



Joint Programme Regulations

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1. Legal Basis and Organisation of the Programmes

Aalborg University (hereafter AAU) offers bachelor's, bachelor's of engineering, professional bachelor's and master's programmes (kandidatuddannelser), and continuing education master's programmes (masteruddannelser) in the humanities, social science, technical science, natural science and health science.

In addition, education is offered in accordance with the Ministerial Order on Part-time Degree Programmes at the Universities (the Part-time Order), the Ministerial Order on Separate Modules, the Ministerial Order on the Admissions Course and Entrance Examination for Engineering Programmes at the Universities.

The programmes are offered in accordance with current ministerial orders which can be found [here](#) (in Danish).

The knowledge base for the programmes as professional bachelor and bachelor of engineering is business and profession-based as well as development-based. This implies that the programmes are based on new knowledge of key trends in the profession or vocation towards which the programme is directed. AAU's other programmes are independently rounded research-based programmes.

The programmes' structure and academic content are stipulated by the study boards within the rules above.

The programmes are affiliated to a study board, and the study board is affiliated to a department that is affiliated to a Faculty. The competence of the study boards is designated by the Danish University Act and the Statutes of the self-governing institution AAU, and the study boards act within this framework.

All approved programmes at AAU are listed in the Programme Database, which can be found [here](#).

2. Structure of the programmes

The programmes are structured in modules in units of one semester (30 ECTS credits)¹ where the size of the module is divisible by 5 ECTS credits²; the project module normally comprises 15 ECTS credits and the remaining 15 ECTS credits are organised as course modules. One year of full-time study amounts to 60 ECTS credits, and in a pan-European context this means that a typical full-time student is expected to have a workload of between 1,500 and 1,800 hours in an academic year to realise the learning objectives of a programme.

The study boards ensure coherence between the programme levels by ensuring that each master's programme offers at least one qualifying bachelor's programme³, and each bachelor's programme offer at least one master's programme (kandidatuddannelse) that graduates may be admitted to.

Each master's programme (kandidatuddannelse) curriculum must indicate which bachelor's programme legally entitles the student to admission to a given master's programme, as well as which other programmes are qualifying. A bachelor's programme can only give a legal right of admission to one master's

¹ Part-time programmes have a scope of less than 30 ECTS credits per semester

² There may be a few exceptions for certain continuing education master's programmes (masteruddannelser)

³ For some master's programmes, AAU does not offer a bachelor's programme with a legal right to admission

programme (the natural superstructure), but if there are specialisations in a bachelor's programme, this can mean that there may be a legal right of admission to different master's programmes depending on the specialisations. There may be several bachelor's programmes that give the legal right of admission to the same master's programme.

2.1 Curricula

The study boards design the curriculum according to the current guidelines drawn up by Educational Law, which are available in the university's digital curriculum database. The curricula can be accessed [here](#). It is the responsibility of the study board to ensure that the curricula are structured such that there is progression in the programmes from the first to the last semester, and that study programmes are composed in such a way as to ensure that graduates achieve the current competence profiles of the programmes. The competence profiles must be designed to correspond to the relevant type description in the Danish qualifications framework. For study programmes involving upper secondary teacher education, it is also the responsibility of the study board to ensure that the study programmes meet the minimum academic requirements.

Some programmes follow a national curriculum, e.g., the continuing education master's programme under IT-Vest and the bachelor's programme in Social Work. The curricula must be created in the university's digital module and curriculum database, for the elements offered/used at AAU.

The curricula take effect at the beginning of the academic year and apply in general only to future students. Enrolled students must, as a rule, complete the programme according to the curriculum in force at the time of enrolment to the programme.

For programmes with September intake, the submission deadline is 1 November, effective 1 September of the following year; for programmes with February intake, the submission deadline is 1 May, effective 1 February of the following year.

The curricula are recommended by the study boards for approval by the head of department, who after approval forwards the curriculum for approval by the Pro-dean for Education via the curriculum database.

2.1.1. Transitional curricula

A transitional curriculum is defined as a curriculum that comes into force for student who are already in the course of study. This could be, for example, a new third or fifth semester to which students transfer.

Transitional curricula are not normally created. Exceptions may be changes to the programme as a result of applying to the Danish Agency for changes, e.g., title change, language change, etc. Transitional curricula may also be necessary for changes in content in order to comply with internal rules and regulations.

2.1.2 Exemption from current curricula

The Pro-dean for Education may grant exemption from the current curriculum by creating a curriculum that differs from the current curriculum. The exemption may, for example, apply to a single student (an individual curriculum) or all students in a particular semester.



An individual curriculum is an exemption from the current curriculum. For example, an individual curriculum may be recommended for approval in cases where a student passes 20 out of 30 ECTS credits on study abroad and therefore needs one or more special courses in order to be able to satisfy the learning objectives corresponding to the last 10 ECTS credits. There may also be new focus or knowledge in a given research area, where a study board wishes to offer a new elective course.

An application for an exemption from the current curriculum must be submitted for approval to the Pro-dean for Education by the study board via Educational Law. An application must be submitted before the start of the semester.

2.1.3 Elective courses

The scope of the elective course of the programmes is defined in the curricula and must be at least:

- Bachelor programmes 10 ECTS credits
- Bachelor of Engineering programmes 15 ECTS credits
- Master's programmes 10 ECTS credits
- Continuing education master's programmes (no specific ECTS credit requirement, but must include a number of elective modules)
- Bachelor of Commerce (HD) Part 2 10 ECTS credits
- Bachelor's Degree Programme in Social Work 30 ECTS credits

The elective courses must be described in the programme curriculum, and the requirement cannot be fulfilled by offering more final projects with different themes.

For bachelor's and master's programmes, elective courses may include constituent subject elements⁴. If a programme's elective course consists entirely of constituent subject elements, e.g. 5 electives of which students must choose 2 electives of 5 ECTS credits, then the electives count towards the proportion of constituent subject elements in the programme corresponding to 10 ECTS credits.

2.2. Bachelor's programmes (*bacheloruddannelser*)

A bachelor's programme constitutes an independent and complete research-based course of study equivalent to 180 ECTS credits. Bachelor's programmes are offered as full-time programmes but can also be organised according to the Part-time Order.

The bachelor's programme must include the following elements:

- Constituent subject elements for the general academic competence and identity of the programme and other compulsory subject elements, including auxiliary subjects, equivalent to at least 120 ECTS credits. The constituent subject elements must amount to at least 90 ECTS credits and include theory of science and a bachelor's project.
- Elective courses of at least 10 ECTS credits
- Bachelor's project equivalent to at least 15 ECTS credits and not more than 20 ECTS credits⁵

⁴ The term "constituent subject elements" (konstituerende fagelementer) is defined in section 2.2 for bachelor programmes and 2.4 for master's programmes.

⁵ With the exception, however, of certain dual-subject bachelor's programmes where the bachelor's project is only 10 ECTS credits.

The programme is structured so that there is academic progression throughout the entire programme. The bachelor's project is placed in the third year of the programme and must demonstrate the student's ability to competently formulate, analyse and process issues within a defined topic.

The programmes provide access to at least one master's programme at AAU and are organised so that they are also expected to provide access to master's programmes at other universities in Denmark and abroad.

2.3.1 Bachelor of Engineering programmes (*diplomingeniøruddannelser*)

AAU offers a number of Bachelor of Engineering programmes (professional bachelor's programmes). A Bachelor of Engineering programme constitutes an independent and complete course of study and includes programme elements that are coherent in the academic sense, and that are also characterised by a profession-based orientation, (knowledge of the profession), development knowledge and research knowledge. The programme is equivalent to 210 ECTS credits, is offered as a full-time programme, and given its profession-based orientation and practical character constitutes a well-defined business-oriented engineering profile.

The Bachelor of Engineering programme must include the following elements:

- Elective courses equivalent to at least 15 and not more than 90 ECTS credits
- Engineering internship equivalent to 30 ECTS credits
- Bachelor's project equivalent to at least 15 ECTS credits

The bachelor's project is the last project in the programme after the engineering internship.

2.3.2 Bachelor's programme in Social Work

The bachelor's degree in Social Work is a full-time programme of 210 ECTS credits. The aim of the degree programme in Social Work is to qualify the graduate to carry out tasks in social counselling and social work. The graduate must be able to contribute independently and across professions and sectors to the prevention and solution of social problems and to plan, coordinate, implement, evaluate and develop social work interventions at individual, group, organisational and societal levels within the public administration, including the employment area, the field of precautionary measures and in the private sector.

The bachelor's programme in Social Work must include the following elements:

- Mandatory modules with a total scope of 130 ECTS credits, of which
 - a) 5 ECTS credits organised in the area of employment Vulnerable children and young people
 - b) 5 ECTS credits organised in the area of employment, and
 - c) 15 ECTS credits organised with interprofessional content
- Internship with a total scope of 30 ECTS credits
- Elective modules of 30 ECTS credits for each student
- Bachelor's project of 20 ECTS credits

2.3.3 Internship

The bachelor of engineering programmes and the bachelor's programme in Social Work includes an individual internship, cf. Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes and the Ministerial Order on Professional Bachelor Programmes as Social Worker. In

conjunction with the other programme elements, the purpose of the internship is that students develop professional competence.

The internship must comprise 30 ECTS credits and is organised so that it leads to a bachelor's project, i.e. in the 6th and 7th semester of the bachelor of engineering programme and in the 4th and 5th semesters of the bachelor's programme in social work. The placement must help to ensure that there is a connection between experience and theory.

The study board designates an internship coordinator from the programme's teaching staff. The internship coordinator is tasked with assisting the students in finding relevant companies, and possibly during the internship unless this is done by an internship supervisor.

Prior to the internship, an internship agreement must be drawn up and in this context the study board approves the individual internship site. For approval of the individual internship site, in each case the study board must consider:

- The company's ability to provide the stay sufficient academic content that gives the student the opportunity to develop experience and professional competence in accordance with the theoretical part of the programme,
- The possible exchange of knowledge, skills and values between the theoretical training and the professional competences,
- The guidance given to the student during the period, the goals described and plan for the internship.

The agreement must also indicate the person at the company who is responsible for the student. The person concerned must ensure that the intern receives relevant engineering work or relevant social work where there is a progression in the work's degree of difficulty during the period; the intern must also have access to information and advice on an ongoing basis.

The person in the company who is responsible for the student prepares a written internship declaration including an evaluation/statement regarding the student. The internship declaration is sent to the internship coordinator and the student. The internship declaration is not included in the assessment.

During the course of the internship, the internship coordinator or internship supervisor and the student meet to evaluate the internship thus far (midterm evaluation).

The curriculum stipulates more detailed rules for internship modules, including learning objectives as well as rules for how the internship module must be reported on for the purposes of examination in terms of the learning objectives described in the curriculum.

2.4. Master's programmes (*kandidatuddannelser*)

A master's programme constitutes an independent and complete research-based course of study. The programme builds on the knowledge, skills, and competences the students have acquired in the qualifying

programme. The programme is equivalent to 120 ECTS credits⁶. Master's programmes are offered as full-time programmes but can also be organised according to the Part-time Order. The master's programme is structured in modules such that it has a well-defined professional-oriented profile.

The master's programme must include the following elements:

- Constituent course elements for the programme's specific academic competences and identity corresponding to at least 90 ECTS credits. This must include a master's thesis.
- Master's thesis equivalent to 30 ECTS credits, and if it is experimental in nature⁷ then 45, 50 or 60 ECTS credits.
- Elective courses of at least 10 ECTS credits.

The programme is structured so that there is academic progression throughout the programme. Furthermore, it must be ensured that students have the option of project-oriented study in collaboration with e.g., a company or an organisation, or has the opportunity to have a student mobility stay at a Danish or foreign institution. The possibilities for this are indicated in the programme curriculum concerned⁸. For additional description of the project-oriented study in an external organisation see section 2.4.1.

The thesis is written in the last year of the programme. The study board may specify in the curriculum that the thesis is written in the last semester of the programme. The head of studies approves the formulation of the topic for the master's thesis and at the same time sets a deadline for the thesis and a plan for supervision of the student.

2.4.1. Project-oriented study in a company/external organisation

The majority of the master's programmes are structured so that (typically in the program's third semester) there is the opportunity to complete a project-oriented study in a company or an external organization in Denmark or abroad. The scope is usually 30 ECTS credits. The aim of the study in an external organisation is to provide the student with academic work assignments in a professional context at a level equivalent to the 3rd semester of the master's programme. It is the Study Board that approves the project-oriented studies in external organisations. During the study, the student prepares a project report. The project-oriented study must appear in the student's curriculum. The project report will be evaluated by the university after the course. The study boards set more detailed rules for the project-oriented study in the programme's curriculum.

Since the project-oriented study is organised as a part of the programme, students who complete a project-oriented study cannot receive any salary from the organisation – regardless of whether or not the student receives SU. During the project-oriented study, the student must not be considered part of the company's labour force; this includes not being subject to the organisation's instructional authority.

⁶ With the exception, however, of the master's programme in Medicine that is equivalent to 180 ECTS credits, as well as certain dual-subject combinations that have the study time extended by 30 ECTS credits on the master's programme

⁷ The possibility of a long master's thesis must be stated in the programme's curriculum

⁸ This does not apply to dual-subject programmes



If the study board becomes aware of an agreement between the student and the organisation for payment of any salary, the study board may not approve the project-oriented study in the organisation concerned. If, in parallel with the project-oriented study in the external organisation, the student is also employed at the same organisation (two separate contracts, where the employment is independent of the project-oriented study), the study board may approve the project-oriented study.

A project-oriented study in an external organisation abroad may be paid if there is a legal requirement for minimum wage in the country concerned during such a stay. The project-oriented study abroad must meet the same requirements as in Denmark.

Students in project-oriented study may receive a gratuity from the organisation in the form of a lesser financial recognition. The current rates are stipulated in the Examination Order. The financial recognition must not be characterized as income and also must not be granted as prefixed income like salary since students cannot receive both income and SU for the same program activity. SU is not affected by any receipt of a gratuity.

Students are not entitled to receive a gratuity and therefore cannot expect this to be granted.

In the curriculum, the Danish title for the project-oriented study is "projektorienteret forløb i en virksomhed", while the English title is "Project-Oriented Study in an External Organisation".

2.5. Continuing education master's programmes (*masteruddannelser*)

A master's programme (continuing education) constitutes an independent and complete research-based course of study and is equivalent to 60 ECTS credits. Continuing education master's programmes are offered in accordance with the rules on part-time education under the Part-Time Order.

The continuing education master's programmes must provide students with knowledge, skills and competences that qualify the students to perform highly qualified functions in companies, institutions, etc.

The master's programme (continuing education) must include the following elements:

- Mandatory modules equivalent to at least 30 ECTS credits. The modules must be constituent of the identity and competence profile of the programme.
- Mandatory modules for at least 30 ECTS credits
- Part-time master's project of no more than 20 ECTS credits

2.6. Graduate Diploma in Business Administration (HD) Part 1 and Part 2

The Diploma in Business Administration (HD) consists of a basic course in business administration (HD Part 1) and a final diploma in business administration (HD Part 2).

The aim of the HD Part 1 is to qualify the student for further work and education in the field of business administration. The student should acquire knowledge and understanding of the practice, theory, concepts, and methodology of the field of Business Administration at a level that qualifies for admission to HD Part 2.

HD Part 1 has a scope of 60 ECTS credits, and includes the following elements:

- A number of subject modules, each of at least 5 ECTS credits, equivalent to 50 ECTS credits

- A final project of 10 ECTS credits to complete Part 1

The aim of HD Part 2 is to provide the graduate with knowledge and understanding of the practice, theory and methodology of the field of business administration at a level that qualifies the graduate to be able to independently identify, reflect on, analyse and assess business administration issues, solve practical and complex tasks and be able to perform specialist functions within the field of business administration, as well as communicate academic issues and solutions to peers, non-specialists, business partners and users.

HD Part 2 has a scope of 60 ECTS credits, and includes the following elements:

- Mandatory subject modules equivalent to at least 15 ECTS credits in the field of business administration. The mandatory modules are constitutive of the programme.
- Elective subject modules equivalent to at least 10 ECTS credits
- Final project, equivalent to 15 ECTS credits completing the HD Part 2

2.7 Specialisations

The Pro-dean for Education may approve a programme to offer one or more specialisations. A specialisation offers the opportunity to acquire particular competences in the specific field of the specialisation.

For programmes with specialisations, half of the study programme in ECTS credits must be identical and at least 30 ECTS credits of the study programme must be different for the specialisations⁹. For bachelor's and master's programmes, identical course of studies must consist of constituent course elements (see sections 2.2 and 2.4). An identical course of study may well contain freedom of choice, e.g., 70 ECTS credits in a bachelor's programme may be the same for all students, while the last 20 ECTS credits must be chosen from a group of elective courses of 40 ECTS credits.

The following applies to the programmes:

- Bachelor's programmes:
 - A minimum of 90 ECTS credits identical course of study, maximum 150 ECTS credits
 - A minimum 30 ECTS credit different courses of study, maximum 90 ECTS credits
- Master's programmes:
 - A minimum 60 ECTS credits identical course of study, maximum 90 ECTS credits
 - A minimum 30 ECTS credits different courses of study, maximum 60 ECTS credits
- Bachelor of Engineering programmes
 - A minimum 120 ECTS credits identical course of study, maximum 180 ECTS credits
 - A minimum 30 ECTS credit different courses of study, maximum 90 ECTS credits
- Continuing education master's programmes
 - A minimum 30 ECTS credits identical course of study, maximum 45 ECTS credits
 - A minimum 15 ECTS credits different courses of study, maximum 30 ECTS credits

⁹Continuing education master's programmes excluded.



Programmes offering specialisations shall include a general competence profile for all graduates of the programme and, in addition, a specialisation-specific competence profile applicable to graduates who have completed the specialisation.

The title of the specialisation will appear on page 2 of the degree certificate. The title of specialisation follows the approved title of the programme. The example below is from the bachelor's programme in nanotechnology:

- DK: Bachelor (BSc) i teknisk videnskab (nanoteknologi med specialisering i bioteknologi)
- ENG: Bachelor of Science (BSc) in Engineering (Nanotechnology with specialisation in Biotechnology)

Application for the creation or closure of an existing specialisation must be made to the Pro-dean for Education by completing the application form, which [can be accessed here](#).

The deadline for submission of applications is 1 November for study programmes entering into force on 1 September of the following year and 1 May for study programmes entering into force on 1 February of the following year.

2.8 Upper secondary teacher programmes (*gymnasielæreruddannelser*)

AU offers a number of upper secondary teacher education programmes within humanities, social sciences and natural sciences.

For the upper secondary teacher programmes, the regulations regarding structure are:

- The bachelor's programme must consist of one major subject and a minor subject where the major subject constitutes the main emphasis of the programme. The major subject and the minor subject must be within the upper secondary range of subjects. The programme includes a bachelor's project equivalent to a minimum of 10 ECTS credits and a maximum of 20 ECTS credits.
- The master's programme is structured such that it consists of the major subject and the minor subject. Admission requires that the student has a dual-subject bachelor's degree. The major subject constitutes the main emphasis of the programme.

The programme is extended by 30 ECTS credits when the minor subject is outside the main field of study of the major subject, or if there is a special agreement in this area between AAU and The Danish Agency of Higher Education and Science.

The extension relates to the minor subject.

An overview of the combinations approved for extensions can be found (in Danish only) [here](#)

It is the responsibility of the respective study boards to ensure that master's students acquire the necessary competence to be able to teach in upper secondary programmes, cf. current guidelines on minimum requirements.

Upper secondary teacher education programme combinations that do not include extension of study time:

	Bachelor's degree programme	
	Major subject	Minor subject
1 st semester	30 ECTS credits	
2 nd semester	30 ECTS credits	
3 rd semester	30 ECTS credits	
4 th semester	30 ECTS credits	
5 th semester	15 ECTS credits	15 ECTS credits
6 th semester		30 ECTS credits
	Master's degree programme	
	Major subject	Minor subject
1 st semester		30 ECTS credits
2 nd semester	15 ECTS credits	15 ECTS credits
3 rd semester	30 ECTS credits	
4 th semester	30 ECTS credits	

Upper secondary teacher education programme combinations that include study time extension:

	Bachelor's degree programme	
	Major subject	Minor subject
1 st semester	30 ECTS credits	
2 nd semester	30 ECTS credits	
3 rd semester	30 ECTS credits	
4 th semester	30 ECTS credits	
5 th semester	15 ECTS credits	15 ECTS credits
6 th semester		30 ECTS credits
	Master's degree programme	
	Major subject	Minor subject
1 st semester		30 ECTS credits
2 nd semester		30 ECTS credits
3 rd semester	15 ECTS credits	15 ECTS credits
4 th semester	30 ECTS credits	
5 th semester	30 ECTS credits	



3. Organisation of the teaching

The programmes primarily consist of project and course modules¹⁰. Teaching in the projects is based on the Aalborg model for problem based learning (PBL) This implies that the project modules are problem based. Normally, a module concludes with an examination, which is described in the curriculum. However, a module may be documented entirely or partially by a requirement of class participation if the content and the working method justify it. If the study board wishes to use the latter form of assessment, this option must be specified in the curriculum. Regardless of whether the module is assessed by an exam or active class participation, the assessment must be based on the learning objectives in the curriculum.

Prior to the beginning of each semester, students must register for courses and exams in the Student Self-Service System (STADS). Upon expiration of the second registration period, the registration is considered binding, and consequently, the student must participate in the number of examination attempts stipulated in the Examination Order. Hereafter, a module cannot be replaced with other elements, regardless of whether the module is mandatory or elective¹¹. Under special circumstances, the study board may grant exemptions. The question of extension of study time, academic aptitude, and the student's wishes regarding the academic composition of the programme cannot be taken into account when assessing whether special circumstances exist. Furthermore, an exemption requires that the special circumstance is directly related to the course and that the circumstance prevents the student from completing the course over a longer period of time. It is therefore not sufficient that there are special circumstances, but the special circumstances must be directly linked to the course and the circumstances must have prevented the student from completing the course over a long period of time.

See the Examination Policies and Procedures and the Rules on Course and Exam Registration for more details on examinations.

The teaching is organised in semesters and normally takes place from September through December in the fall semester, and from February through May in the spring semester¹². This means that teaching may take place on all weekdays in both periods.

3.1 Project modules

The project module consists of work done by a project group on a defined problem (a topic) under supervision. The project module normally concludes with a project report that is the basis for an oral exam. The learning objectives of the project module are described in the programme curriculum where ECTS credits are also indicated. Students can only write a project together if there is the same ECTS credit weight in the module concerned. If the ECTS credit weight is the same and the programmes' curriculums allows it, the students can form groups across programmes.

Each project group is assigned a principal supervisor and possibly one or more secondary supervisors. The supervisor is tasked with supervising the students in relation to the project work based on the learning

¹⁰The programmes in Medicine and Medicine with Industrial Specialisation also use case modules.

¹¹ In accordance with The Rules on Course and Exam Registration, the study board may grant an exemption from the deadline for deregistration in special circumstances. This allows the student to deregister from the module and have another module approved if the assessment has not yet been made.

¹²Teaching in the first semester in the master's programme in Medicine begins at the end of August



objectives described in the curriculum, including the choice of theory and methods, etc. The PBL model also implies that the students are supervised in relation to the collaborative process.

In advance of the supervision process, the students should be informed about how much supervision they can expect (including frequency of meetings), how the supervision is provided, and the fact that the students themselves bear a large share of the responsibility for the outcome of the module. The principal supervisor is responsible for managing the supervision and the exam.

The aim is that project work is generally carried out in groups¹³, but students have the right to work individually in the final exams: master's thesis, part-time master's project and bachelor project. The project supervision will then be adjusted according to the allotted resources.

3.2 Course modules

The semesters may be organised so that the course modules reflect the semester's project module, but semesters can also be organised so that they consist entirely of course modules.

The purpose of the course modules is to help students develop general theoretical and methodological prerequisites within the programme area; they can also help to accompany the problem-based content of the project modules with an academic overview. The teaching is organised to allow for student involvement.

The teaching method is decided by the course holder within the given framework of the curriculum. The teaching activities and the format of the exam should appear in the semester description.

Assessment of courses is always individual. See the requirements for this in the Examination Policies and Procedures.

3.2.1 Case-based teaching

Course modules may be organised as case-based PBL.

A case is based on the learning objectives of the relevant module stipulated in the curriculum and is supported by teaching activities such as lectures, practical and theoretical exercises. The learning structure of the case module is described in the curriculum but follows a progressive and systematic model that ensures academic and pedagogical feedback as well as student reflection. The case module exam may be written or oral and recommendation for the exam may depend on approved tutoring and teaching activities.

Each case group has a principal supervisor. It is the supervisor's task to guide the students in relation to the case work based on the learning objectives described for the case. The PBL model also involves guiding students in relation to the collaborative process and students' roles, responsibilities, and progression in relation to the learning process and academic level.

In advance of the supervision process, the students should be informed about how the supervision is planned, how the supervision is provided and the fact that the students are independently responsible for the outcome of the module.

¹³ The framework for group size, splitting, etc. is determined by the Head of Studies



4. History and auditing

13th of July 2023 – Some link in the document have been updated.

Joint Programme Regulations at AAU are approved by Pro-rector for Education after consideration by the Strategic Council for Education. The Joint Programme Regulations enters into force as of February 2022.

5. Contact and responsibility

For questions and comments, Educational Law can be contacted, see contact information [here](#).