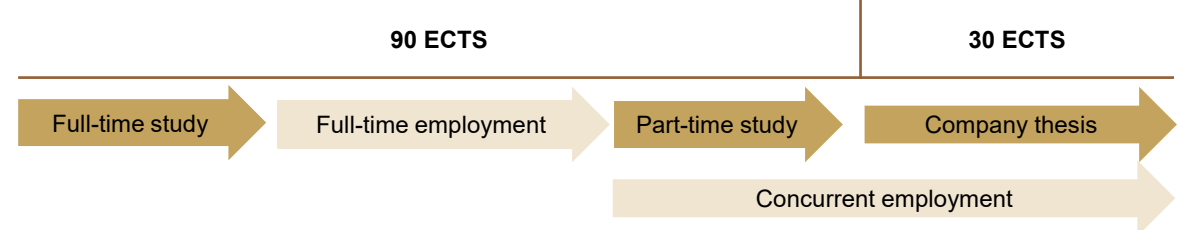
Example 1 – Concurrent employment throughout the programme



Example 2 – Variation between full-time study and full-time employment



Example 3 – Combination model



Career-oriented master's degree programmes with work placement

Political agreement

- Alternative to or variant of master's degree for working professionals
- Staying within reform finances

Joint considerations

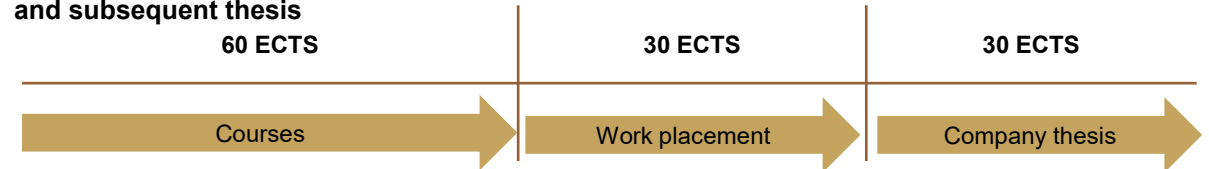
- Coherent programme of 75 to 120 ECTS – integrated work placement
- Full-time study 1–2 semesters + work placement + final assignment
- Employment requirements

Points of attention from the work

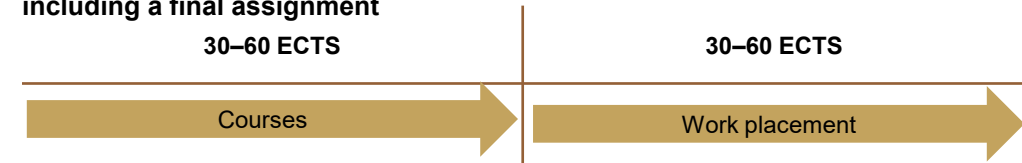
- The rectors and DSF: Discussed models not justifiable due to workload
- Disagreement on the number of ECTS

Examples of models

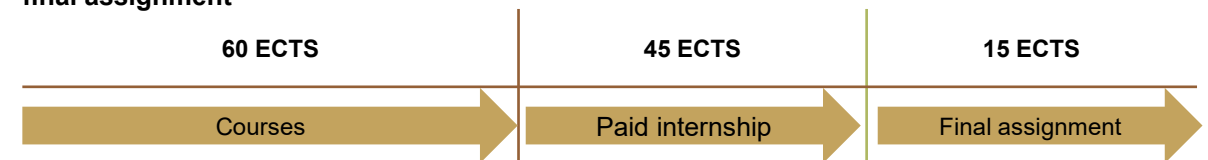
Example 1 – Career-oriented master's degree programme (120 ECTS) with work placement and subsequent thesis



Example 2 – Career-oriented master's degree programme (90 ECTS) with work placement including a final assignment



Example 3 – Career-oriented master's degree programme (120 ECTS) with paid internship and final assignment



More opportunities for further and continuing education

→ Preliminary discussions on which educational offerings should be developed for graduates of 75 ECTS master's degree programmes to achieve a better framework for lifelong learning

1) Courses, modules and special master's degree options

- Conditions similar to master's degree programmes for working professionals (employment requirement of 25 hours a week on average)
- No participant fees
- Possibility of special supplementary master's degree certificate at 45 ECTS
- No limit on the number of ECTS and time
- Flexible organisation

2) Opportunities in the existing adult and continuing education system

- Participant fees are significantly reduced
- For example, single courses, diploma and master's courses

3) New master's degree after two years

- If seats are available
- Presumably, few graduates will use this opportunity

Further work



General process

Committee for Master's Degree Programmes

→ Will continue their work until 1 November, when the final report will be available

Regulatory basis

→ Legislative process: Expected to be completed December 2024

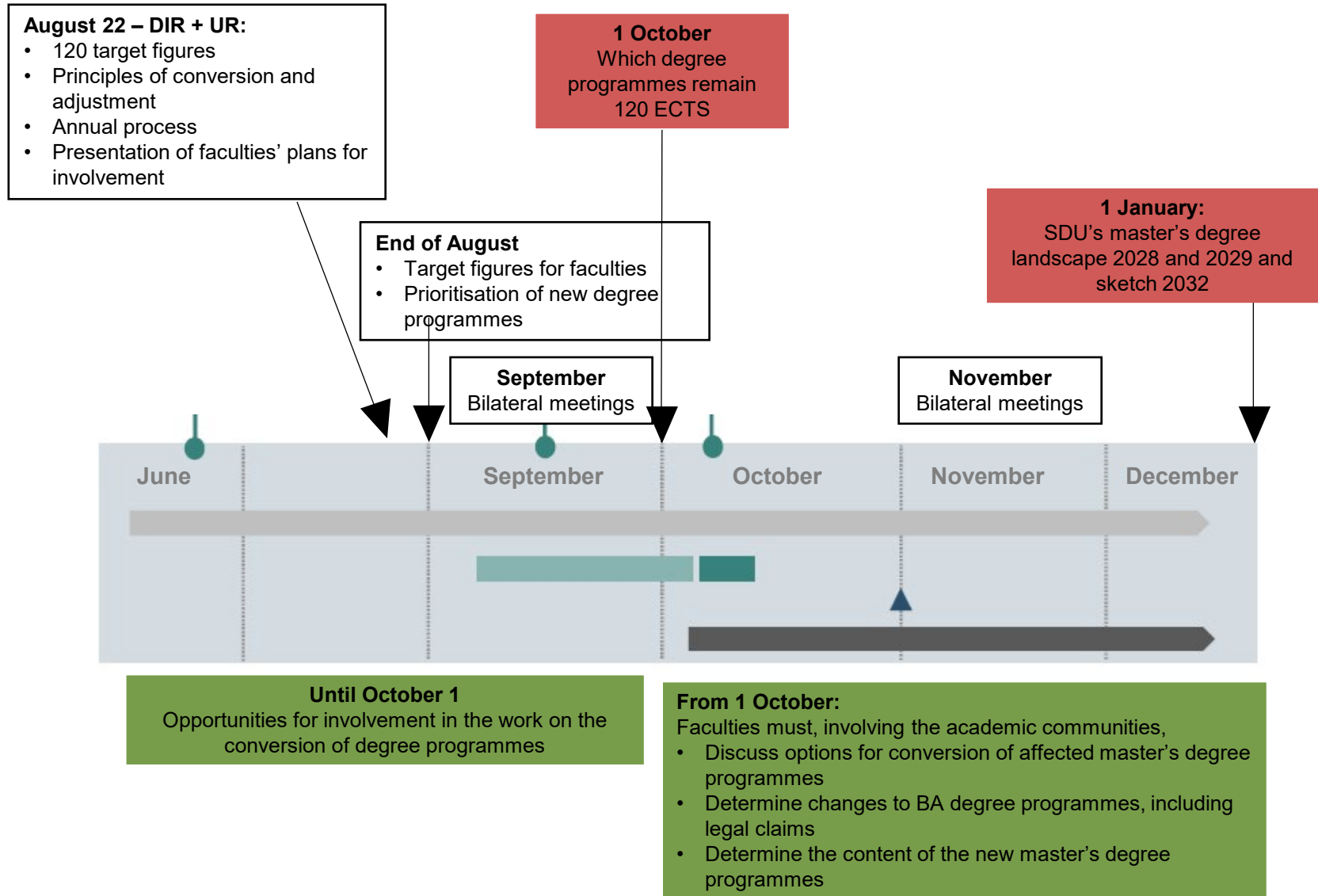
Implementation

→ Development and approval of new degree programmes: January 2025 to December 2027

→ Admission to new master's degree programmes from 2028

Tentative work plan at SDU

– summer/autumn 2024



**All the things we
don't know...**



- How will **we be held accountable** for staying below our target figures?
- Will the rules for **legal claims** change?
- **Coordinated/cross-sectoral intake of master's students** – will it happen and if so, in what form?
- Will it be possible to establish **partnerships** with the business community?
- What happens to **engineering degrees** if the master's degree programmes for working professionals are not successful?
- What will be **the structure of the academic year** when the start of studies changes?
- **Will students** choose the new types of master's degree programmes?
- Will the Minister/the signatory parties **follow the recommendations of the Committee for Master's Degree Programmes?**