

Holistic plan for the educational landscape at Arts 2.0

Translated by ChatGPT

A new version of the holistic plan

Faculty Management Team has received 127 contributions with input for the holistic plan in phase 1. There are many valuable considerations in these inputs, and we have in [Appendix 1: Responses to the Involvement in Phase 1](#) attempted to summarize our interpretation of these inputs. In addition to the faculty and school management teams, the faculty's trade union representatives have also reviewed all the inputs where consent was given by the sender, and they have had the opportunity to comment on the summary.

This version of the holistic plan (2.0) does not repeat all the considerations described in [Appendix 1](#), but is focused on the revised educational landscape, which we present for discussion in phase 2 of the involvement process. The document begins with a joint summary of the principles that we, as the faculty management team, have used as the basis, but the main part of the document consists of the school-specific plans for the landscape.

Status

The faculty management team made a decision on the sector dimensioning on November 1, 2024, based on the feedback received in phase 1. There was generally support for the principles of the proposal, and the faculty management team has therefore not found reason to make changes to the proposal that was sent out in phase 1.

Based on the overall distribution of bachelor sector dimensioning at AU, the faculty management team, via the Ministry, has received a figure for how many master's degree places we should expect to be able to offer in 2028. This number is 1,710 places, which will be distributed proportionally among the schools. This results in the following numbers for the master's intake at the three schools in 2028.

Places at KA-level	Arts	IKK	IKS	DPU
2028 (cap)	1.710	684	342	684
2024, October	1.870	729	387	754
2023, October	2.031	815	378	838



The Master's Degree Committee is now expected to release its final report in mid-November. At the same time, through Universities Denmark, the deans of the individual main areas have been tasked with determining which programs should be converted to 75 ECTS programs and which study places may potentially become professional master's degree positions.

The deadline for addressing this task is November 22, 2024, at the AU level, but for the dean's office, the deadline is prior to this. This timeline somewhat overlaps with our overarching involvement process, and within the faculty management team, we have agreed that the draft solution from the dean's office should be handled through a separate process. We have called this phase 1b, and the proposal can be found in a dedicated document on the involvement process website (see "Phase 1b – Reorganization for National Coordination", <https://medarbejdere.au.dk/fakulteter/arts/kandidatreform>). The way the task has been framed, based on national coordination, means that the dean's office has had very little freedom in choosing which programs should be reorganized. More details on this can be found in the mentioned extra document, where you can also find information about the special rapid consultation in the faculty's council and committees in week 46.

It should also be noted that the government has released a proposal for a reform of the university colleges, which could have significant implications for the DPU's portfolio of programs. We are closely following the negotiations around this proposal, but it is not yet possible to incorporate the potential consequences of the proposal into the holistic plan.

In this document, the goal of the faculty management team is to present a revised proposal for the overall educational landscape at Arts, which makes it possible to establish sustainable and academically strong programs within the constraints we have been given.

Based on the feedback from the academic environments, the faculty management team has made substantial changes to the holistic plan in several areas, and we now look forward to phase 2, where we will engage in dialogue about the new proposal. Additionally, the dialogue in phase 2 will also help us formulate mandates for the specific program development tasks once the holistic plan has been finalized.

Also, in phase 2, feedback can be provided on all parts of the holistic plan, but based on the input from phase 1, we now consider the overall principles to be established. We therefore do not expect these to be adjusted unless there are changes in our framework conditions.

General principles for the holistic plan

The faculty management team has decided that we will not alter the overall organization of the three schools. Any minor adjustments to the departments will be discussed within the schools if it makes sense to do so. We also stand by the principle of dis-

tributing responsibilities proportionally based on the student populations of the three schools.

Our main principle remains that we would like to maintain the greatest possible breadth of knowledge areas at Arts, but where it is not feasible to merge knowledge areas, we accept that the closure of programs may become necessary.

We, in the faculty management team, continue to maintain that fulfilling minimum academic requirements cannot always be an insurmountable barrier to program development. Based on the many inputs warning of the risks associated with deviating from academic minimum requirements, we have adjusted the plan so that we can continue to produce graduates with gymnasium-level qualifications in as many areas as possible. It is still our desire that the new programs are structured based on learning objectives set at a more general level than what we have been accustomed to at the faculty, as we have previously strived to meet the academic minimum requirements of the gymnasium.

The following principles therefore apply to the establishment of the holistic plan:

- The Arts portfolio of programs must be based on the latest research knowledge, while also reflecting societal developments and challenges in the content and teaching methods of the programs.
- Arts should have programs at the highest international level across all program groups. In the faculty management team, we also want to have 120 ECTS master's programs within all program groups. (link to program groups)
- Arts must ensure and strengthen its research to continue providing a broadly based humanistic knowledge readiness.
- All programs must be recognizable to the outside world. Both applicants and employers of graduates should be able to understand the content of the programs.
- The educational landscape must be sustainable, based on the parameters of academic quality, study environment, application patterns, finances, and graduate employment rates. These parameters must be weighed to form an overall assessment.
- The new educational landscape must be less complex and easier to administer.

Furthermore, we in the faculty management team have noted a very strong desire for the development of the programs to take place within as clear frameworks as possible. Therefore, we have adopted another principle: To ensure the desired clarity, a mandate must be developed for each of the specific development tasks. These mandates will be created as the program restructuring is implemented.

About the KA-level

As mentioned above, the dean and vice-dean has drafted a solution for the task set by the Master's Degree Committee regarding the restructuring in 2028. Since the faculty is still in the process of creating the new educational landscape, the dean's office has had to solve the task based on the current portfolio of master's programs. This means that at a later stage, the faculty management team will have to decide how to "translate" these restructurings into the new educational landscape. It is therefore important to be aware that there will inevitably be shifts. In the school sections of this document, you will find the first reflections on this translation work.

It is a separate issue to figure out how the shortened master's programs can provide access to PhD education. This is a common problem for all main areas and all universities, and the university leadership at AU has been informed that Universities Denmark is working on a joint solution. We are expected to develop our educational landscape under the assumption that such a solution will exist.

It has become clear that, as a starting point, we cannot convert entire programs into professional master's degrees, because students must be able to "fallback" to a full-time version of the program if their employment is, for any reason, terminated. This means that we need to carefully consider which of our 120 ECTS master's programs we might open up to offer a professional master's track. If this is done, the programs must be structured so that they can be taken on a part-time basis.

The faculty management team is keen to offer professional master's places, but we also find that the current regulations make it difficult to rely on creating a continuous flow of students in this type of program. In phase 2, we would like to engage in dialogue with the academic environments about where we might consider designing master's programs with a focus on testing the professional master's options.

About the structure of the degree programmes

As the proposed holistic plan includes significant changes to the program offerings, there is a need to reconsider the structural framework conditions for program development.

In the faculty management team, we described in phase 1 how we would issue a first draft for decisions on these structural issues in phase 2. However, in the feedback we received in phase 1, we encountered a range of conflicting comments on the proposed structural conditions. We also realized that we need to ensure better student involvement through formal councils and committees. Therefore, we have re-evaluated our approach and decided to create a separate process for involvement and decisions about the structural issues, which we have called phase 2b. This process is outlined in

the document available on the website under "[Phase 2b: Establishment of Educational Structure.](#)"

In addition to the work on the educational structure at Arts, there are also processes at the AU level addressing the overall structural framework conditions. As soon as we know more about the results of these processes, we will incorporate them into the faculty's discussions about the educational structure.

Timeplan

1. The **faculty management team** decided on the placement of the dimensioning for 2025 on November 1.
2. The **dean's office** must submit the AU portion of the **dean's task** on nationally coordinated restructuring within the humanities main area shortly before 22 November.
3. The overall master's program landscape must be decided by March 2025, as this is the deadline for **quota-2 applications** for the summer intake. Since the **faculty management team** has decided that a comprehensive **holistic plan** should be developed, we must also define the bachelor's landscape we aim for at the same time.
4. Along with the establishment of the overall **holistic plan** by March 2025, a timeline must also be decided for the phased implementation of new programs and the closure of existing ones.
5. In order for the new curricula to be developed, however, a decision on the educational structure at both the bachelor's and master's level must be made before development work begins. As mentioned, we have realized that we need to allow a bit more time for structural discussions, but we aim to have decisions on the structure finalized by the end of March 2025 (see the note "Phase 2b: Establishment of Educational Structure").
6. The content of the individual programs and curricula, etc., will be developed later depending on when each program is set to begin. Specific mandates for each development task will be created as part of the implementation of the **holistic plan**.

Phase 1b – Nationally Coordinated Restructuring: The deadline for the **dean's office** submission is November 15, 2024. Therefore, the **dean's office** has planned a special process for consulting the **faculty's formal bodies** during week 46. The decision regarding **Phase 1b** will be made immediately after the consultation in the formal bodies on November 15.

Phase 2: On November 7, 2024, the **faculty management team** will release materials for **involvement phase 2**. From now until December 20, 2024, all academic environments will discuss in more detail how the new programs can

be concretely designed (points 3, 4, and 6 above).

All submitted contributions for **involvement phase 2** will be published.

Phase 2b: Until Christmas 2024, the educational structure will be discussed within the **faculty** and **school managements**. By the New Year, the **faculty management team** will release a proposal for the educational structure, which will then be thoroughly discussed in the formal councils and committees until a consultation deadline at the end of February. The final decision regarding the educational structure will be made by the end of March 2025 (see point 5 above).

Decision 2: By the end of January 2025, the **faculty management team**, based on the proposals and inputs from the academic environments, will make a proposed decision on the **holistic plan** for the educational landscape, the phasing plan, and the overarching framework for development mandates (points 3, 4, and 6 above).

Phase 3: At the beginning of February 2025, the **faculty management team** will release its proposed decision on the final **holistic plan** for the educational landscape, the phasing plan, and the overarching framework for development mandates (points 3, 4, and 6 above). This proposal is expected to be open for consultation for a couple of weeks.

Decision 3: By the end of February, the **faculty management team** will decide on the **holistic plan** for the educational landscape, the phasing plan, and the overarching framework for development mandates (points 3, 4, and 6).

Admissions 2025: At the beginning of March 2025, an overview will be published regarding which **master's programs quota-2 applicants** for the 2025 intake have a right to access.

The above processes are organized so that academic councils, committees, and working groups are involved at both the **faculty** and **school** levels. In **Phase 2**, everyone (i.e., individuals, departments, councils, committees, and working groups) can contribute feedback to the **faculty management team**. In **Phase 1b, 2b, and 3**, there will be a more formal consultation via the official bodies.

Alongside the above involvement process, the **dean, vice-dean** and **schools** have initiated a number of dialogue processes with external stakeholders, including examination boards, sister faculties, upper secondary schools, business organizations, etc.

The updated, detailed timeline can be found in **Appendix 2**.

School-specific considerations

The school-specific descriptions below are the result of discussions within the school management teams. All decisions have been discussed and approved by the faculty management team.

The School of culture and communication

In the feedback from Phase 1, there is overall support for the holistic plan's ambition to ensure development and sustainability in the broadest sense (study environment, research environment, and economy), and for addressing two main challenges: high educational complexity and declining interest in some programs. Similarly, there is general support for striving to avoid selective closures of entire programs.

With regard to the dimensioning at the bachelor's level, the proposed dimensioning is maintained, with reductions and adjustments made to some programs where application trends have been declining over the past few years and, as a result, have not been able to fill all available places.

The national coordination of shortened programs has led to changes in where it will be possible to continue with 120 ECTS formats and where 75 ECTS or business master's formats will need to be developed. The restructuring to shorter and/or business master's formats will require close collaboration with external partners.

Language and area studies

Spanish, German, French:

The faculty management also proposes in this version of the holistic plan that, based on declining interest, the number of programs be reduced, and that the development of three entirely new bachelor's and master's programs be initiated (one in each language). The current 6 IVK/SLK programs at the BA and MA levels are thus proposed to be replaced by 3 new BA and MA programs: German, French, and Spanish. As a consequence, the existing master's programs, including the Cand.Ling.Merc. as a standalone IVK master's program, will be discontinued, and it will no longer be possible to have independent tracks in German, French, and Spanish within Intercultural Studies. However, elements of the program can still be integrated into the new MA programs. In the upcoming involvement phase, this will be discussed in detail, and the faculty management notes the many good collaboration relations between the two English programs and between the academic communities in English and German/French/Spanish.

It is desired, in dialogue with the department head and thus the academic communities, to develop uniform commissions for the programs, which will include indications of directions for curricular structures, content priorities, and structural frameworks for economics and sustainability more broadly. The faculty management acknowledges

that this is a significant undertaking and that, during the development phase, there will be a need for resource prioritization from the school.

Intercultural Studies is proposed to be maintained as an English-language master's program on interculturality, with the possibility for individual students to focus on specific European/global cultural areas, and thus the research environment around the program is to be preserved.

English:

The faculty management continues to propose, based on application patterns, to maintain two independent BA and MA programs (IVK/SLK). At the same time, the faculty management wishes to initiate a disciplinary development to adjust the programs to new job markets, ideally in cooperation with other academic fields. For the SLK programs, particular attention should be given to developments in upper secondary education.

The faculty management proposes that IVK be made into an English-language program on international business communication, while SLK (as today) continues to be an English-language program on English language and culture. The faculty management supports the ongoing efforts to strengthen education cooperation, both between the two English programs and between English and German/French/Spanish.

In the longer term, the faculty management wishes to explore the possibility of developing a new master's program in Language Sciences with a clear combination of language understanding and the enhancement of technical skills. The current master's program and the academic field of Linguistics could make up a substantial part, and it is expected that multiple academic communities will want to contribute to its development.

Nordic:

Regarding Nordic studies, the faculty management proposes that, just like for English, a disciplinary development be initiated at both the bachelor's and master's levels. The goal is to continue and strengthen educational development aimed at new job markets, including a broader youth education job market than STX.

Experience Economy:

Regarding Experience Economy, work will continue to move the program to Herning, as planned in connection with the relocation reform. Due to the limited opportunities the national coordination provides for designating programs to be restructured, the intention is for the program to be restructured to 75 ECTS. The faculty management wishes for the relocation to serve as a basis for exploring how the framework for a "75 ECTS" format can be best applied in the development of the program.

Art and Culture (the Aesthetics)

Based on the feedback received regarding changes to the master's programs, the faculty management wishes to initiate a development effort aimed at finding a sustain-

able model for the six recognizable MA tracks, with significant shared interdisciplinary components and clear connections to the labor market. The common disciplines will be developed across academic fields.

In dialogue with department heads and academic communities, uniform commissions will be developed for the programs, which will include concrete guidelines for profiling aimed at creating a significant shared core of modules and frameworks for program structures that result in sustainable programs, taking into account the overall balance of the institutes. The commission will also define a minimum intake (e.g., as an average over a 3-year period), which will be a prerequisite for maintaining admissions to the individual academic tracks.

The faculty management acknowledges that this is a comprehensive development task, which will also require collaboration on timelines and process planning.

With regard to Erasmus Mundus in Children's Literature, Media and Culture, please see below.

IT, design and media

In accordance with the national coordination and the limited opportunities for program restructuring, faculty management proposes that the Digital Design master's program be adapted to a 75 ECTS format. The academic community has indicated that, if this direction is pursued, it will need to be examined whether the current BA structure should be modified. This is noted, and faculty management wishes to engage in dialogue with the academic community to develop programs and teaching in the best possible way within the given constraints.

Information Science, due to the anticipated decision on national coordination, cannot be restructured, but is expected to be developed further in line with the academic community's assessments in a 120 ECTS format.

Similarly, Media Studies is proposed to remain in a 120 ECTS format, in continuation of feedback and national planning.

The Cand.public program is considered, based on the feedback received, where the program's traditions for external collaboration and interdisciplinarity are highlighted, to be potentially restructured into a 75 ECTS format. However, this would likely require a sharper academic focus. The possibility of a business candidate track currently appears less realistic but cannot be ruled out.

Cognitive Science is proposed to remain in a 120 ECTS format.

Erasmus Mundus

At the department, we currently offer two Erasmus Mundus programs: one in Journalism and one in Children's Literature, Media, and Cultural Entrepreneurship. Both represent strong international brands. Faculty management has received written confirmation from the Ministry that the places count toward the ECTS, and in light of this, we propose to terminate the Children's Literature, Media, and Cultural Entrepreneur-

ship program's cooperation agreement at the end of the contract period due to the relatively small share of ECTS that AU currently holds.

School of Culture and Society

It seems that the new version of the overall plan takes into account the feedback and inputs received from both employees and academic environments, and it is clear that the economic and structural adjustments to the programs will be necessary to ensure a sustainable educational landscape moving forward.

Sociale studier/Sprog og områdestudier

At IKS, the inputs primarily concern questions about language competencies as part of the programs, which also reflects that the first version of the plan placed the largest restructuring efforts in this area. Based on this, we propose to reconsider the academic competencies previously included in the language-based area studies by dividing them into two new BA programs instead of one. The proposal is to explore whether the following model is feasible from November 7th to December 20th:

- A BA in Global Studies will be established, which will provide a right of entry to International Studies. This will be a new BA without any language requirements. The task leading up to the next deadline is to develop how such a BA program could be structured.
- Four BA programs in Area Studies will be established, with a common framework curriculum and each with its own language component (Arabic, Chinese, Japanese, or Russian), all of which will provide a right of entry to International Studies.

This will require a rethinking, where the starting point is that the language element is the only component with separate instruction, while the remaining curriculum will be developed as a combined BA. The possibility of developing such a model will be the focus of this phase, leading up to the next deadline on December 20th. There will be fewer ECTS for language instruction compared to the current six BA programs, but it is assumed that the preparatory courses (propædeutik) will be maintained.

A decision has been made to pause BA admissions in Brazilian Studies and Indian and South Asian Studies for 2025. These knowledge areas will be incorporated into the development of the BA in Global Studies.

As a result of this restructuring, admissions to the current BA programs in Chinese, Japanese, Russian, and Arabic and Islamic Studies will need to be transferred to the restructured BA programs within the new framework curriculum no later than 2027.

The development of both new BA programs will involve all relevant academic environments and will take place during 2025 and 2026, with a deadline in the spring of 2027.

The overall intake for the BA in Area Studies and BA in Global Studies is proposed to be set at around 75 students. As a completely new program, it will take time to build a stable applicant base for the BA in Global Studies, and therefore the plan is to implement a slow increase in the intake, with gradual allocation of places. For the BA programs in Area Studies, it is expected that each language component will achieve a stable average intake of at least 10 students over a three-year period. If this target is not met over a three-year period, adjustments will need to be made to the number of language components.

In the first version of the overall plan, the proposal was to reduce the portfolio to 2-3 MA programs: International Studies, European Studies, Human Security, GLAS (Global Studies MA), and Arabic and Islamic Studies.

In this version of the overall plan, the following is now proposed: At GLAS og Arabisk og Islam-studier nedlægges som KA-uddannelser.

International Studies and European Studies will be retained. International Studies needs to be rethought, as it should become a program with a legal right to admission from two BA programs.

Sustainable Heritage Management is proposed to be closed, and the area of knowledge related to sustainability will be incorporated into the further development of Human Security. The knowledge area related to cultural heritage will be integrated into the BA and MA in Archaeology.

The MA program in Human Security will be further developed with a focus on topics such as conflict, environmental issues, and sustainability.

In Anthropology, both the BA and MA programs will be retained, with a slight reduction in BA places. The BA program will be restructured into a new, common BA framework.

History and philosophy

7. Also in this group, the faculty management proposes a number of changes compared to the previous version of the overall plan. In the earlier version, it was proposed that the bachelor's programs in **Archaeology** and **Classical Archaeology** be discontinued in their current form in favor of creating a new, joint bachelor's degree. Based on the feedback received, the faculty management has adjusted this proposal.

- We propose to work on a **BA in Classical Studies**, which will grant legal rights to **History** and offer the possibility to qualify for the **MA in Archaeology**. This means that the current BA and MA in **Classical Philology** and the current BA in **Classical Archaeology** will be phased

out once the new BA in **Classical Studies** is ready for admission, which is expected to be in 2028. Preparatory studies (propædeutik) will be part of the BA in Classical Studies.

- A minor reduction in the number of BA places in **Archaeology** is proposed. The BA in Archaeology will also be restructured into a new joint BA format, and selected educational elements will be available as options for students in the BA in Classical Studies. There will still be an **MA in Archaeology**, and it is proposed that this will eventually evolve into an **MA in Archaeology and Cultural Heritage**.

As mentioned above, the first version of the overall plan has also changed in terms of the proposal regarding the development of international, interdisciplinary **MA programs** at IKS. The new plan maintains the closure of **Sustainable Heritage Management**. The area of knowledge related to **cultural heritage** will be integrated into the **MA in Archaeology**, and the sustainability area will be further developed within **Human Security**, as outlined earlier. Additionally, there will be a broader focus on **cultural heritage and education**, as summarized at the end of this document.

Based on the numerous submissions about the challenges related to the merging of **Philosophy** and **History of Ideas**, we have also adjusted the proposal for this area of the overall plan. We must insist that it should be explored to what extent the **MA programs in Philosophy and History of Ideas** can be further developed within the options of joint studies, mergers, or closures. These models will be explored in collaboration with the academic environment from **November 7 to December 20**. A minor reduction in bachelor places is proposed, taking into account the slightly lower number of applications in recent years, particularly in **History of Ideas**. There will still need to be a significant amount of joint studies between the BA in **Philosophy** and the BA in **History of Ideas**.

The **BA and MA programs in History** are proposed to be retained at both the bachelor's and master's levels. A minor reduction in bachelor places is also proposed here. The **MA in History** will need to be rethought, considering that it will now function as a subject-specific MA program with legal rights from two BA programs.

Theology and Religion

In this group, only minor changes are still proposed. For **Religious Studies**, both the bachelor's and master's levels will be maintained. The **MA program** is proposed to be rethought in order to create better opportunities to increase student interest.

For **Theology**, both the bachelor's and master's levels will also be maintained. The **BA program** will be restructured into a new joint BA format.

Overview of the proposed educational landscape

The proposed BA landscape for IKS is as follows:

1. Anthropology
2. Archaeology
3. Philosophy
4. Global Studies
5. History
6. History of Ideas
7. Classical Studies
8. Area Studies (Arabic, Japanese, Chinese, Russian)
9. Religious Studies
10. Theology

The following BA programs will have their knowledge areas integrated into other BA programs: Classical Philology, Classical Archaeology, Brazilian Studies, Indian and South Asian Studies, and Arabic and Islamic Studies.

Master level

In the proposed model for IKS, the MA landscape includes the following MA programs, with the placement of 75 ECTS being part of national coordination. Here, the 75 ECTS are suggested to be allocated to European Studies and Human Security. Comments regarding this allocation should be incorporated into the consultation process, which will conclude in November (refer to the note on phase 1b – National Coordination). The remaining MA programs will be 120 ECTS.

Regarding EKA positions, we will have the opportunity to place them across several programs, with the potential to allocate positions to all MA programs in principle. However, there are certain conditions to consider—for example, there must be a 120 ECTS program to fall back on when using EKA positions. Therefore, it will also be necessary to discuss how to leverage the EKA opportunities across IKS both in the short term (starting in 2028) and in the subsequent integration of all EKA positions.

1. Anthropology
2. Archaeology
3. European Studies (75 ECTS)
4. Philosophy
5. History
6. Human Security (75 ECTS)

7. History of Ideas
8. International Studies
9. Religious Studies
10. Theology

The proposed plan includes the discontinuation of several Master's programs (KA) and the integration of their academic fields into the development of other programs: GLAS (Global Studies); Arabic and Islamic Studies; Classical Philology; Sustainable Heritage Management

— Additionally, the faculty leadership sees potential in developing a Master's program that leverages strong competencies in digital cultural heritage across the institute. Therefore, the possibility of developing such a program will be explored.

It has also become evident that there is potential for rethinking how cultural heritage can be integrated into programs across the Faculty of Arts (Arts). This will be further discussed, and the development of a Master's program in Cultural Data Science and in the broader field of cultural heritage across Arts will be explored, once the final MA landscape is established.

— These suggestions are aimed at enhancing the interdisciplinary approach and ensuring that emerging fields such as digital cultural heritage and cultural data science are adequately incorporated into the university's educational offerings.

DPU

As described in the first phase of the *Helhedsplan* (Overall Plan), the faculty leadership assesses that DPU's starting point for shaping its educational landscape differs from the two other institutes. This is partly because DPU only has one bachelor's program and partly because the context for the institute's options has been—and remains—more uncertain. This is related to two factors:

- The government has published its proposal for the reform of the professional higher education sector, which includes suggestions for one-year professional Master's programs, a reduction in the length and theoretical content of professional bachelor's programs, as well as an education-specific dimensioning of specific Master's programs at universities, likely including those in the pedagogical-psychological field.
- The faculty leadership and the DPU institute management believe that DPU may have better conditions to succeed in creating professional Master's pathways in some areas compared to other disciplines, but it is also uncertain whether these will be practically feasible.

Based on these considerations, the ARTS principles (including sustainability), feedback received during phase 1, and the opportunities to differentiate DPU from the new professional Master's programs, the institute leadership has decided, to the greatest extent possible, to maintain and further develop DPU's well-functioning 120 ECTS programs. A number of 75 ECTS programs will be established in fields that address significant societal challenges and labor market needs, where there is a high likelihood of attracting applicants and where DPU has the necessary research base. Should the conditions for professional Master's programs prove sufficiently attractive, there may be adjustments in the future to accommodate them.

The following educational portfolio is expected to be implemented starting in the summer of 2028:

	75 ECTS	120 ECTS	Total no of places
Fagdidaktik		60	60
Generel pædagogik og Pædagogisk filosofi*		58	58
Pædagogisk psykologi	30	200	230
Pædagogisk antropologi**		75	75

Uddannelsesvidenskab & Pædagogisk sociologi***		85	85
BLU: Bæredygtighed, Lighed & Uddannelse ****	40		40
ToP: Teknologi og pædagogik (virtuel) ****		40	40
MOL: Mennesker, Organisation & Læring****	96		96
	166	518	684

* GP and pedagogical philosophy develop together a new program

** Pedagogical Anthropology and AEG have allocated places between themselves.

*** UDV and Soc are developing a new (social science) program with entitlement for BA students in Educational Sciences

**** De tre nye uddannelser tænkes nyudviklede og tværgående.

BLU (75 ECTS): Draws teaching coverage from relevant research environments.

ToP (120 ECTS): Draws teaching coverage from relevant research environments.

MOL (75 ECTS): Draws teaching coverage from relevant research environments.

The **Institute management** has further based the design of the educational landscape and individual programs on the following rationales:

The existing academic disciplines, titles, and program lengths are largely maintained, subject to further discussions with the academic communities.

Educational psychology is the only program that has sufficient critical mass to maintain both 120 ECTS and 75 ECTS tracks, enabling the establishment of an additional specialization at 75 ECTS.

Other short 75 ECTS programs are placed within new programs (BLU, MOL), which address well-known societal challenges and labor market needs (including ToP) and will attract students with different profiles. The programs are supported and staffed by strong research environments across departments and are well-suited to capitalize on the experiences from DPU's existing master's programs.

Educational Psychology (75 ECTS) and **Sustainability, Equality, and Education (BLU)** are initially offered at one campus. Depending on student application patterns, they may be offered at two campuses from 2030, when more places need to be shifted to 75 ECTS.

Larger programs with complementary fields (Educational Science and Educational Sociology, respectively, General Pedagogy and Pedagogical Philosophy) will be merged.

Didactics programs are established as a subject cluster with a common entry point but retain their academic profiles. This ensures that subject didactics remains a central strategic focus for DPU's school research.

Technology and Pedagogy is developed as a 120 ECTS program, based on the positive experiences with virtual offerings and didactics in IT-Didactic design. The new 120 ECTS program will offer insight into digital technologies in pedagogical and educational contexts. In this regard, teaching resources from several environments dealing with technology and pedagogy/didactics will be involved.

Pedagogical Anthropology is maintained as a 120 ECTS program, and the environment will contribute to supporting the new 75 ECTS programs (primarily BLU and ToP).

With the above, the **Institute management** believes it addresses several critical issues: the external expectations for DPU as a national institute for pedagogy and education, the intentions in the government's educational reforms (as currently known), the potential for both cooperation and competition with the professional schools, considerations for securing existing successful master's programs, their research bases, and areas of strength, as well as sustainability. Additionally, there is a strong recognition of the staff's efforts and the importance of their well-being.

It is noted that significant elements of the **master's programs** and **professional school reforms**, which may necessitate adjustments to the described educational landscape, remain unknown. These relate mainly to the placement, scope, and nature of the program-specific dimensioning, as well as the financial conditions for offering 75 ECTS programs.