

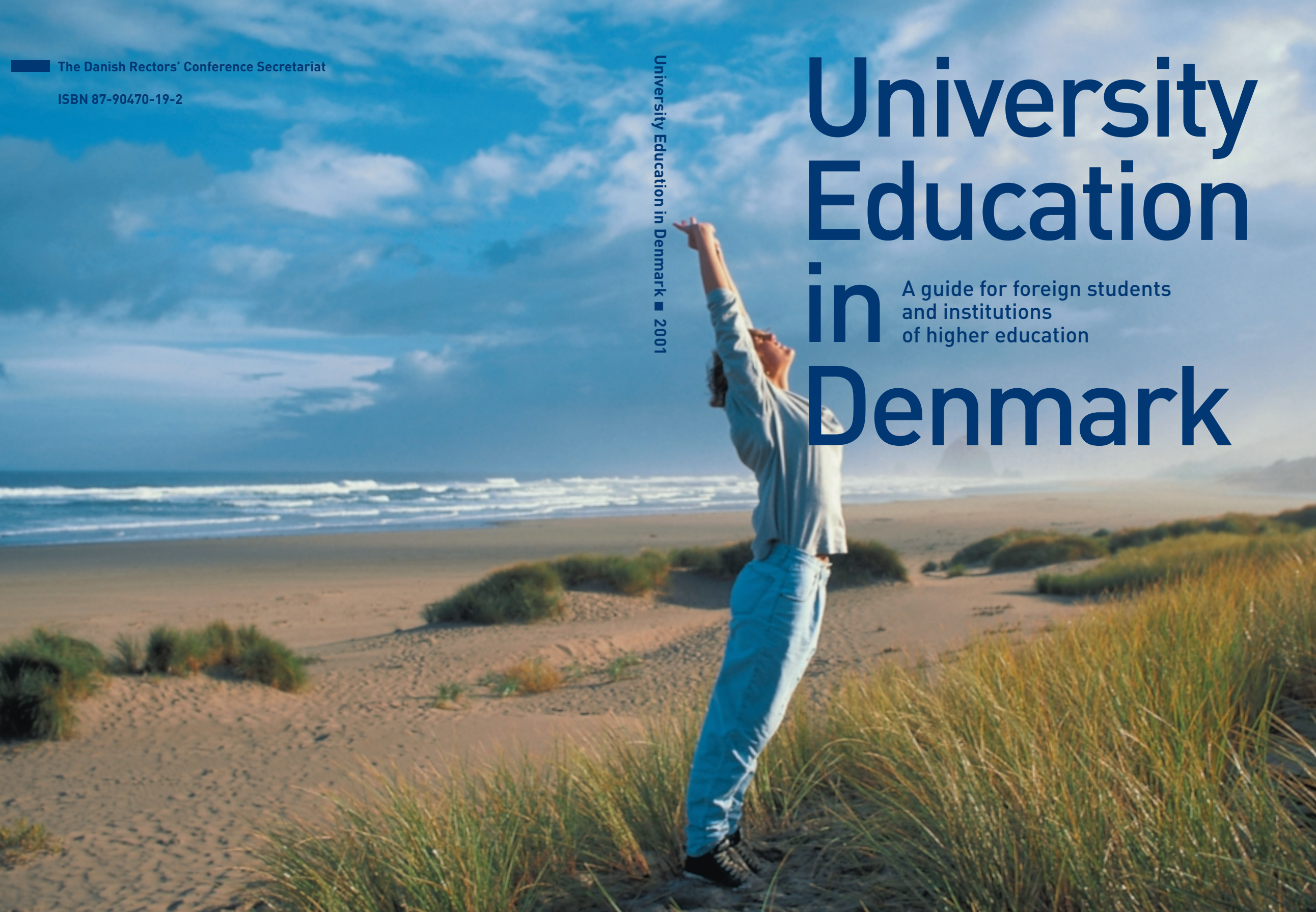
The Danish Rectors' Conference Secretariat

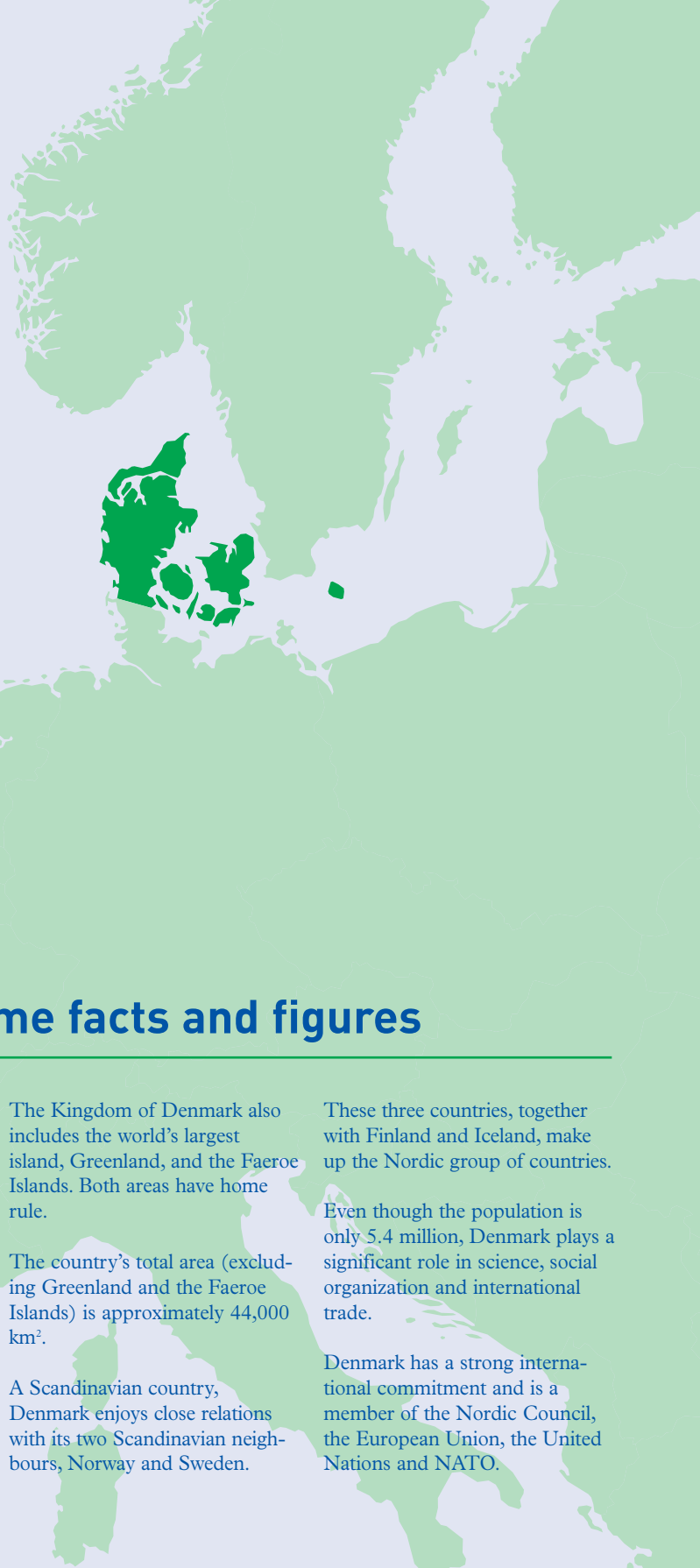
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University Education in Denmark ■ 2001

University Education in Denmark

A guide for foreign students
and institutions
of higher education





Denmark – some facts and figures

Denmark is situated in northern Europe, between the North Sea and the Baltic Sea. It consists of 406 islands and the Jutland peninsula, giving it a total coastline of 7,300 km and a 68 km long land frontier with Germany to the south. Nowhere in Denmark is further than 52 km from the sea. About 65 per cent of the country is farmland, 11 per cent is woodland and the rest is built-up areas, roads and lakes. The capital of Denmark is Copenhagen.

The Kingdom of Denmark also includes the world's largest island, Greenland, and the Faeroe Islands. Both areas have home rule.

The country's total area (excluding Greenland and the Faeroe Islands) is approximately 44,000 km².

A Scandinavian country, Denmark enjoys close relations with its two Scandinavian neighbours, Norway and Sweden.

These three countries, together with Finland and Iceland, make up the Nordic group of countries.

Even though the population is only 5.4 million, Denmark plays a significant role in science, social organization and international trade.

Denmark has a strong international commitment and is a member of the Nordic Council, the European Union, the United Nations and NATO.

University Education in Denmark

A guide for foreign students
and institutions of higher education

Secretariat of the Danish Rectors' Conference 2001

In 1999 the gross national product amounted to US \$173 billion, equivalent to US \$32,000 per capita.

Denmark has been a kingdom since A.D. 900 and is today a constitutional monarchy. The country is governed by a democratically elected government and a parliament, the *Folketing*, in a multiparty system. Danish culture, its way of life and its constitution are rooted in Christianity. The State church in Denmark is

Protestant (Lutheran) but the country enjoys complete freedom of worship and many different religions are represented.

Denmark is often characterized as a welfare state with a high standard of social security and public services, including a high quality educational sector.

The educational level of the population is high. Public expenditure on education and training corresponds to 8.2 per cent of

GDP (1997), which is higher than the OECD average. About 40 per cent of a given age group finish higher education courses, and about 37 per cent finish vocational training.

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Introduction

The University Sector and the Danish Rectors' Conference

Universities in Denmark

Although Denmark is small, it has historically been active on the international scene in trade and business, international organizations, etc. Thus Danish universities have a long tradition of receiving foreign students and scholars. Furthermore, during the last 15 years a growing number of international, European, Scandinavian and Danish programmes have dramatically increased cooperation and exchange with foreign institutions all over the world. This development has resulted in the present infrastructure of Danish higher education, with its great variety of institutions and study programmes.

The universities differ in size, age and purpose. A number are located in greater Copenhagen and benefit from the cosmopolitan atmosphere of the capital; others are in or near smaller towns with the benefits they offer.

Danish universities enjoy high academic standing and an international reputation in teaching and research. They are provided with modern facilities and equipment and give access to excellent libraries, collections, etc. All universities have an international office and staff to provide information for foreigners on admission, orientation programmes, help in finding accommodation and so on.

The language of instruction is Danish. However, the universities offer a large number of regular courses or special programmes in English. Almost all advanced studies and Ph.D. programmes can take place in English. Intensive language courses are offered for those who need or wish to study or converse in Danish.

The Danish Rectors' Conference

The Danish Rectors' Conference consists of the rectors of the universities in Denmark together with some observers. The Conference is a coordinating body, which works primarily with the Ministry of Education, the Ministry of Research, Parliament and the institutions that are relevant to the education sector.

The objectives of the Danish Rectors' Conference are to enhance cooperation between the universities and to serve their common interests in relation to society, including authorities and organizations in Denmark, Europe and the rest of the world.

The Conference participates in the work of a range of international collaborative organizations,

including the European University Association (EUA) and the Association of Nordic University Rectors' Conferences (NUS) as well as the International Association of Universities (IAU) and the International Association of University Presidents (IAUP). At the national level, the Conference has set up a Committee for International Relations composed of representatives of or designated by the Rectors' Conference and of two representatives of its contact group of international officers at the universities.

The Guide

This guide contains basic information on Danish universities, study programmes and the Danish education system. As its title suggests, it is intended for reference when you need information on and contacts with Danish universities.

Our aim in producing this publication has been to gather together details of the Danish system with the aim of making it easier for you to find the precise information you require.

The Danish universities would be glad to answer any questions you might have, and maybe welcome you as a guest or regular student or as a partner in a cooperation programme, so please do not hesitate to contact them.

Henrik Toft Jensen
Chairman
The Danish Rectors' Conference

Sven Caspersen
Chairman
The Rectors' Conference
Committee for International
Relations

August 2001

Chapter 1

Higher Education and Research in Denmark

Nearly 200,000 students studied at a Danish institution of higher education in 2000. Of these, around 4,000 were visiting students from abroad. The number of non-Danish students on full programmes was around 2,900, 50 per cent of whom came from a Nordic country. Around 40 per cent of a Danish year group complete higher education.

Structure

More than 200 institutions of higher education offer study programmes of differing length and level. They are grouped into two different sectors: the university sector and the non-university sector.

The University Sector

The university sector includes 11 universities, 5 of which are multi-faculty universities. The other 6 are specialist universities of engineering, veterinary science, etc. In addition, there are a number of specialist university-level institutions in architecture, art, music, journalism, etc. (cf. Chapter 2).

All university study programmes are research-based, and degrees are awarded at undergraduate and postgraduate levels.

The Non-University Sector

As well as the universities, a large number of colleges across the country (now merging into centres for higher and further educa-

tion - *CVUs*) offer higher education courses. These are normally short- and medium-cycle diploma and professionally-oriented bachelor's programmes (*professionsbachelor*).

The University Sector

The university sector proper only comprises institutions offering both Bachelor's degrees, with the exception of the Danish University of Education (cf. university profile), and Master's degrees up to the highest academic level, including doctorates. Teaching at these institutions must be research-based: this is a fundamental principle for all universities aimed at ensuring high standards in all programmes.

Danish students in higher education work independently and exercise their own initiative. As well as attending traditional lectures, they study in small groups where they are expected to make active contributions.

Degree Structure

Denmark has a degree structure similar to the Anglo-American degree system with Bachelor's, Master's (*candidatus*) and Ph.D. degrees. A university course normally consists of a three-year Bachelor's programme, followed by a two-year course leading to a Master's (*candidatus*) degree. Three years of supervised postgraduate studies after the Master's degree lead to a Ph.D. degree.

All teaching at the universities is research-based

The universities award Bachelor's, *candidatus* and Ph.D. degrees

The great diversity of institutions at university and non-university level

The students' own initiative is important in Danish higher education

The Humanities also offer a special six-year degree course (*mag. art.*) which concentrates on one subject.

Danish higher education leaves students free to exercise their own initiative. As well as attending traditional lectures, they study in small groups where they are expected to make an active contribution. Part of their studies consists of independent project and research work.

Most degree courses are self-contained and students choose their field of specialization when commencing their studies. All programmes include the preparation of either a major project report, a thesis or a dissertation, depending on the level of the degree. Programmes for the Master's (*candidatus*) degree include half a year's work on a thesis. Five disciplines do not award a Bachelor's degree but only a *candidatus* degree after 5-6 years of study.

Ph.D. Studies

Ph.D. studies are given high priority. Normally the programme consists of three years of study based on a five-year *candidatus* degree. Individual Ph.D. programmes must include:

- a scientific project (i.e. the Ph.D. thesis) involving independent application of the scientific methodology of the relevant field;
- participation in research courses and seminars corresponding to approximately six months' work;
- mobility to ensure integration in two or more active research groups or networks (mobility abroad is given high priority);
- experience in teaching or other kinds of communication of research results;
- public defence of the Ph.D. thesis.

A Ph.D. degree is awarded in recognition of the fact that the recipient has successfully completed a Ph.D. programme and by means of a dissertation has demonstrated a capacity to carry out a scientific project involving independent application of the scientific methodology of the field in question, thereby contributing to research at a level corresponding to the international standards of a Ph.D. degree in that field.

Mature researchers can obtain the traditional higher Danish doctoral degree (*dr.phil., dr.scient.* etc.) after a minimum of 5-8 years' individual and original research.

Research

Publicly-financed research, which constitutes 40 per cent of the research carried out in Denmark, takes place partly in the university sector and partly at the Go-

Three years of supervised postgraduate studies lead to the Ph.D. degree

The traditional higher Danish doctoral degree

<i>dr.phil., dr.scient.</i> etc.	The traditional higher Danish doctoral degree.
Ph.D. degree	Research education of normally three years' duration following a Master's degree or equivalent, culminating in the Ph.D. student's public defence of his/her thesis.
<i>candidatus</i> (Master's) degree	Master's programme (<i>candidatus</i>) normally lasting two years after the Bachelor's degree.
B.A./B.Sc. degree	Bachelor's programmes last three years and often consist of studies in a major and a minor subject.

vernment research institutes. The universities play a prominent role in basic research, and professors and associate professors are responsible for both teaching and research in their field. The universities themselves determine what research is to be undertaken. The collegiate bodies at the individual institutions determine the distribution of research funding and research commitments among the departments and individual staff. However, as a result of the growing collaboration between universities and industry, the importance of external financing of research is increasing.

The universities determine a strategy and decide the areas of research on which they will focus. This applies especially to applications for support from the public research councils as research grants must fit into the universities' strategy development. Danish universities participate actively in national research programmes as well as in, for instance, EU research programmes.

Management at the Universities

Most universities are ruled by the same Parliamentary Act. The rector is elected for a period of four years from among the permanent full-time academic staff. He/she has the formal responsibility for the management of the institution and is responsible for the day-to-day running of the university.

The senate (*konsistorium*) is the supreme collegiate body of the institution and safeguards the institution's interest with respect to education and research. The senate decides on guidelines for long-term planning and development and approves the budget. It normally consists of 14 members

elected from among the academic staff, the technical and administrative staff and students. The rector is ex-officio chairman. Two members are appointed from outside the university who must be competent in matters relating to research and higher education.

The next level - the faculty - is run by an elected dean. The faculty council decides on guidelines for long-term planning and approves the budget of the faculty. This council also has two members from outside the university.

A study committee consisting of an equal number of teachers and students is set up for each study programme.

Each department elects a head of department and a departmental board.

The permanent staff of the institutions all have an obligation to teach at the highest scientific level as well as to carry out research. Qualifications at Ph.D. level are the minimum requirement for permanent tenure. Applicants for a position are evaluated by a highly qualified, impartial assessment committee.

The designation of positions is as follows: assistant professor (*adjunkt*) - limited tenure, normally three years; associate professor (*lektor*); and full professor.

The Non-University Sector

As mentioned above, colleges are now merging into centres for higher and further education (CVUs). The Act on CVUs was passed by Parliament in 1997. CVUs are a new type of institution developed with the aim of strengthening professionally-ori-

CVUs - Centres for higher and further education

ented types of higher education and to create new possibilities for further education and training. The centres are also meant to be innovative bodies in the field of knowledge development. Some types of course in the non-university sector qualify students at the same level as the Bachelor's or comparable degrees', for example those offered by engineering colleges, colleges of education and regional business schools (*professionsbachelor*). In other countries some of these courses are offered by the universities, but in Denmark they have traditionally been offered by the specialized colleges. Some of the courses include practical training.

In Europe such institutions are often considered to belong to the non-university sector because the teachers have no obligation to carry out research as in the university sector. However, very often these institutions are engaged in theoretical and practical developmental work, and many of them participate in international cooperation, e.g. through the EC mobility programmes.

Admission Requirements

The general admission requirements for CVUs are the same as for the universities, i.e. the Danish *studentereksamen* (upper secondary school leaving certificate) or an equivalent national or foreign qualification.

Types of Institution

The non-university sector includes (among others) the following institutions offering medium-cycle higher education programmes of 3-4 years' duration at the Bachelor's degree level (*professionsbachelor*):

Teacher training colleges (*lærer-seminarier*)

Colleges for art, crafts, textile and fashion design (*håndarbejds- og sløjdskoler*)

Colleges of educator training (*pædagogseminarier*)

Schools of social work (*sociale højskoler*)

Colleges of engineering (*ingeniørhøjskoler*)

Regional business schools (*handels højskoleafdelinger*)

Schools of occupational therapy (*ergoterapeutiskoler*)

Schools of physiotherapy (*fysioterapeutiskoler*)

Schools of nursing (*sygeplejerskoler*)

The Danish Midwifery School (*Danmarks Jordmoderskole*)

Schools for medical laboratory technologists (*hospitalslaborantiskoler*)

Colleges of nutrition and home economics (*ernærings- og husholdningsøkonomseminarier*)

Schools for film and theatre (*film- og teaterskoler*)

Denmark's Design School (*Danmarks Designskole*).

Short-cycle higher education programmes take place at vocational colleges that also offer education at upper secondary level. Apart from the theoretical parts, the programmes include internships or work placements in companies and the preparation of an individual project. The programmes last for 1-2 years and are in the fields of business, graphic communication, building engineering, etc. The upper secondary school leaving certificate or an equivalent

lent qualification, as well as vocational training plus certain subjects at the upper secondary school leaving examination level, will qualify for admission.

There is also a civil service training system (e.g. for the police) and some programmes are organized in the private sector (e.g. banking).

Lifelong Learning

The numerous courses offered in the formal and non-formal educational sectors give ample possibilities for lifelong learning.

Regulation and Management

The overall responsibility for the higher education sector rests with the State. Most institutions of higher education come under the control of the Ministry of Education. A few, however, come under the auspices of other ministries, for example the Ministry of Cultural Affairs (schools of architecture, music academies, the Royal Danish School of Fine Arts, the Royal School of Library and Information Science).

Institutions of higher education in Denmark have a long tradition of academic freedom and autonomy. This was strengthened by the 1992 Act on the Universities.

The Minister of Education lays down the overall regulations for all institutions of higher education. These include regulations concerning the admission of students, the structure of studies, programmes offered, awarding of degrees, and appointment of teachers and academic staff.

The individual institutions draw up and update their study programmes, indicating the aims, scope and duration, form and contents of the courses, as well as a description of the syllabus.

Finance

Higher education is primarily financed by the State. The institutions are awarded a lump sum and are free to make their own priorities among the different departments and between education and research.

The parameters for calculation of the lump sum ensure the same initial amount for each institution and a “taximeter” grant per active student (10 different “taximeter” levels are used).

Admission

Each year the Minister of Education stipulates the overall number of study places available. It has been necessary to restrict admission to a number of study programmes. In 2000 approximately 60,000 students applied for admission, of whom about 48,000 were admitted.

Each institution selects students according to the following general admission regulations.

The available places are divided into two quota systems. Places in the first quota are distributed to applicants with Danish qualifying examinations on the basis of average marks. Places in the second quota are given to applicants on the basis of individual assessment by the institution. Applicants with an international/foreign qualifying examination are accepted

The overall responsibility for the higher education sector rests with the State

through the second quota. The deadline for applying through the second quota is 15 March each year with a view to starting in September of the same year (cf. Chapter 4).

In general, no tuition fees are charged

Normally, neither Danish nor foreign students are charged tuition fees.

International Cooperation

Danish universities and colleges are active partners in international cooperation and networks

Danish universities and colleges are active partners in international cooperation agreements and networks, and they encourage their students, teachers and researchers to spend short or long study periods abroad. They also welcome international students and teachers on exchange programmes or as regular students/teachers. Several universities offer international summer university programmes of 3-6 weeks' duration.

During the last ten years the universities have developed and applied strategies to give an international aspect to their study programmes, along the lines described in the publication *“Internationalisation of Higher Education in Denmark - A Debate Outline”* (The Danish Rectors' Conference 1997).

The internationalization of education comprises various types of student exchange, in which EU exchange programmes play an important part. When the Socrates programme was introduced, institutions were obliged to describe their complete strategy for internationalization in order to be allowed to participate in the programme. The overall strategy also aimed to include the

eastern and central European countries who became part of the programme. The annual numbers of students going abroad and students coming to Denmark under the Socrates programme in recent years have been about 2000 each way.

Also important are the bilateral agreements with partner universities which offer the opportunity for students to spend a study period abroad, obtaining credits for their study programmes at home. Information on the various university cooperation agreements is available on the websites of the individual Danish universities.

A number of Danish universities are members of important university networks such as Coimbra, Santander and UNICA (Universities in Capitals).

University networks

A further example of bilateral cooperation is the Øresund University, which is a consortium of 12 universities and university colleges on both sides of the Sound dividing Denmark and Sweden (Øresund) in the Swedish province of Skåne (Scania) and the Danish province of Sjælland (Zealand). Further information on the Øresund University is given in the descriptions of the individual universities.

The Øresund University

In recent years, Danish universities have been offering a number of Master's programmes taught in English of one to two years' duration. These programmes attract students from all over the world. A Bachelor's degree is required for admission, but some of the programmes under Open Education also require professional experience.

Master programmes taught in English

The Bologna Declaration

The Danish Minister of Education signed the Bologna Declaration in 1999 and has participated in the follow-up which resulted in the Communiqué from the Prague meeting in May 2001. The universities are part of the Bologna process and participate in a number of pilot projects including, for instance, the use of the European Credit Transfer System (ECTS) and the development of the Diploma Supplement. This recent development in the internationalization of university education will claim more and more consideration.



Chapter 2

University Profiles

The following includes brief descriptions of the Danish university institutions which offer study programmes at undergraduate, graduate and postgraduate level. For detailed information on the degree structure, please see Chapter 1.

The profiles give a short introduction to each institution including some basic statistical information such as the numbers of degree students, international non-degree students and academic staff.

Further information on the possibilities for study at and cooperation with these institutions can be obtained by contacting them direct. Relevant addresses are given for each institution.

Copenhagen

University of Copenhagen
Technical University of Denmark
The Danish University of Education
The Royal Veterinary and Agricultural University
Copenhagen Business School
IT University of Copenhagen
The Royal Danish School of Pharmacy
The Royal Danish Academy of Fine Arts, School of Architecture
The Royal Danish Academy of Fine Arts, Schools of Visual Arts
The Royal Danish Academy of Fine Arts, School of Conservation
The Royal Danish Academy of Music
The Royal School of Library and Information Science

Aalborg

Aalborg University

Aarhus

University of Aarhus
The Aarhus School of Business
IT University West
Aarhus School of Architecture
The Royal Academy of Music, Aarhus
The Danish School of Journalism

Odense

University of Southern Denmark

Roskilde

Roskilde University

The Colleges of Engineering
The National Schools of Social Work



University of Copenhagen

Address

Københavns Universitet (KU)
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P.O.B. 2177
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Denmark
Tel.: +45 35 32 26 26
Fax: +45 35 32 26 28
Web: www.ku.dk

Further Information

International Office
Tel.: +45 35 32 38 96 or
+45 35 32 29 29
Fax: +45 35 32 39 00
E-mail: inter@adm.ku.dk

Registrar's Office/
Admissions Office
Tel.: +45 35 32 28 76 or
+45 35 32 29 29
Fax: +45 35 32 28 92
E-mail: SA-info@adm.ku.dk

Statistics 2000/2001

Total number of degree students:	34,165
Total number of Ph.D. students:	1,200
Total number of international non-degree students:	800
Total number of academic staff:	2,040

Profile

The University of Copenhagen was founded in 1479 and is the oldest university in Denmark. Today the University of Copenhagen is renowned for research of the highest calibre and for an excellent academic environment that challenges each student personally as well as intellectually. The University of Copenhagen is located in Copenhagen, the capital of Denmark, and the university buildings are located across the capital in three campus areas.

The primary goals of the University of Copenhagen are to promote research and teaching and to communicate the results of scientific and scholarly research. The University holds as a central principle that teaching and research should continually interact. Research is a necessary prerequisite for qualified teaching and as such provides the basis for teaching offered at the University of Copenhagen. In the University's long-term strategy, priority is given to increasing efforts, in cooperation with society generally, in the special target areas of envi-

ronmental studies, biotechnology and north/south relations.

The strong interdisciplinary research centres at the University are of great significance, offering students and researchers unique opportunities in an international setting. In addition to the Søren Kierkegaard Research Centre, the Niels Bohr Institute for Astronomy, Physics and Geophysics and the August Krogh Institute with physiology, biochemistry and physical education, a new inter-departmental research unit - the Biotech Research and Innovation Centre (BRIC) - will be hosted by the University of Copenhagen.

Teaching and Research

Today the University of Copenhagen maintains teaching and research activities in about 70 departments/institutes in the six faculties of Health Sciences, Humanities, Law, Science, Social Sciences and Theology. All the faculties award Bachelor's, *candidatus* (Master's) and Ph.D. degrees.

Students are encouraged to adopt a critical approach to their academic work. Instruction takes the form of lectures, seminars and laboratory courses. The language of instruction is Danish, but the University of Copenhagen offers a significant number of courses in English each semester. This allows exchange students to put together a comprehensive study programme, which will meet the demands of their home institutions.

The Faculty of Health Sciences

The Faculty of Health Sciences encompasses the graduate studies of medicine, dentistry, human biology and public health. In addition, a new study programme in English, a Master's degree in international health, has been introduced.

All departments at the faculty are actively involved in research with in several major areas. Particular emphasis is given to biomedical, clinical, dental and public health-oriented research.

The Faculty of Humanities

The Faculty of Humanities offers more than 70 different subject areas. Almost 40 different languages can be studied here, as well as subjects that focus on the varied field of cultural studies such as archaeology, history and ethnology. The psychology and pedagogy subject group is another area of study within humanities.

With seven individual research traditions and profiles, the Departments of Film and Media Studies, Clinical Psychology, History, Informatics, Nordic Philology, Art History and Theatre Research have collaborated in order to investigate the increasing im-

portance of the visual media in the context of work, art, education and leisure.

The Faculty of Law

The Faculty comprises four institutes, the oldest being the Institute of Criminology. The other three institutes focus on public law, administrative law, constitutional law and private law. New subjects such as energy law, computer law and environmental law have been added to the curriculum in recent years.

All four institutes are actively involved in research. This research is carried out over a very wide spectrum of subjects and includes both public law and private law.

The Faculty of Science

The Faculty of Science is divided into sixteen departments. It also encompasses several national and international research centres and has a number of field stations in Denmark and Greenland. Four prominent figures in the Faculty's history have won the Nobel Prize for their groundbreaking research: the physiologist August Krogh and the physicists Niels Bohr, Aage Bohr and Ben Motelson.

The Faculty of Science is committed to research in all three areas of biotechnology, environment studies and north/south relations emphasized by the University. Research in biotechnology is particularly well developed in the fields of molecular biology, genetics and cell biology in plants and animals. (Most of the biotechnological research at the University will be concentrated at the new Research Centre for Biotechnology.) The north/south-related projects include research

on biodiversity, nutrient cycling in the Sahel, savannah fires and geophysical investigations of the East African rift zone. Projects related to environmental studies are of major concern for a number of researchers in chemistry, molecular biology, geography, hydrology and freshwater and marine biology. Particularly important fields are Arctic research, the aquatic environment and research in climatic changes.

The Faculty of Social Sciences

The Faculty of Social Sciences is home to the Department of Sociology and the Institutes of Anthropology, Economics and Political Science.

At the Department of Sociology priority is given to research on intercultural society and cultural complexity, local and global development and health and medical practice. Present research projects at the Institute of Anthropology focus on culture and identity, marginalization and welfare, knowledge and society as well as values and social change. The Institute of Economics has a long tradition of research in economic theory, particularly in general equilibrium and game theory, and the research in applied economics, notably industrial economics, labour economics, economic policy and economic history, has become internationally respected. An important area of research at the Institute of Political Science is the changes occurring in member countries of the European Community, but other areas of research such as power and democracy, European security and integration, and the public sector in transition are also emphasized.

International Relations

The University of Copenhagen has a long tradition of international cooperation, and in order to ensure that this continues and develops, priority is given to activities that will strengthen the international dimension.

Every year the University of Copenhagen welcomes some 800 visiting international students, and almost 600 Danish students are given the opportunity of

studying abroad through one of the exchange programmes. To facilitate student mobility between EU universities, the University of Copenhagen is committed to the implementation of the European Credit Transfer System (ECTS), which eases the transfer of credits between partner universities.

The University of Copenhagen has exchange agreements with approximately 70 institutions worldwide as well as Socrates/Erasmus agreements with more

than 200 European universities. In addition, the University participates in a wide variety of Nordplus networks with other Nordic institutions of higher education. The University also encourages its academic staff to maintain links with partner universities all over the world and to take an active part in international research projects, as this is essential to maintaining the high quality of teaching and the dynamic research environment.



Technical University of Denmark

Address

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Anker Engelunds vej 1
DK-2800 Kgs. Lyngby
Denmark
Tel.: +45 45 25 25 25
Web: www.dtu.dk

Statistics 2000/2001

Total number of degree students:	6,000
Total number of Ph.D. students:	600
Total number of international non-degree students:	408
Total number of academic staff:	2,000

University Profile and Study Programmes

Technical University of Denmark (*Danmarks Tekniske Universitet*), usually called DTU for short, is a leading centre for engineering education programmes and research in advanced technology. DTU offers education in the engineering sciences in the form of a three-and-a-half-year Bachelor's programme (*diplomingeniør*) and a separate five-year Master's programme (*civilingeniør*). Both Master's and Bachelor's programmes offer fields of study that lead to the traditional engineering job profiles that are prevalent in Denmark, such as mechanical engineering, chemical engineering, construction/civil engineering, and electronic engineering. From 2001 the Bachelor's programme is also offering two new programmes entitled Arctic civil engineering and IT engineering. Additionally, the Master's programme encompasses basic two-year study programmes in environmental engineering, applied physics, biotechnology, informatics and energy technology. After completing the basic programme, Master's students can choose

more freely from DTU's vast selection of courses and piece together their own curriculum for the remaining three years of their course. DTU also offers a Bachelor's and a Master's degree in food science and technology in cooperation with the Royal Veterinary and Agricultural University.

Research and Business Joint Ventures

DTU offers successful Master's students a three-year full-time Ph.D. programme paving the way for a career as a research fellow. As a modern technological university, DTU operates at a high international level in a wide range of fields such as biotechnology, communications technology, nanotechnology and development of technologies for sustainable energy. The University's research and teaching are carried out in 16 departments and a number of major independent centres established as joint ventures between DTU and companies and research institutes in the region.

Further Information

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E-mail: intcouns@adm.dtu.dk

An International Outlook

During the last decade, DTU has become increasingly internationally oriented and today takes in more international students than it sends abroad. DTU's goal in the long term is for two thirds of all its regular students to study as exchange students at one of DTU's partner universities abroad. DTU is heavily involved in international research all over the world and takes part in a large number of national and international research programmes. The university offers 10 two-year M.Sc. programmes in various fields taught in English, so that students with a high level Bachelor's degree who have no prior knowledge of Danish can obtain a university degree certified by the Danish Government.

In addition, DTU offers a wide range of possibilities for international students:

- approximately 380 courses in English from the third year onwards;
- a free choice of courses and combinations;
- 10 international M.Sc. programmes (listed below);
- semester packages offering courses taught in English with in specific profiles;
- good opportunities for project work;
- an international atmosphere - DTU receives around 500 international students per year.

History - DTU's Grand Old Man

Following DTU's tracks back in time you get a glimpse into the history of science and technology. In 1820 a professor of physics at the University of Copenhagen,

H.C. Ørsted, circulated a pamphlet to all European scholarly societies describing a series of experiments he had conducted on the effect of an electric current on a magnetic needle. This important contribution to the discovery of electromagnetism brought Ørsted international recognition. Nine years later, in 1829, Ørsted founded a College of Advanced Technology (*Den Polytekniske Læreanstalt*), of which he remained Principal until his death in 1851.

In the decades to follow, the engineering sciences were in a state of rapid development. The demand for engineers rose and the College of Advanced Technology tried to meet the demand by expanding with several new premises in the centre of Copenhagen. Eventually, it was decided to move the entire institution to its present location on Lundtofte Plain on the outskirts of the Copenhagen suburb of Lyngby. This took place between 1962 and 1974, and in 1994 the institution took its present name of *Danmarks Tekniske Universitet*, or colloquially, DTU.

Campus - Like a Small Town

DTU's campus at Lyngby covers an area of about 375,000 m² and is like a small town in its own right. Students, faculty and staff have access to a multitude of campus facilities: lecture halls, laboratories and workshops, as well as cafeterias, a branch of a bank, a bookshop, sports and work-out facilities, various student societies, hobby clubs and a students' union attracting some of the best rock bands in Denmark.

The 10 international M.Sc. programmes are:

- M.Sc. in Environmental Engineering
- M.Sc. in Computer Systems Engineering
- M.Sc. in Computing and Mathematics
- M.Sc. in Electronics
- M.Sc. in Telecommunications
- M.Sc. in Electromagnetic Systems
- M.Sc. in Engineering Acoustics
- M.Sc. in Biotechnology
- M.Sc. in Petroleum Engineering
- M.Sc. in Wind Energy.

The 16 DTU departments all have their own web sites in English:

- BiC - BioCentrum-DTU (biotechnology)
- BYG•DTU - Department of Civil Engineering
- COM - Center for Communications, Optics and Materials
- CTT - Centre for Traffic and Transport
- DTV - The Technical Knowledge Center & Library of Denmark
- ELTEK - Department of Electric Power Engineering
- E&R - Environment & Resources DTU
- IMM - Informatics and Mathematical Modelling
- IPL - Department of Manufacturing Engineering and Management
- KI - Department of Chemistry
- KT - Department of Chemical Engineering
- MEK - Department of Mechanical Engineering
- MAT - Department of Mathematics
- MIC - Mikroelektronik Centret (microelectronics)
- FYS - Department of Physics
- Ørsted•DTU (electronics)

The Danish University of Education

Address

Danmarks Pædagogiske Universitet (DPU)
Emdrupvej 101
DK-2400 København NV
Denmark

Statistics 2000/2001

Total number of degree students:	2,500
Total number of Ph.D. students:	147
Total number of academic staff:	120

Profile

The Danish University of Education (abbreviated to DPU) was founded on 1 July 2000 by an Act of Parliament as an autonomous institution of higher education under the auspices of the Danish Ministry of Education.

The University results from the merger of three institutions and includes the newly established Learning Lab Denmark and the National Library of Education. The campus is located in Emdrup, some twenty minutes by train from the centre of Copenhagen.

The objective of DPU is to promote research and postgraduate education at the highest level across the full range of educational disciplines. It aims to become a leading international centre for educational science. DPU consists of five departments: Educational Psychology, Educational Sociology, Educational Anthropology, Educational Philosophy and Curriculum Research, each of which carries out research from distinct scientific perspectives.

DPU will be in a build-up phase for the next five years.

Teaching

DPU offers postgraduate programmes leading to degrees at the following three levels: Master of Education (M.Ed.), *candidatus/candidata pædagogice* (*cand.pæd.* - an extended Master's degree) and Ph.D.

The Master's degree requires one year of full-time study or two years of part-time study, and is offered in:

- adult education
- health education
- educational information technology.

Future Master's programmes are planned in social education and special education.

The *candidatus* degree requires two years of full-time study, including a dissertation, and is offered in:

- educational sociology
- educational philosophy
- didactics: Danish or mathematics.

Further Information

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iversen@dpu.dk
Web: www.dpu.dk

Future *candidatus* programmes are planned in educational anthropology, educational psychology and learning theory.

The Ph.D. degree programmes stipulate three years of study, including taking part in research training courses at the Research School. The Ph.D. student is affiliated to a department or a research programme.

All the above courses are taught in Danish. However, DPU is planning to begin teaching a number of Master's and Ph.D. courses in English in the autumn of 2002.

Research

Research covers the entire educational area. It has a disciplinary focus in line with the profile of the five constituent departments and is shaped by the following interdisciplinary key research programmes which cut across the departmental structure:

- educational qualification of teachers and educators, educational management and institutional innovation;

- competence development, focusing especially on young people and adults;
- the lives of children and young people;
- media and IT in a learning perspective;
- health and environmental education;
- culture, language and identity in an education perspective.

Individual basic research and research required from outside the University form part of the research profile, which also embraces lifelong learning, ICT-mediated distance learning, evaluation, curriculum development and education policy. DPU cooperates with other research institutions and universities and is involved in several national and international cross-university networks.

International Relations

DPU aims to be a leading international university by creating a research and teaching environment which is attractive for researchers and students from other countries. Its international

relations are based on individual contacts and cooperation with academic staff at foreign universities and on selected universities through bilateral agreements. DPU is working on entering into contracts with universities in the Nordic countries, most other European countries including the Baltic States and the Russian Federation, the United States, Canada and China.

DPU is involved in exchange programmes financed by Danish or foreign governmental funds, and takes part in a number of research projects within the framework of the EU's Socrates, Leonardo Da Vinci and Tempus programmes and the Nordic Council of Ministers' Nordplus programme, as well as the Nordic Academy for Advanced Study (NorFA), Unesco and OECD. DPU is involved in development programmes in the third world.

The University is part of the Øresund University, an initiative including 12 collaborating institutions in Denmark and Sweden.

Address

Den Kgl. Veterinær- og Landbohøjskole (KVL)
 Bülowstvej 17
 DK-1870 Frederiksberg C
 Denmark

Statistics 2000/2001

Total number of degree students	3,000
Total number of Ph.D. students:	450
Total number of international non-degree students:	100
Total number of academic staff:	800

Profile

The Royal Veterinary and Agricultural University (KVL) was founded in Frederiksberg, Copenhagen, in 1858 on the basis of the Danish Veterinary School, which had been established in 1773. The main campus is in Frederiksberg, Copenhagen, and the University also has experimental farms, research centres and plant collections in Tåstrup, Hørsholm and Charlottenlund - towns not far from Copenhagen.

KVL is a state institution under the Ministry of Education, and is the only institution in Denmark offering veterinary and agricultural education at university level. It is organized around 13 departments and a number of research centres. The university has a student to teaching staff ratio of 4 : 1.

The mission of the University involves research and education in relation to the entire supply chain leading from primary production to consumption - from farming and land management to (and including) the consumer. KVL's scope of activities comprises edu-

cation and research in agricultural science, animal science and veterinary science, food and nutritional science and a range of basic science subjects. In other words, soil, plants, animals, food and land management.

Teaching

KVL provides programmes at Bachelor's (B.Sc.), Master's (M.Sc.) and Ph.D. levels. The veterinary medicine programme leading to the DVM degree takes five and a half years to complete, while the other study programmes follow the three-year B.Sc. and two-year M.Sc. degree structure. Degree programmes are offered in:

- veterinary science
- agricultural science
- agricultural economics
- horticultural science
- forestry
- landscape architecture
- food science.

In addition, there are specialized M.Sc. programmes in human nutrition, landscape management and environmental chemistry.

Further Information

The International Secretariat
 Tel.: +45 35 28 37 69
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 E-mail: international@kvl.dk
 Web: www.kvl.dk

The food science degree programme is offered in collaboration with the Technical University of Denmark and the horticultural science degree programme is offered jointly with the Swedish Agricultural University.

A quarter of the courses at KVL are taught in English and this number is to be further increased. In addition, semester course packages in English are offered as well as an international B.Sc. and M.Sc. degree programme in horticultural science.

Postgraduate research training is generally formalized as a three-year Ph.D. programme. Together with 11 sector research institutes, KVL has established the Graduate School for Veterinary and Agricultural Sciences of Denmark. Furthermore, KVL participates actively in two research schools related to research training: the Research School for Animal Production and Animal Health (RAPH) and the Danish Informatics Network in the Agricultural Sciences (Dina).

Research

Basic and applied research of high quality is carried out at KVL in order to support the University's teaching and to continually increase its readiness to obtain, disseminate and create new knowledge.

Research at KVL ranges from basic research to more applied subjects and focuses on both national and global conditions. KVL's research profile reflects the University's core scientific fields :

- animal production, including preventing, diagnosing and treating animal diseases
- plant production and quality
- food and human nutrition
- the molecular basis of plant, animal and food production
- the social and scientific basis of environmental and resource management
- basic disciplines and interdisciplinarity.

KVL is involved in an extensive number of EU research projects within the fifth framework programme, primarily within the thematic programme "Quality of Life".

Together with a series of sector research institutions, private companies and universities, KVL participates in the following centres: the Danish Centre for Forest, Landscape and Planning, the Centre for Advanced Food Studies (LMC), the Centre for Plant Fibre Technology, the Centre for Bioethics and Risk Assessment, the Network for Smallholder Poultry Development, and the Animal Breeding Centre Denmark (ABCD).

In addition, the following research centres are based at KVL: the Centre for Molecular plant Physiology (PlaCe), the Danish Centre for Experimental Parasitology (CEP), and the Centre for Plant-Microbe Symbiosis.

International Relations

KVL has well developed cooperation agreements with study and research environments outside Denmark. Collaboration with the Nordic veterinary and agricultur-

al universities under the auspices of the Nordic Forestry, Veterinary and Agricultural University (NOVA) is very significant for KVL and is an important base in the wider perspective of internationalization. KVL is also involved in the Øresund University, a Nordic initiative with 12 collaborating institutions in Denmark and Sweden.

In a European context, KVL has approximately 80 bilateral agreements within the framework of Socrates, the European mobility programme. Since 1998, KVL has implemented the European Credit Transfer System for all course programmes to facilitate transparency, mobility and credit transfer. In recent years, KVL has increased its overseas involvement, which builds on bilateral agreements primarily with institutions in the United States, Canada, Australia and New Zealand, as well as being actively involved in EU/US and EU/Canada projects.

By tradition, KVL has a long-standing history of collaboration with developing countries and has been active in the development of NATURA and the European Forum on Agricultural Research for Development. KVL cooperates closely with educational and research institutions and networks in developing countries, such as the Danida (Ministry of Foreign Affairs) ENRECA programme for the enhancement of research capacity.

Copenhagen Business School

Address

Handelshøjskolen i København
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Solbjerg Plads 3
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Further Information

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degree programs)
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E-mail:
studievejledningen.oefak@cbs.dk

International Office
(admission for short-term study
abroad at the CBS)
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Denmark
Tel.: +45 38 15 30 06
E-mail: reception.intoff@cbs.dk

Statistics 2000/2001

Total number of degree students:	9,076
Total number of PhD students:	178
Total number of international non-degree students:	650
Total number of academic staff:	1,163

Profile

The Copenhagen Business School (CBS) was founded as a private school in 1917 by the Danish Society for the Advancement of the Education of Young Business Men. It is one of the 11 university-level institutions in Denmark and as such is accredited and governed in accordance with ordinances of the Ministry of Education. It offers degree programs up to and including PhD level and is now the second largest business school in Europe, with a total of approximately 14,000 students, of whom approximately 9,000 are full time. The CBS is a two-faculty university with the Faculty of Economics and Business Administration and the Faculty of Modern Languages.

CBS strives to be among the best institutions of higher education in Europe, meeting the goal of being a major contributor to value creation in business and society, training graduates who are competitive in the international job market and developing new research-based knowledge in partnership with companies and

other organizations. CBS was accredited by the European Quality Improvement System (EQUIS) in 1999.

Teaching

CBS has a broad selection of full-time programs complying with the division of academic degree programs into three levels: the three-year Bachelor's, the two-year Master's and the three-year PhD. CBS has programs at both the Bachelor's and Master's levels which are taught entirely in English.

CBS is committed to creating a viable educational process. The School combines research-based teaching with experience-based learning and generally encourages active student participation according to the principle of moving from teaching to learning.

Degrees are offered in business economics combined with specializations in areas as diverse as international business, international marketing and management, computer science, philosophy (ethics), commercial law, ac-

counting, management science, human resource management, logistics, management of technology, finance and intercultural management. Business language programs are available in English, French, German, Italian, Russian and Spanish in areas such as interpreting and translation, computational linguistics, communication and international marketing.

Research

The research activities of CBS are handled by the School's departments and centers, prioritizing core focus areas in cooperation with the two Faculties. The overall research objective of the Faculty of Economics and Business Administration constitutes four core elements:

- general theory of the company related to behavior and operation
- the international dimension
- links with commerce, trade and industry
- input to research-based teaching at CBS.

The Faculty of Modern Languages mainly supports research into modern languages for business and international communication, and in particular language for special purposes (LSP). The core elements are:

- translation and interpretation
- LSP linguistics and text linguistics
- lexicology and lexicography
- intercultural pragmatics
- terminology.

International Relations

With a long-term goal of sending 50 per cent of its students on a semester of study abroad before their graduation, CBS has emphasized the importance of establishing strong working partnerships with prominent universities and business schools all over the world. Membership of the Program in International Management (PIM: www.stern.nyu.edu/PIM) and the Community of European Management Schools (CEMS: www.cems.org) has given CBS a strong foundation for international cooperation.

This has been supplemented with more than 250 active bilateral agreements worldwide giving breadth and variety in the options available for international experience to CBS students.

On an annual basis, the CBS sends more than 550 of its students on a semester abroad and receives approximately 650 students from partner universities on exchange programs.



IT University of Copenhagen

Address

IT-højskolen i København (IT-C)
Glentevej 67
DK-2400 København NV
Denmark
Tel.: +45 38 16 88 88
Fax: +45 38 16 88 99

Statistics 2000/2001

Total number of degree students:	930
Total number of Ph.D. students:	23
Total number of academic staff:	80

Profile

The IT University of Copenhagen (IT-C) is a teaching and research-based tertiary institution concerned with information technology (IT) and the opportunities it offers.

The University was established in 1999. It is funded to undertake both theoretical research and applied research into the interaction and growing importance of information technology to society.

Teaching

The IT University offers a range of degree courses in IT, including:

- a series of full-time and part-time Master of Science Information Technology degrees (with or without a research component);
- a part-time two-year graduate diploma course.

Research

The IT-C is committed to the development of a vibrant research and learning environment that contributes to the growth and further development of Danish and international society. This vision will be achieved by:

- creating an IT environment which incorporates key aspects from the natural sciences, the business sector, communications and the arts and humanities;
- creating new technologies and improving the use of existing technologies through research;
- collaborating with the professions, business, government and the wider community in promoting the use of IT;
- enhancing society's knowledge of IT.

There are four research departments at IT-C: the Department of Digital Aesthetics and Communication, the Theory Department, the Department of Innovation and the Department of Design and Use of IT. See www.it-c.dk/eng for further information.

Further Information

Student Advisory Office:
E-mail: studievejledningen@it-c.dk
Web: <http://www.it-c.dk/eng>

International Relations

IT-C welcomes applications from international students who wish to enrol in the International Master of Science in Information Technology (Multimedia Technology) degree.

The aim of the degree is to produce highly qualified IT professionals to work in the broad field of multimedia. The degree has a scientific emphasis and focuses

on sense stimuli such as pattern recognition, image analysis, speech technology, computer graphics, signal processing and interactive 3D graphics.

Entry onto the degree course is highly competitive. Students must meet both the academic and English language requirements of the course. Fifteen international students are accepted each semester for the Multimedia Tech-

nology degree. They are not charged tuition fees to study for the degree. See www.it-c.dk/eng/intmaster for further information.



The Royal Danish School of Pharmacy

Address

Danmarks Farmaceutiske
Højskole (DFH)
Universitetsparken 2
DK-2100 København Ø
Denmark

Statistics 2000/2001

Total number of degree students:	1,130
Total number of Ph.D. students:	140
Total number of international non-degree students	15
Total number of academic staff	150

Profile

The Royal Danish School of Pharmacy was founded in 1892 to educate pharmacists, carry out research and offer education up to the highest standards in the field of pharmaceutical sciences and related basic sciences.

The School - situated in Copenhagen - is a state institution under the Ministry of Education and the only academic institution in Denmark that provides education and research focusing on the pharmaceutical sector and all aspects of drugs. Teaching and research cover all the main aspects of drugs, from the fundamental knowledge of new active substances to their subsequent formulation into drugs and the role of drugs in society.

The curriculum aims to provide a scientific platform of theoretical knowledge, ethical, critical and analytical attitudes, and practical skills in the field of pharmacy.

Research-based teaching, subject integration and problem-based learning give students the scientific background to hold positions

in both the private and the public sectors - wherever teamwork in the biological, chemical and pharmaceutical fields is needed.

The School is organized around five departments and three research centres.

Teaching

The curriculum for a Master of Science degree (M.Sc.) in Pharmacy comprises a total of five years of training. A six-month internship period - usually at a community or hospital pharmacy - includes a study programme supervised by the School.

Students from other Danish universities attend many of the courses at the Royal Danish School of Pharmacy. All courses but one are currently conducted in Danish.

The M.Sc. degree *candidatus pharmaciae (cand.pharm.)* licenses the holder to practise at any pharmacy in Denmark or other EU countries with full professional responsibility. Candidates who spend their internship peri-

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Web: www.dfh.dk

od in places other than a pharmacy are not entitled to this licence.

Postgraduate training is generally formalized as a three-year Ph.D. programme. Courses may be organized by the Royal Danish School of Pharmacy (taught in English or Danish) or by other academic institutions in Denmark or abroad.

A Graduate School of Drug Research was established in 1998 with a study programme emphasizing integrated research training with the aim of performing innovative drug research in an interdisciplinary and highly integrated research environment. The industrial aspect is essential to the study programme.

Research

Generally, the research is highly interdisciplinary. Many collaborative research projects are established among groups at different departments and with other universities and the pharmaceutical industries, national and international.

A solid scientific foundation for pharmaceutical research forms the basis for the funding and establishment of a number of multidisciplinary research centres at the Royal Danish School of Pharmacy, including the Neuro-Science PharmaBiotec Centre, the Centre for Drug Design and Transport and the Research Centre for Quality in Medicine Use.

Research across national borders is a priority. The School is part of the Medicin Valley Academy project to facilitate cooperation between universities, industry and the health sector in the southern part of Sweden and the Greater Copenhagen area.

International Relations

The Royal Danish School of Pharmacy has well developed relations with study and research environments outside Denmark. It has entered into student mobility agreements with a number of universities throughout the world under different programmes.

The School participates in the Øresund University, an initiative with 12 collaborating institutions in Denmark and Sweden. It is also a member of the ULLA Consortium in which Uppsala University (Faculty of Pharmacy), London University (School of Pharmacy), Leiden/Amsterdam Centre for Drug Research, Université de Paris Sud (Faculty of Pharmacy) and the Royal Danish School of Pharmacy give their staff and Ph.D. students access to the combined resources of the universities.



The Royal Danish Academy of Fine Arts School of Architecture

Address

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(KA)
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Further Information

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Statistics 2000/2001

Total number of degree students:	1,250
Total number of Ph.D. students:	21
Total number of international non-degree students:	55
Total number of academic staff (including part-time 69):	150

General Information

The School of Architecture at the Royal Danish Academy of Fine Arts educates architects in the fields of architectural design and restoration, urban and landscape planning, and industrial, graphic and furniture design.

The educational objectives are centred around training and developing individual talent, increasing the students' awareness and their factual knowledge and critical capacity.

The School of Architecture also conducts scientific research in the field of architecture and practises artistic development activities. The transfer of research results into basic and postgraduate education is a prerequisite of ensuring the quality of the architectural education.

Departments

Tutoring takes place in 11 departments, each responsible for the education of architects at all levels. At the same time each department has a particular sphere

of competence and field of responsibility within the many branches of the profession.

The course of study lasts five years. It is divided into a two-year core course and three years of professionally-oriented training, including a three-month period for the thesis work. The programme also includes three months of practical training in Denmark or abroad.

The education is centred on project exercises carried out in the design studios - the atelier principle. The basic teaching principle is the dialogue between the student and his/her tutor and between the students themselves. The design studio is supported by courses, lectures, seminars and study trips. Courses and consultative services are arranged for all the departments according to level of study.

The diploma is earned through a five-year programme of study consisting of both formal course work and independent design studio projects. The final thesis examination is based on independent studio work.

The titles of the departments are:

1. Architecture, Town and Landscape
2. Architecture, Town and Building
3. Architecture, Process and Method
4. Architecture, Urban and Building Culture
5. Architecture, Space and Habitation
6. Architecture, Space and Form
7. Architecture, Building and Production
8. Architecture, Substance and IT
9. Architecture, Technology and Resources
10. Architecture, Conurbation and Industrialization
11. Architecture, Design and Industrial Form

Facilities

The School provides a wide range of study facilities:

- architecture studios (1 table/1 student)
- lecture and seminar rooms
- exhibition hall
- library (135,000 titles)
- computer-aided design laboratories
- wood/metal workshop

- full-scale workshop
- reproduction centre
- daylight laboratory, photo and audiovisual facilities, etc.

International Relations

The School of Architecture has bilateral agreements and connections with a wide range of foreign schools of architecture and design. Students are encouraged to apply for a place abroad through exchange programmes. Their studies abroad are included in their degree studies.

Institutes

Research is organized within the framework of the Institutes of:

1. Architectural Theory, History and Restoration
2. Architectural Technology
3. Town, Space and Function
4. Design and Communication.

Research areas of special concern:

- a) energy in new buildings
- b) building industry and architecture
- c) dwellings for change
- d) urban change - national and international perspective.

The education of researchers, as formalized in the School's doctoral study programme, is a supplementary programme of education for candidates who have earned a Master's Degree.

The School also provides a wide range of courses for graduate architects.

Exhibitions

Throughout the year the School's gallery houses architectural exhibitions open to the public.

Further information about the School, its work and activities is available on the School's homepage www.karch.dk.



The Royal Danish Academy of Fine Arts

The Schools of Visual Arts

Address

Kunstakademiets Billedkunstskoler (KB)
Kongens Nytorv 1
P.O. Box 3014
DK-1021 København K
Denmark

Statistics 2000/2001

Total number of students:	207
Total number of Ph.D. students:	1
Total number of academic staff:	28

Profile

The Schools of Visual Arts, one of the three independent branches of the Royal Danish Academy of Fine Arts (the other two being the School of Architecture and the School of Conservation), are a state institution of higher education under the auspices of the Ministry of Culture.

The Schools of Visual Arts have their origin in the 18th century, at a time when the princes of Europe were undertaking vast building projects activities for which they needed well educated architects and artists, painters, sculptors and interior decorators. To train such people, they created national academies, often taking the French Academy for a model. In Denmark, the Royal Danish Academy of Fine Arts was founded under the absolute monarchy in 1754, and established in Charlottenborg Palace at 1 Kongens Nytorv in Copenhagen, where the Schools of Visual Arts have resided ever since.

The aim of the Schools of Visual Arts is to offer an artistic and scientific education at the highest

level in painting, sculpture and the graphic arts as well as in neighbouring disciplines, to carry out research on a scientific basis and to further artistic development. The Schools thus combine artistic practice with a theoretical education and technological training.

At Charlottenborg and in the adjacent buildings, the Schools of Visual Arts have about 12,000 m² at their disposal, comprising studios, laboratories, lecture rooms, a theatre seating an audience of 240, offices, small libraries, etc. The Schools of Visual Arts are organized around a course of basic studies, 8 professor's schools, and 14 laboratories.

The Schools of Visual Arts are headed by a rector elected from the academic staff for a four-year election period. The School Council, comprised of the rector as ex-officio chairman and up to 18 members, is the supreme collegiate body determining the Schools' long-term operations, internal organization and structure, curriculum and budget, as well as deciding on appointments, etc. The other governing bodies are

Further Information

The Secretariat

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Web: www.kunstakademiet.dk

the Study Board and the Students' Council.

Admission to the six-year course of the Schools of Visual Arts is based on an evaluation of the applicant's artistic work during an annual entrance examination.

(Those interested in applying for the study year starting in October should contact the Secretariat by mid-February.) The annual intake is 30 students.

Teaching

The programme of the Schools of Visual Arts aims at offering the student the possibility of developing his or her artistic work. From the mandatory basic studies course to the final year, the student's own artwork is the core of the teaching, based on individual student-instructor discussions and the student's participation in the activities of his or her department (i.e. the basic studies course, one of the eight professor's schools, or the Department of Art Theory). All educational activities (lectures, seminars, workshops, study circles, etc.) are planned jointly by the lecturer/professor and the students. The teaching aims at realizing academic ideals that can best be described as an energetic attempt to

create an interaction, not only between tradition and innovation, but also between artistic activities on the one hand and theoretical disciplines on the other, especially aesthetics, philosophy, and the natural sciences.

The Schools have a student to teaching staff ratio of 7 : 1, but many courses, lectures and workshops are held by Danish and foreign guest teachers.

Properly speaking, there are no degree students at the Schools of Visual Arts as they do not confer any degrees or diplomas at the end of the study (nor at mid-term). There is a final examination with both internal and external censors. Graduates have a school-leaving certificate, stating the course of studies. Each graduate is qualified a "visual artist".

There is no postgraduate programme at the Schools of Visual Arts at present, but it is planned to establish a Ph.D. programme in 2003.

Research

Research at the Schools of Visual Arts is peculiar to an academy of fine arts, research being identical with the production of artworks.

Thus it is important that the professors and lecturers are practising artists, because only through their own artistic work are they able to develop their teaching. It is also important that they participate in the debate on artistic matters to secure the position of the Academy in society.

International Relations

The Schools of Visual Arts collaborate with other Danish institutions of higher education and the Danish business sector as well as a series of foreign academies of fine arts, art centres, museums, universities and organizations. Student exchange takes place within the Erasmus/Socrates programme of the EU and the Nordplus programme of the Nordic Council of Ministers.



The Royal Danish Academy of Fine Arts The School of Conservation

Address

Kunstakademiets Konservatorskole
Esplanaden 34
DK-1263 København K
Denmark

Statistics 2000/2001

Total number of degree students:	109
Total number of Ph.D. students:	1
Total number of international non-degree students:	6
Total number of academic staff:	23

Profile

The School of Conservation is a higher education institution at university level under the Ministry of Culture. Its aim is to provide an advanced artistic and scientific foundation for education in conservation and restoration to the highest level as well as to further relevant scientific development and research.

The School of Conservation was founded in 1973 as an independent school under the auspices of the Royal Danish Academy of Fine Arts. The school occupies a number of 19th century buildings in Copenhagen with classroom facilities, studios, auditoria, laboratories, library and a secretariat. The library is an academic library with about 7,000 volumes, 130 periodicals and 500 conference reports, and it offers access to external databases.

The School is headed by a rector and a school council, which includes representatives from the faculty, technical-administrative personnel and the student body, as well as an external member

appointed by the Ministry of Culture.

Programmes in conservation are offered in the following five areas:

- graphic art
- object conservation
- pictorial art
- monumental art
- natural history objects.

Students are admitted to one of the five departments every three years and they complete the curriculum of that particular department. It is not possible to change to another department after admission. In addition to the department-specific courses, a number of interdepartmental courses are held covering conservation subjects of a more general nature, e.g. chemistry, documentation and preventive conservation. Internally the school has a student to teaching staff ratio of 5 : 1. As a supplement to the internal teaching staff about twenty per cent of the courses are given by external experts.

The undergraduate programme offered by the School of Conservation is an integrated course of

Further Information

The Secretariat
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study which gives the student a basic knowledge of conservation, restoration and methods of related sciences. The course enables the student to apply the theories and methods of the profession when analysing and solving problems in conservation and restoration, and qualifies the student for gainful employment.

Moreover, the undergraduate programme forms the basis of and qualifies for the Master's programme in conservation (Master's degree). The officially stipulated study time for the undergraduate programme (Bachelor's degree) is the full-time equivalent of three years, i.e. a student's full-time study for three years.

The aim of the Master's programme is to extend the student's undergraduate education by offering courses in conservation, restoration and related relevant subjects. It also aims to give the

student an insight into scientific theoretical and/or experimental methods and qualify the student to take part in research. Half the programme is made up of courses and half is dissertation work. The officially stipulated study time for the Master's degree is the full-time equivalent of two years. The Master's programme qualifies for gainful employment.

Finally, the legislation governing the School of Conservation opens up the possibility of offering postgraduate research programmes leading to a Ph.D. degree in the near future.

In order to facilitate transparency and mobility, the School of Conservation will soon implement the European Credit Transfer System (ECTS) for all of its courses.

Research at the School of Conservation covers such areas and materials as methods of analysis

and diagnosis, field conservation, history of art and techniques, history and theory of conservation, leather and related materials, paintings, paper, photographic materials, preventive conservation, teaching in conservation and restoration, textiles and wood.

The School of Conservation cooperates actively with other higher educational programmes and preservation institutions in Denmark as well as abroad.

The academic staff of the School of Conservation are continuously involved in a number of national and international research and development projects, some of them funded by the EU, and some of the staff members have seats on the councils of important and influential international conservation organizations.



The Royal Danish Academy of Music

Address

Det Kgl. Danske Musikkonservatorium (DKDM)
Niels Brocks Gade 1
DK-1574 København V
Denmark
E-mail: dkdm@dkdm.dk
Web: <http://www.dkdm.dk>

Statistics 2001/2002

Total number of degree students:	368
Total number of Ph.D. students:	0
Total number of international non-degree students:	16
Total number of academic staff:	76

Profile

The Royal Danish Academy of Music (RDAM) is a state institution under the Ministry of Culture. Its task is to give the highest education in music and the teaching of music, and to contribute to the advance of musical culture in Denmark. In addition, the Academy concerns itself with activities relating to artistic and pedagogical development, in which it may carry out research. The main subjects in this area are: teachers' current recitals and development with a special focus on contemporary music, the labour market for musicians and the education of music teachers. Some of the over 200 annual projects are workshops and Master's classes involving students.

RDAM is the largest music academy in Denmark and is the only educational institution for music where the greatest importance is attached to courses in classical music. It is the only music academy in Denmark that offers a conductors' class as well as a specialized opera education (known as the Opera Academy) in collaboration with the Royal Danish

Theatre. The four-year Recording Director (Tonmeister) study programme is also unique in Denmark. A new sound recording studio was inaugurated for this purpose in 2001.

Every year the Academy organizes approximately 200 concerts with students and teachers. The Academy has a small concert hall and a chamber music hall. Other frequently used concert halls include the Tivoli Concert Hall and Dronningesalen at the Royal Danish Library.

International activities are centred around participation in the European Socrates/Erasmus programme and the Nordic Nordplus programme. The Royal Danish Academy of Music has bilateral agreements with more than 20 music academies in Europe. In the autumn of 2001 it will start implementing the ECTS credit transfer system for all its basic study programmes.

The Academy includes a public music library with a collection of scores, sheet music, records, tapes and CDs. An on-line catalogue and search system is being

Further Information

The Study Administration
Tel.: +45 33 69 22 69
Fax: +45 33 69 22 79

established in collaboration with the Royal Danish Library.

Programmes

The Academy offers the following programmes.

Basic programmes

Music teacher/classical music - 4-year programme (with the possibility of a 5th diploma year)

Music teacher in general - 4-year programme

Recording director (Tonmeister) - 4-year programme

Teacher of aural training - 4-year programme (with the possibility of a 5th diploma year)

Teacher in elementary music education - 4-year programme (with the possibility of a 5th diploma year)

Teacher in music theory - 4-year programme (with the possibility of a 5th diploma year)

Orchestral player - 5-year diploma programme

Church musician - 5-year diploma programme

Composer - 5-year diploma programme

Diploma programmes for particularly talented instrumentalists and singers - 5-year programme.

Postgraduate programmes

Soloist's class - 2-year programme

Special class for pianists - 2-year programme

Composers' class - 2-year programme

Conductors' class - 3-year programme (with the possibility of an additional 4th study year for particularly talented students)

Opera Academy - 3-year programme (with the possibility of an additional 4th study year for particularly talented students).

Application Procedures and Important Deadlines

Application for all basic programmes and the conductors' class: **1 December at 12.00 noon.**

Application for other post graduate studies: **1 February at 12.00 noon.**

Application forms are obtainable from the Academy.

Information about entrance requirements and other information is available at www.dkdm.dk and may also be ordered in a paper version from the Academy.

Students wishing to study as Erasmus or Nordplus exchange students at the Royal Danish Academy of Music should contact their home institutions for further guidance.



The Royal School of Library and Information Science

Addresses

Danmarks Biblioteksskole (DB)
Birketinget 6
DK-2300 København S
Denmark

Danmarks Biblioteksskole (DB)
Aalborg Branch
Langagervej 4
DK-9220 Aalborg Ø
Denmark

Further Information

Tel.: +45 32 58 60 66
Fax: +45 32 84 02 01
E-mail: db@db.dk
Web: <http://www.db.dk>

Statistics 2000/2001

Total number of degree students:	900
Total number of Ph.D. students:	20
Total number of international non-degree students:	10
Total number of academic staff:	70
Total number of participants in short courses:	5,000

Profile

The Royal School of Library and Information Science (RSLIS), which gained its status as an autonomous government-funded academic institution in 1956, is the national centre for education and research in the field of library and information science (LIS) in Denmark. RSLIS is an internationally recognized educational and research institution, with its activities centred on two locations in Denmark: a school in Copenhagen and a branch in Aalborg. Its activities are defined in an Act passed by the Danish Parliament in 1998.

As a government-funded institution, the Royal School of Library and Information Science is responsible to the Danish Ministry of Culture for education, research and development in the LIS field.

As set out in "The Main Purpose and Strategies of the Royal School of Library and Information Science 2000-2004: A Policy Statement" (1999), the School should serve as a leading academic centre, nationally as well as

internationally, providing research-based undergraduate and postgraduate education together with continuing professional education.

Educational Programmes

RSLIS offers a three-year full-time undergraduate programme in library and information science (B.Sc.). A further half year enables students to earn the degree of Librarian D.B. (three and a half years of LIS studies altogether). In addition, the School offers a two-year full-time higher degree programme in library and information science: the degree of Master of Library and Information Science (M.L.I.Sc.). The Master's course is modularized and emphasizes the main areas of knowledge organization, libraries, culture and communication. Also offered are short programmes of study leading to the qualifications of library assistant and research librarian. RSLIS teaching and research staff are attached to three in-house academic departments: Culture and Media, Information

Studies and Library and Information Management.

RSLIS also provides a three-year Ph.D. programme offering research education at international level in the LIS core fields of knowledge organization, knowledge management, information retrieval and information-seeking theories, and LIS-specific communication of culture theories, including qualitative and quantitative research methods. Structurally, the programme is conceived as a flexible cross-departmental framework enabling all three departments to contribute to research education (supervising, organizing courses and seminars, etc.).

Research

RSLIS is the leading LIS research institution in Denmark. Its academic staff are expected to pursue research to the highest level in LIS. Research activities should strengthen the theoretical basis of the School's educational programmes, while the School's research and development should help develop LIS as an academic discipline and contribute to developments in the library, documentation and information sector. RSLIS operates a research centre, the Centre for Cultural Policy Studies, which exists for the purpose of strengthening basic and applied research in the field of cultural policy in Denmark. The individual research agendas developed by the three

RSLIS departments constitute the School's research programme. These include the following seven subject priorities:

- domain analysis and informetric studies;
- comparative studies of knowledge organization;
- studies of information retrieval interaction;
- the electronic library;
- Danish library history in the 19th century;
- media history and media interaction;
- the public library as a cultural institution between anchorage and release.

Continuing Education

The School's continuing professional education programme involves a considerable part of the Danish LIS workforce every year. Annually, some 5,000 LIS employees from different types of library and in the private sector register for about 250 short courses, seminars or one-day events held by the School. In addition, the School offers specialized further education programmes covering one semester. Themes focused on include children's culture, information retrieval and information-seeking, and library and information management.

Consultancy Services

The RSLIS Consultancy Department offers a range of customer-

oriented products in the fields of information management, document management and workflow, and library and information science. The Department combines its skills and expertise in library and information science with information and communication technology (I&CT), and its consultants undertake assignments in both specific and general I&CT areas.

International Relations

RSLIS plays an active role in the Nordplus and Socrates programmes, with an emphasis on student exchanges. The School has entered into bilateral agreements with institutions of higher education in Australia, Japan, South Africa and the United States. Funds from the Nordic Academy for Advanced Study (NorFA) allow LIS schools in the Nordic countries, including RSLIS, to operate a network called NordIS-Net for short. This network serves as a flexible framework for organizing exchanges of researchers and doctoral students as well as courses, seminars, summer schools and workshops.

RSLIS is one of the 12 universities and university colleges on both sides of the Øresund in the Swedish province of Skåne (Scania) and the Danish province of Sjælland (Zealand) forming the Øresund University Consortium.



Aalborg University

Address

Aalborg Universitet (AAU)
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DK-9100 Aalborg
Denmark
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Fax.: +45 98 15 22 01
Web: www.auc.dk

Further Information

International Office
Fibigerstraede 2
DK-9220 Aalborg Ø
Denmark
Tel.: +45 96 35 96 52
Fax.: +45 98 15 45 22
E-mail: ek@aua.auc.dk
Web: www.auc.dk/international

Statistics

Total number of degree students, including in Open Education:	12,200
Total number of Ph.D. students:	440
Total number of international non-degree students:	200
Total number of international Master's students:	220
Total number of academic staff:	750

Profile

Aalborg University is a state institution established in 1974 with the objective of providing research and graduate/undergraduate programmes. Aalborg University is the youngest of the five universities in Denmark. Over the years, it has expanded vigorously and the campus area is still developing. *Aalborg University Esbjerg* is the result of a merger, which took place in 1995, between the Engineering School in Esbjerg and Aalborg University.

Aalborg University now comprises 20 departments in 3 faculties: the Faculty of Humanities, the Faculty of Social Sciences and the Faculty of Technology. The University offers study programmes at both Bachelor's and Master's levels as well as three-year Ph.D. programmes.

The defining elements of Aalborg University can briefly be described as internationalisation, close cooperation with the surrounding society, the advanced use and ex-

ploitation of the latest information technology, and finally its special method of teaching, which is based on problem-oriented project work. Breaking away from the traditional didactic concept of university teaching, Aalborg University has a profile very much of its own. The key words in both research and teaching are: interdisciplinarity, problem-centred and project-organized studies, and interaction of theory and practice through close cooperation with institutions and companies outside the University. Approximately 50 per cent of the study time each semester is devoted to the preparation of project reports, carried out in teams of 3-5 students. Under tutorial supervision, the students collect and analyse data and discuss possible solutions to the research question. The project work and the supporting courses each account for half the students' work during the term. This method of studying makes the students capable of acting as problem-solvers in a dynamic

world where decisions must be made rapidly.

International Relations

Many of the studies conducted at Aalborg University have an international aspect in the form of either a traineeship or a study period abroad.

Aalborg University participates in a number of international programmes, such as Socrates, Leonardo da Vinci, Tempus and Nordplus. In addition, the University has a number of bilateral agreements with universities overseas. It is a member of the Santander Group, UNISCENE, ECIU and EUNITE. Within the programmes the University is engaged in a variety of activities such as University Network Co-

operation, Teacher/Staff Mobility and Curriculum Development.

Aalborg University also participates in a number of EU research programmes, and individual researchers have contacts with researchers from research institutes all over the world.

Aalborg University offers a wide range of programmes taught in English at undergraduate and graduate levels. Each year many students from abroad study at Aalborg University, where they are integrated with the Danish students. The programmes cover such areas as: International Business Economics, International Management, European Studies, International Development Studies, Environmental Management, the Danish Welfare State, European Cultural Studies, Interna-

tional and Intercultural Communication, Electronics and Information Technology, Sustainable Energy Engineering, Environmental Engineering, Indoor Engineering, Knowledge and Data Engineering, Oil and Gas Technology, and finally Software Systems Engineering.

A key concern of Aalborg University is to strengthen the conversion of research results into increased practical application to Danish products and production processes. The University's efforts in this field involve, among other initiatives, intensified relationships with the NOVI Science Park, which is a central link to the University's external innovative activities.



University of Aarhus

Address

Aarhus Universitet (AU)
Ndr. Ringgade 1
DK-8000 Aarhus C
Denmark

Further Information

International Secretariat
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Fredrik Nielsens Vej 5
DK-8000 Aarhus C
Denmark
Tel.: +45 89 42 23 20
Fax: +45 89 42 23 29
E-mail: is@au.dk
Web: www.au.dk/en/is/

External Relations Office
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Ndr. Ringgade 1
DK-8000 Aarhus C
Denmark
Tel.: +45 89 42 23 40
Fax: +45 89 42 11 09
E-mail: info@au.dk
Web: www.au.dk/en/adm/info

Statistics 2000/2001

Total number of degree students:	20,793
Total number of Ph.D. students:	709
Total number of international non-degree students:	510
Total number of academic staff (full-time equivalent):	3,000

Profile

In many ways the University of Aarhus is the town's university. It was founded by townspeople from various walks of life in 1928, and money was provided by the Aarhus Town Council. Philosophy, French, English, German and Danish were taught by five academic staff to 78 students. Nowadays the University's more than 20,000 students and approximately 5,000 employees who live in the town or close to it cannot fail to leave their mark. Furthermore, the University's contacts with commerce and industry strengthen the town's commercial development, for instance through collaboration with firms in the Science Park.

The University has five faculties: Arts, Health Sciences, Social Sciences, Theology and Science with approximately 50 departments. In addition, there is an increasing number of research centres within the various faculties. These centres have been set up to accommodate interdisciplinary research projects which transcend the usual departmental boundaries.

Teaching

The arts is a collective name for a broad spectrum of subjects that represent the teaching of aspects of aesthetics, history, philosophy and languages. In all, there are about 30 different arts courses offered at the University of Aarhus. These are concerned with aspects of human life and means of expression through the written word, pictorial forms, and music and theatre, both ancient and modern.

The Faculty of Health Sciences teaches and conducts research in the disciplines of medicine and dentistry. Both fields are concerned with human health and disease, lead to well defined professional positions, and allow for postgraduate specialization. It is also possible to take programmes in public health, biomedical engineering and science education for health professionals.

The Faculty of Social Sciences comprises four schools or departments: the School of Economics and Management, the School of Law, the Department of Political

Science and the Department of Psychology. The study areas or programmes have their own traditions and research methods, but they all take their point of departure in society, its individuals and its institutions. The studies provide students with a strong theoretical and practical background for employment in various types of job in the public and the private sectors.

Research and teaching at the Faculty of Theology is based on the religions and life philosophies of the world. Theology deals with the scientific study and interpretation of Christianity. Courses for the humanities in the study of religion and semitic philology are offered by the Faculty of Theology and deal with religions, religious phenomena and other philosophies of life, and with the Semitic languages and literature, especially Hebrew and Arabic.

The Faculty of Science accommodates the basic science subjects of physics, chemistry, astronomy, biology and geology as well as mathematics, statistics and computer science, which are central to modern science. The Faculty of Science also offers studies in sports science. Students

choose a particular line of study, selecting one subject in which to major for their Bachelor's degree. The same is true for the Master's studies, to which admission in a given subject normally requires a B.Sc. degree in that same subject.

Apart from medicine, dentistry, and theology, which are complete Master's degree courses, students now begin with a three-year Bachelor's degree, after which they can embark on a further two-year Master's degree. Graduates with a Master's degree may apply to do work towards a Ph.D. This normally takes another three years of courses, teaching, research and a thesis.

Research

The 50 departments, together with a similar number of research centres at the University of Aarhus, cover a diverse and broad range of research fields at the highest levels within all the traditional university disciplines. The research centres, interdisciplinary partnerships and special initiatives, for example at Science Park Aarhus, ensure that there are constant new developments in such areas as biotechnology and

IT. The financing of research comes from many different sources: the government, county and district councils, private contributions and EU funds.

International Relations

The University of Aarhus has a comprehensive programme to ensure that the University's own students have opportunities for study placements abroad, and that foreign students can undertake part of their studies at the University. The University has over 500 bilateral agreements spread over more than 250 universities. The University participates in Scandinavian and European networks.

Visiting exchange students are offered help in finding accommodation, together with the opportunity to participate in the combined language and culture course "Denmark Today" without charge.



The Aarhus School of Business

Address

Handelshøjskolen i Århus (HHÅ)
Fuglesangs Allé 4
DK-8210 Aarhus V

Statistics 2000/2001

Total number of degree students:	6,000
Total number of Ph.D. students:	60
Total number of international non-degree students:	300
Total number of academic staff (full-time equivalent):	240

Profile

The Aarhus School of Business (ASB) is an internationally-oriented business school founded in 1939. In 1963 it moved to its present premises in a beautifully designed building complex at Fuglesangs Allé in Aarhus.

ASB aims to be among the leading internationally-oriented business schools in Europe, with a commitment to developing educational programmes and research activities that are rooted in the Danish as well as the international community and thus meet the needs and challenges of an ever-changing global job market for its graduates.

ASB is the second largest business school in Denmark, and is an independent institution with university status. It comprises two faculties: the Faculty of Business Administration and the Faculty of Modern Languages. Both faculties confer degrees at Bachelor's and Master's levels as well as at Ph.D. and the higher doctoral levels (*dr.merc.* or *dr.phil.*). In May 2001, ASB was awarded the European Quality Label after

successfully going through the quality assessment process of the European Quality Improvement System (EQUIS).

Teaching

All full-time educational programmes are in accordance with the 3+2+3 matrix foreseen in the 1999 Bologna Declaration.

The Faculty of Business offers the following study programmes:

- Bachelor of Science with one of the following lines of specialization:
 - economics and business administration
 - international business administration and modern languages
 - business administration and business law
 - business administration and information science
 - business administration (taught exclusively in English);

Further Information

The International Office
Tel.: +45 86 48 66 88
Fax: +45 86 15 46 79
E-mail: int_office@asb.dk
Web: www.asb.dk

- Master of Science with one of the following lines of specialization:
 - auditing
 - business law
 - business tax law
 - finance
 - information science
 - international business
 - logistics
 - management accounting
 - marketing
 - strategic management
 - finance and international business (taught exclusively in English)
 - EU business and law (taught exclusively in English)
 - business performance management (taught exclusively in English);
- MBA with a focus on change management.

At the Faculty of Modern Languages students can follow programmes at:

- Bachelor's level in:
 - language for special purposes (English, French, German and Spanish)
 - language studies and communication
 - language and European Studies
 - language, communication and PR (September 2002);
- Master's level in:
 - translation and interpreting
 - international public relations and marketing communication.

Both Faculties offer diplomas and executive training courses. New Master's programmes (executive education) are being developed (2001). Postgraduate research training is generally formalized as a three-year Ph.D. programme.

Teaching is continually based on the newest research results and applicable in the business community.

Research

ASB's research environment is an effective framework for attracting highly skilled scholars capable of transferring knowledge and research results for the benefit of ASB students, the business sector and society in general.

Research areas comprise:

- business and environment
- quality and productivity
- financial markets
- corporate management
- human resource management
- industrial economics
- business law
- business communication
- general and applied linguistics
- genre analysis and language for special purposes
- text linguistics
- discourse analysis
- lexicography
- terminology
- translation
- interpretation
- corporate communication
- marketing, communication and public relations.

International Relations

ASB has developed the international dimension as one of its trademarks. Thus research and teaching have a strong international orientation to prepare students for a career on the global job market.

ASB participates in major EU programmes such as Socrates/Erasmus and in the Nordic Council of Ministers' Nordplus programme, and has bilateral agreements with overseas universities facilitating large-scale student and staff exchanges. ASB strongly encourages its full-time students to spend one semester abroad as part of their study programme, offering them study places at its 150 partner institutions all over the world. The Bachelor's and Master's programmes taught in English as well as an MBA summer school and other tailor-made short-term programmes for international students further strengthen the international environment and spirit of ASB.



IT·V E S T

Address

IT-Vest
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DK-8200 Aarhus N
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Tel.: +45 89 42 57 00
Fax: +45 89 42 57 01
Web: www.it-vest.dk

IT University West

Statistics 2000/2001

Total number of students:

Master's programmes (2-year full-time):	327
Master's programmes (3-year part-time):	286
Graduate diploma programmes (2-year part-time):	20

Profile

IT University West is an educational network between the four university institutions in the western part of Denmark: the Aarhus School of Business, the University of Southern Denmark, Aalborg University and the University of Aarhus.

IT University West was established in 1999 with the purpose of strengthening education and research in IT in Denmark. IT University West offers graduate studies and further education within a broad range of the information technological field.

programmes, but most of the programmes are based at one of the universities in the network.

Research

IT University West is committed to the development of new areas of research in IT, combining the study of computer science with research within business, philosophy, the arts and the natural sciences.

IT University West aims to create a strong learning environment, based on close collaboration between research, education and industry.

Teaching

IT University West offers 23 degree programmes in IT, including:

- a series of full-time and part-time M.Sc. Information Technology degrees (with or without a research component);
- two part-time Graduate Diploma degrees.

There are eight major areas of research at IT University West:

- software engineering
- multimedia
- industrial IT
- IT product development
- IT, communication and organization
- E-business
- IT and learning
- biotechnology.

Further Information

Central Study Guidance Office
E-mail: itstudvej1@it-vest.dk

Some of the programmes are offered as distance learning pro-

International Relations

IT University West welcomes applications from international students who wish to enrol in the International Master of Science programme in IT Product Devel-

opment. This degree programme aims to educate a new breed of designers who can expand information technology into the products of manufacturing industries that are not normally associated with IT - people who can design

interactive IT products such as home appliances, industrial sensors and controls, mobile phones and palmtop computers. For further information see www.sdu.dk/nat/mci/.



Aarhus School of Architecture

Address

Arkitektskolen i Aarhus (AAA)
Nørreport 20
DK-8000 Aarhus C
Denmark

Statistics 2001/2002

Total number of degree students:	1,060
Total number of Ph.D. students:	19
Total number of international non-degree students:	55
Total number of academic staff:	120

Profile

The Aarhus School of Architecture (AAA) was founded in 1965 as an institution of higher education under the Ministry of Culture. The object of AAA is to educate architects and to promote development and research in architecture in an artistic manner and on a scientific basis to the highest level possible.

Degree Programmes and Educational Profiles

The fixed study period is five years. The academic year lasts ten months from 1 September to 30 June. Preliminary work is under way to reorganize the studies according to the Bologna Declaration. It is expected that the new structure of the studies will be introduced in 2002, or possibly from 2003. The following describes the current structure of studies.

The first part of the course lasts two years, followed by a second part of three years in a specialized department. The architecture programme is a practical course

which aims to qualify students for work in the architectural profession. The main element of the programme is project studies, and the course concludes with an examination based on a diploma project which is evaluated by a judging committee consisting of two teachers from AAA and two external examiners.

Part 1

During the first part of the course, basic architectural subjects and disciplines are taught: sketching, building technology, architectural history and theory, etc. Students are organized in four units, where they follow a fixed curriculum for each year. By the end of the second year the students have to pass an examination to gain admission to study in the second part of the course.

Part 2

For the second part of the course the students choose one of the following departments:

- A Architectural design
- G Architectural design
- H Architectural design
- V Architectural design
- X Architectural design
- I Architecture and urbanism

Further Information

Tel.: +45 89 36 00 00
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Web: www.a-aarhus.dk

- L Landscape
- M Furniture and interior design
- O Urban and building-restoration
- Y Urban transformation
- ID Industrial design
- KD Communication design.

The departments vary in size (15-80 students) depending on the number of students enrolling in each department. Within the overall curriculum, the departments are responsible for the annual curriculum as well as for the formulation of the professional contents, approach, etc. The outline of the annual curriculum is approved by the School Council in the spring. In August the curriculum is prepared in detail by the teaching staff in each department.

The study programme finishes with an examination based on a diploma project evaluated by a judging committee. A positive result of the examination gives the right to use the title *cand.arch.*

To support the teaching in general there are four departments within the fields of building technology, IT, visual communication and architectural history and theory. These departments do not enrol students. They offer courses of various lengths to support the project-based teaching in the units in part 1 and the departments in part 2.

Supplementary Education

An individual as well as a company must be able and ready to re-adjust and develop in order to maintain their productivity, competitiveness and professional competence. Supplementary education is a central political objective, which the Aarhus School of

Architecture has taken as an obligation.

The aim is to give participants a supplement to their graduate examination with courses that qualify them for specific functions in the architectural field as well as in areas where architects and others with a long-cycle higher education have basic qualifications, and where highly skilled labour is required.

International Relations

The AAA is engaged in different kinds of international relations. Exchanges of students and teachers and the holding of workshops, seminars and conferences are among the activities. In the Nordplus programme, AAA is engaged in both general and specialist networks with several Nordic institutions. Mostly within the framework of Socrates, AAA has agreements with approximately 25 institutions on different kinds of activities. As part of the reorganization of studies (mentioned above), it is expected that the ECTS credit system will be implemented. The AAA also has a number of bilateral agreements with institutions outside Europe.

Special Programmes/Arrangements for Foreign Students

The AAA does not offer special programmes in foreign languages. Although teaching is in Danish, it is possible to be a guest student for one semester or more if you master English. Guest students are, with certain limitations, enrolled in a department of their own choice. A major part of the instruction will be in English.

In January students on the second part of the study programme follow two- or four-week courses. In 2002, a January course on Scandinavian architecture will be in English.

International Research Relations

Research at AAA is formally organized in the Research Department. The Department is concerned with and organizes senior research, education of the Ph.D. students, theoretical teaching, national and international seminars/conferences and publication of research.

The Research Department cooperates through networks and professional contacts with architectural research institutions in Denmark and abroad. In Scandinavia, the Research Department forms part of the cooperation bodies in relation to the *Nordic Journal of Architectural Research* and NorFa.

The Royal Academy of Music, Aarhus

Address

Det Jyske Musikonservatorium
(DJM)
Fuglesangs Allé 26
DK-8210 Aarhus V
Denmark
Tel.: +45 89 48 33 88
Fax +45 89 48 33 22
E-mail: info@musik-kons.dk
Web: www.musik-kons.dk

Statistics 2000/2001

Total number of degree students:	360
Total number of Ph.D. students:	1
Total number of international non-degree students:	5
Number of academic staff:	47

Profile

The Royal Academy of Music, Aarhus, is an institution under the Danish Ministry of Culture. Our aim is to provide higher education in music in Denmark and to support Danish musical culture.

Life in the Academy is characterized by enthusiasm, vigour, professionalism and commitment shown by all the staff and students. We aim to present the very best quality in classical as well as in rhythmic music. We provide higher education in music on an international basis offering professional diploma courses ranging from undergraduate to postgraduate studies.

The Academy is open to foreign as well as Danish students. Tuition is free, but you must pass an entrance examination before you can be given a place. If you come from abroad and are not a resident in Denmark you must pay a deposit when applying for admission.

Instruction at the Academy is based on artistic and pedagogical

skills, developing musical personality in a positive and open atmosphere of learning. Instruction is normally in Danish, but post-graduate studies can be taught in English.

The facilities in Aarhus include three concert halls for symphonic music, chamber music and rhythmic music. We have more than 50 rooms for teaching and practising and a library, sound studio, cafeteria, etc. In Silkeborg, to the west of Aarhus, we also have facilities for dance and movement in addition to more than 20 rooms for teaching and practising.

We cooperate on an international basis with many distinguished schools and we are part of networks within the Nordplus and the Erasmus/Socrates programmes.

Higher Education Diploma Courses

Classical Studies

- 4-year music teaching course (MTC) - orchestral instruments, piano, singing, consort, theory of music, ear-training, accordion;

- 1-year diploma teaching course, based on the 4-year MTC;
- 1-year diploma performance course, based on the 4-year MTC;
- 5-year diploma course (performance/symphony orchestra) - orchestral instruments, organ, composition;
- 2-year postgraduate course - orchestral instruments, piano, singing, consort, organ, composition, accordion.

Rhythmic Studies

- 4-year music teaching course (MTC) - main subjects: instrument/singing and band instruction;
- 1-year diploma teaching course, based on the 4-year MTC, with two options: band instruction and instrument/singing, or pedagogy, instrument/singing and accompaniment;
- 1-year diploma performance course, based on the 4-year MTC - instrument/singing and band instruction;
- 2-year postgraduate course - instrument/singing.

Rhythmic Music and Dance

- 4-year music teaching course - main subjects: instrument/singing, song/dance/percussion, band instruction.

Combined Studies

- 4-year music teaching course in classical music and rhythmic music (jazz, rock and afro) - main subjects: elementary music training, choir conducting and instruction of ensembles, plus an instrument/singing.

The Danish School of Journalism

Address

Danmarks Journalisthøjskole
 (DJH)
 Olof Palmes Allé 11
 DK-8200 Aarhus N

Statistics 2000/2001

Total number of degree students:	1,100
Total number of academic and professional staff:	50

Profile

The Danish School of Journalism (DSJ) is the largest and oldest institution for journalism education in Denmark. It was established in 1971 under the Ministry of Education.

Cooperation between photojournalists, TV/radio, multimedia and print journalists provides a dynamic educational environment in which students can be engaged in their work irrespective of their different specializations.

Students at DSJ are trained in both ethics and critical analysis, skills that are essential to professional journalism - the kind of journalism that makes a difference to the readers, listeners and viewers.

Close cooperation with the profession is reflected in the Governing Board of the School, the Admissions Committee, the Placement Committee and the panel of external examiners.

The Danish School of Journalism aims to be a stimulating workplace for its 100 qualified and skilled employees. The school is a learning organization where the methods of training are constant-

ly reviewed and improved when necessary.

Teaching

The regular curriculum at DSJ is a four-year programme including a one-and-a-half-year placement. It includes all media - TV/radio, multimedia, print media and photojournalism - as well as social science subjects. There is a special admission test for both the journalism and the photojournalism courses. The DSJ also offers several further educational programmes.

The Danish School of Journalism cooperates with other schools of journalism in Europe, the United States and Canada, through which it offers exchange programmes where students can participate in English-speaking courses together with Danish students. The teaching reflects the different backgrounds of each international journalism student. Every semester, students from the DSJ go abroad for part of their study and placement.

The international study programmes are the following:

- Master's in European Journalism (one-year programme run

Further Information

The International Department
 Tel.: +45 89 44 03 20
 Fax: +45 86 16 89 10
 E-mail: imu@djh.dk
 Web: www.djh.dk/international

together with the journalism schools at Hogeschool van Utrecht, Netherlands, and Cardiff University, United Kingdom);

- Europe in the World (one-year programme run together with the journalism school at Hogeschool van Utrecht);
- “Journalism and Stereotypes” (one semester).

Research

Research at DSJ covers a wide range of subjects related to journalism both in a national and a global perspective. It reflects the core fields of teaching at the DSJ:

1. social science
2. law
3. media studies
4. international politics
5. television
6. language.

The Centre for Journalism and Further Education (CFJE) is located in the DSJ. It is an independent Centre, but in cooperation with the DSJ it carries out research in a range of fields related to journalism, such as:

- journalism studies
- distance learning
- net journalism
- political journalism
- celebrity journalism.

International Relations

In addition to its regular curriculum, the Danish School of Journalism has several international training programmes operating in well established international networks. It participates in the development of education in journalism and the career advancement of journalists in Africa, central and eastern Europe, the Balkans, Mongolia and the Russian Fed-

eration. In this way, the knowledge and skills of the Danish School of Journalism are applied to support the development of a free press, journalism and democracy in many parts of the world. In addition, these international projects contribute to the international orientation of the DSJ's curriculum and teaching and are reflected in the atmosphere of the School. The DSJ's own Danish students benefit from these networks and projects by making contacts with journalists and media professionals in many different countries.

These activities are supported by, among others, the Danish Ministry of Foreign Affairs, Unesco, and the Socrates, Leonardo Da Vinci and Nordplus programmes. The DSJ was the European coordinator of the EU-US programme “Journalism and Stereotypes” in its initial phase.

University of Southern Denmark

Addresses

Syddansk Universitet (SDU)
Campusvej 55
DK-5230 Odense M
Denmark

Engstien 1
DK-6000 Kolding
Denmark

Niels Bohrs Vej 9-10
DK-6700 Esbjerg
Denmark

Grundtvigs Allé 150
DK-6400 Sønderborg
Denmark

Tel.: +45 65 50 10 00
Fax: +45 65 50 10 90
E-mail: sdu@sdu.dk
Web: www.sdu.dk

Further Information

International Office
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Fax: +45 65 50 10 90
E-mail: sdu@sdu.dk
Web: www.sdu.dk

Statistics 2000/2001

Total number of degree students:	10,604
Total number of Ph.D. students:	457
Total number of international non-degree students:	260
Total number of academic staff:	715

Profile

The University of Southern Denmark was formed in 1998 as a result of a merger between Odense University, Southern Denmark School of Business and Engineering and South Jutland University Centre. The University is located in south-west Denmark and has campuses in Odense on the island of Funen (Fyn), as well as in the cities of Kolding, Esbjerg and Sønderborg on the Jutland peninsula.

As a national institution under the Ministry of Education, the University of Southern Denmark (SDU) comprises four faculties: Humanities, Science and Engineering, Social Sciences and Health Sciences, totalling 32 departments, 11 research centres and a university library.

Research and teaching make up the core activities of the University. The University of Southern Denmark also cooperates widely with trade and industry in the region and carries out a considerable number of activities within continuing education.

Degrees

The University of Southern Denmark offers degrees at the Bachelor's, Master's and Ph.D. levels. The degrees take three years for a Bachelor's, five years for a Master's and eight years for a Ph.D. (i.e. 3+2+3 years). An exception is the study of medicine, with an official duration of six and a half years.

In recent years, the University has launched a number of new degrees, especially in information technology and communication, for example journalism (Odense), humanistic information science (Kolding) and information technology engineering (Sønderborg). The range of degrees has also been enlarged, with history and economics offered in Esbjerg and Danish and English in Kolding. In addition, the University of Southern Denmark is the only university in the Nordic countries to offer a degree in chiropractic (clinical biomechanics).

Research

Research at the University serves several purposes: to create and disseminate new knowledge, to support teaching and to make results available for companies. The University also houses a number of national research centres such as the Danish Centre for Demographic Research and the Centre for Sound Communication. The campus at Odense is also known as the centre of research into ageing in Denmark.

Cooperation with trade and industry has resulted in three large donations: in Odense the Maersk-McKinney Møller Institute for Production Technology focuses on robot technology; the Mads Clausen Institute (Danfoss) in Sønderborg is engaged in the design of software for intelligent products of the future, and a children's culture research group in Odense has been established through LEGO.

International Profile

The University of Southern Denmark has more than 300 exchange agreements within the framework of the EU's Socrates/Erasmus and the Nordic

Council of Ministers' Nordplus programmes as well as other bilateral agreements with partners in Europe, North and South America, Asia and Australia. The University is also a member of the global Network of International Business and Economics Schools (NIBES). In 2001 the University joined the European Master's in Business Sciences (EMBS) Consortium which promotes integration of quality management education at European level. In 1999 it joined the Northern European Historical Research Network (NEHRN), which aims to establish a joint northern European Ph.D. degree in history. The University is also a member of the European Network of Sports Science in Higher Education (ENSSHE) and of the Santander Group.

International cooperation through the exchange of students, academic staff and research networks has high priority at the University of Southern Denmark. The University offers a variety of programmes with teaching in English at both graduate and undergraduate level. Two programmes are especially designed for exchange students: the International Undergraduate Programme in Economics (Esbjerg),

and the Scandinavian Area Studies Programme (Odense) which combines the teaching of Danish with the presentation of Scandinavian cultural, social, political, economic and historical life. The University also offers a number of degrees completely taught in English:

- Bachelor in Business Administration (Sønderborg)
- M.Sc. in Economics, European Studies (Odense)
- M.Sc. in Business Administration, International Management (Odense)
- M.Sc. in Biotechnology (Odense)
- M.Sc. in Computer System Engineering (Odense)
- M.Sc. in Chemical Engineering (Odense)
- M.Sc. in Physics and Technology Engineering (Odense)
- M.Sc. in Mechatronic Engineering (Sønderborg)
- M.Sc. in IT Product Development (Sønderborg).

The University hosts a high percentage of international students every semester, and for several years the ECTS credit system has been fully implemented for all courses to facilitate mobility and credit transfer.



Roskilde University

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Further Information

International Office
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E-mail: meh@ruc.dk

Student Guidance Office
Tel.: +45 46 74 30 92
E-mail:
studievejledningen@ruc.dk

Statistics 2000/2001

Number of degree students:	7,547
Number of Ph.D. students:	234
Number of international non-degree students:	258
Number of academic staff:	407

Profile

Roskilde University is a state university founded in 1972 with the objective of providing research and education at the highest level. These activities are organized in ten departments. Degrees are offered in a wide range of subjects at Bachelor's, Master's and Ph.D. levels.

Roskilde University is situated a few kilometres from the centre of the town of Roskilde (population: 52,000) and about 30 kilometres west of Copenhagen, the Danish capital (the Greater Copenhagen Area has approximately 1.8 million inhabitants).

Research Profile

Classical thoroughness combined with problem-oriented interdisciplinary approaches characterize research at Roskilde University. Environmental science, globalization, communication and education are keywords in the University's research profile.

Since the University was founded, new interdisciplinary research fields have been developed in connection with programmes of study such as technological and socioeconomic planning, cultural encounters, international development studies and journalism.

Study Structure

The total duration of a course of study at Roskilde University is three to eight years, depending on the degree chosen.

All degree programmes begin with a two-year general basic studies programme in the humanities, the natural sciences or the social sciences. This is followed by specialized degree programmes which can be grouped into four main categories: Bachelor's degrees (three years), Master's degrees combining two subjects (five years), Master's degrees in a single subject (five years) and Ph.D. degrees (eight years).

The Bachelor's degree (B.A., B.Sc.) consists of a two-year

basic studies programme followed by a one-year specialized degree programme.

A two-subject Master's degree (M.A., M.Sc.) is composed of two subjects selected from those presently offered at Roskilde University. The fulfilment of particular requirements in certain combinations can lead to a degree with a special focus. For example, a selective study programme with the combination of Danish and business economics or business studies leads to a degree in public relations. Similarly, a particular focus on computer science and communication would qualify the student for a degree in interactive media.

The single-subject Master's degrees are specialized degrees in public administration and sociotechnological planning.

Roskilde University offers Ph.D. degrees in a wide range of subjects. The numbers of Ph.D. programmes and students at the University have significantly increased in recent years. There are

now 12 such programmes covering current areas of research at the University, and it is possible to complete an individually organized Ph.D. programme.

Finally, within the framework of the Open Education Act, Roskilde University provides opportunities for part-time education in the basic studies programme for the humanities, mathematics, philosophy and theory of science, psychology, adult education and communication, as well as a number of Master's programmes.

Study Environment

Study at Roskilde University is structured within units called "houses". Each student is attached to a unit consisting of approximately 110 students, four to six tutors and a secretary. As well as being larger social units, "houses" are specific physical areas, i.e. a floor or a clearly delimited area of a building.

There are over 70 such "houses" at Roskilde University, and they

are an important part of the University's organizational structure. It is reassuring for students to be part of the supportive framework of a larger social unit. In a "house", students work in project groups of five to ten members, and each group has its "home base" in one of the group rooms interspersed among the researchers' and other teachers' offices. In practice, this means that there is close contact between the students, the house secretary and the tutors.

Each "house" contains student group rooms, teachers' offices, a secretary's office, a classroom and a kitchen. In addition, there are copying facilities as well as computers.

International Relations

Roskilde University is involved in several student exchange programmes and has a significant and increasing mobility for students, teachers and researchers. The University is also involved in the Øresund University.

Addresses

Engineering College of Copenhagen

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DK-2750 Ballerup
Denmark
Tel.: +45 44 80 50 88
Fax: +45 44 80 50 10
E-mail: studadm@ihk.dk
Web: www.ihk.dk

Engineering College of Odense

Ingeniørhøjskolen
Odense Teknikum
Niels Bohrs Alle 1
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Denmark

Tel.: +45 63 14 03 00
Fax: +45 63 14 03 04
E-mail: int-office@admin.iot.dk
Web: www.iot.dk

Engineering College of Aarhus

Ingeniørhøjskolen i Århus
Dalgas Avenue 2
DK-8000 Aarhus C
Denmark

Tel.: +45 86 13 62 11
Fax: +45 86 13 64 88
E-mail: iha@iha.dk
Web: www.iha.dk

The Herning Institute of Business Administration and Technology

Handels- og IngeniørHøjskolen
Birk Centerpark 15
DK-7400 Herning
Denmark

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Fax: +45 97 20 83 12
E-mail: hih@hih.dk
Web: www.hih.dk

Vitus Bering International

Vitus Bering Center for
Videregående Uddannelse
Chr. M. Østergaards Vej 4
DK-8700 Horsens
Denmark

Tel.: +45 76 25 50 00
Fax: +45 76 25 51 00
E-mail: cvu@vitusbering.dk
Web: www.vitusbering.dk

The Colleges of Engineering

Statistics 2000/2001

Total number of students:	5,200
Total number of international students:	223
Total number of academic staff:	400

Profile

Denmark has five engineering colleges which offer engineering study programmes at university level that lead to the award of the Danish academic title of *Diplomingeniør* (equivalent to a Bachelor of Science in Engineering). The study programmes normally take three and a half years and include an engineering traineeship in a Danish or foreign company.

There are, however, two exceptions: the export engineering and business development engineering study programmes take four and a half years.

The various departments at the engineering colleges offer a range of different study programmes which aim to train engineers who can apply both practice and theory to solve engineering-related problems. The engineering departments cooperate closely with the business world in Denmark and abroad. This extensive cooperation ensures that the content of the study programmes is constantly revised and renewed to meet the very latest requirements of the business world.

The engineering colleges offer the following study programmes:

- civil engineering/construction engineering
- electronic engineering
- electrical power engineering
- IT
- chemical engineering
- mechanical engineering
- production engineering
- export engineering
- business development engineering.

Content of the Study Programmes

The engineering study programmes consist of a wide range of compulsory courses. As the students progress through the programmes, a range of optional course subjects is offered. In particular, after the six-month engineering traineeship there are many opportunities for students to specialize in the academic and professional area they find especially interesting. As a result of their choice of optional subjects and their final project, many students create their own unique profile as an engineer. The opportunities for specialization and the number of specialized courses

vary from one institution to the other. To some extent these depend on the size of the institution concerned.

The study programmes, which are project-oriented, are taught in classes of approximately 30 students. For project work, as well as calculations and exercises in the different laboratories, students work together in groups of three to six.

Cooperation with the Business World

The engineering colleges have a long tradition of cooperation with both the public and the private sectors. Cooperation with the business world ensures that the engineering colleges are always in the position of being able to provide the labour market with engineers possessing exactly the qualifications sought by business. This cooperation involves engineering traineeships, specific development assignments and particular

cooperative projects. As a result of this dialogue, the engineering colleges can maintain an engineering profile whose key feature lies in the fact that candidates can meet engineering challenges with practical and constructive insight and are able to apply theory to practical engineering tasks.

International Relations

An international profile is part of all engineering study programmes. The engineering colleges offer English-, French- and German- language courses at different levels. A proportion of the course books used are in one of the international languages, most of them, of course, in English. Many engineering students also choose to spend one or more semesters studying abroad. This may take the form of attending a foreign university or undertaking an engineering traineeship or a combination of both. Cooperation agreements with foreign uni-

versities enable engineering students from Danish engineering colleges to follow part of their study programmes abroad, and such stays abroad are fully recognized in their Danish examination certificates. The engineering colleges also receive foreign students who follow the normal study programmes at the different institutions. The Engineering College of Copenhagen offers a special international curriculum for foreign students. In the Department of Electronics and Computer Engineering, all teaching takes place in English and leads to the award of Bachelor of Science in Engineering. Out of an annual average number of 280 applicants, 66 students are accepted on the study programme every year. The Engineering College of Copenhagen also offers another international concept, the European Project Semester, consisting of interdisciplinary engineering project work for a period of half a year for both foreign and Danish students.

Addresses

Den Sociale Højskole, København

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International Co-ordinator:
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Web: www.dsh-k.dk

Den Sociale Højskole, Aarhus
Stenvej 4

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Denmark

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Fax: +45 86 27 74 76

International Co-ordinator:
Anke Beuck

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Den Sociale Højskole, Odense
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Denmark

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International Co-ordinator:
Didde Auring

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Web: www.dsh-o.dk

Den Sociale Højskole, Esbjerg
Storegade 182

DK-6705 Esbjerg Ø
Denmark

Tel.: +45 75 13 35 00
Fax: +45 75 12 09 04

International Co-ordinator:
Ulla Lauersen

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Web: www.dsh-e.dk

The National Schools of Social Work

Statistics 2000/2001

Total number of undergraduate students:	2,170
Total number of postgraduate students:	270
Total number of international non-degree students:	38
Total number of academic staff:	108

Profile

The social work education in Denmark was founded in 1937 when a school of social work was established in Copenhagen. In the following years schools were established in Aarhus, Odense and Esbjerg. The four schools operate within a common legal framework, under which each school prepares its own programme regulations.

The aim of the undergraduate social work course is to qualify students to organize and conduct social work. The programme qualifies students to work independently and in cooperation with others so as to identify, describe, analyse, assess and manage difficult situations and social problems at an individual, group, organizational and community level.

The course is directed at social work based on coherence between objectives and methods and coordination with other professional groups and other action areas, as well as on knowledge about and insight into the situation of the affected groups and

their environments. It also aims to develop the discipline of social work in line with social, scientific and societal developments.

Courses

The following courses are available at the different schools:

- at undergraduate level, all four schools offer the social work course; at Esbjerg the course can be followed on a part-time basis;
- an international social work course has been established in Aarhus, and an intercultural international social work course is offered in Copenhagen;
- a one-year access course for refugees and immigrants is offered in Aarhus;
- at postgraduate level, all four schools offer in-service courses for social work professionals;
- advanced social work courses (one year) are offered in Odense, Copenhagen and Aarhus;
- a *candidatus* degree in social sciences (four years part-time) is offered in Copenhagen.

International Relations

The Schools of Social Work are involved in a variety of international activities within the framework of exchange programmes such as Socrates/Erasmus and Nordplus and of independent bilateral agreements. The range of activities include exchange of students and staff with partner universities and/or social work agencies, joint curriculum develop-

ment projects, joint teaching modules, cooperation in the field of development and research, and organizational work in international organizations of schools of social work.

Currently (2000/2001) the Schools of Social Work are cooperating with universities and/or social work agencies in the following countries:

School	Countries
Copenhagen	France, Germany, Greece, Iceland, India, Kenya, Lesotho, Mexico, Netherlands, Norway, Peru, Spain, Sweden, United Kingdom, United States
Aarhus	Australia, Canada, Costa Rica, Finland, Germany, Hungary, Ireland, Lebanon, Nepal, Netherlands, New Zealand, Norway, Peru, Poland, Portugal, Spain, South Africa, Sweden, Tanzania, United Kingdom, United States, Zimbabwe
Odense	Finland, Greece, Iceland, Lithuania, Netherlands, Norway, Sweden, United Kingdom
Esbjerg	Finland, France, Germany, Iceland, Netherlands, Norway, Spain, Sweden

Chapter 3

University Programmes

Fields of Study

University Programmes - Fields of Study

	University of Copenhagen	University of Aarhus	University of Southern Denmark	Roskilde University	Aalborg University	Technical University of Denmark	The Danish University of Education	The Royal Veterinary and Agricultural University	Copenhagen Business School	IT-University of Copenhagen
Accounting										
Actuarial mathematics	■		■		■				■	
Adult education				■						
Aesthetics and culture		■								
African studies	■									
Agricultural economics								■		
Agricultural science					■			■		
Agroecology								■		
American Indian languages and cultures	■									
American studies			■						■	
Anthropology	■									
Arabian	■									
Archeology	■	■								
Architectural design										
Architecture					■					
Art theory										
Asian studies	■								■	
Astronomy	■	■								
Auditing			■		■				■	
Aural training										
Biochemistry	■	■	■			■		■		
Biology	■	■	■	■						
Biophysics	■									
Biotechnology		■			■					
Botany	■	■	■							
Bulgarian	■	■								
Business administration			■	■	■				■	
Business development engineering										
Business language			■		■				■	
Business law			■		■				■	
Chartered surveyor					■					
Chemistry	■	■	■	■	■	■				
Chemical engineering			■		■	■				
Chinese	■	■								
Church music										
Civil engineering			■		■	■				
Clinical biomechanics			■							
Communication			■	■	■				■	
Comparative literature	■		■							
Composing										
Computational linguistics			■						■	
Computer engineering			■		■	■				
Computer science	■	■	■	■	■				■	
Conducting										
Culture & media										
Culture encounter				■						
Czech	■	■								
Danish	■	■	■	■	■					
Dentistry	■	■								
Design, communication and media										■
Didactics							■			
Dramaturgy		■								
Dutch	■	■			■					
East European studies	■								■	

University Programmes - Fields of Study

	University of Copenhagen	University of Aarhus	University of Southern Denmark	Roskilde University	Aalborg University	Technical University of Denmark	The Danish University of Education	The Royal Veterinary and Agricultural University	Copenhagen Business School	IT-University of Copenhagen
Economics	■	■	■	■	■				■	
Educational anthropology							■			
Educational information technology							■			
Educational philosophy							■			
Educational psychology							■			
Educational sociology							■			
Educational studies				■			■			
Electric power engineering			■		■	■				
Electronic commerce								■		■
Electronic engineering			■		■	■				
Engineering			■		■	■				
English	■	■	■	■	■				■	
Entrepreneurship			■			■			■	
Environmental biology				■						
Environmental chemistry			■			■		■		
Environmental engineering	■		■		■	■				
Environmental management studies					■				■	
Environmental planning				■						
Environmental studies		■								
Eskimology	■									
Ethnography		■								
Ethnology	■									
European studies		■			■				■	
Export engineering			■		■					
Film & media	■	■	■							
Finance									■	
Finnish	■	■								
Food science						■		■		
Forestry								■		
French	■	■	■	■	■				■	
Furniture & interior design										
Geography	■			■	■					
Geology	■	■				■				
Geophysics	■									
German	■	■	■	■	■				■	
Graphic arts										
Graphic design										
Greek	■	■	■							
Health education							■			
Health science	■	■	■		■					
Hebrew	■									
History	■	■	■	■	■					
History of art	■	■								
History of ideas		■								
History of science		■								
Horticulture								■		
Human biology	■									
Human nutrition						■		■		
Humanistic computer science					■					
Humanistic design			■							
Humanistic informatics	■				■					
Hungarian		■								
Indian	■	■								
Indo European	■									

University Programmes - Fields of Study

	University of Copenhagen	University of Aarhus	University of Southern Denmark	Roskilde University	Aalborg University	Technical University of Denmark	The Danish University of Education	The Royal Veterinary and Agricultural University	Copenhagen Business School	IT-University of Copenhagen
Indonesian										
Indoor environment engineering					■	■				
Industrial design					■	■				
Information management										
Information science		■			■	■				
Information studies		■								
Information technology		■	■		■	■			■	
Intercultural communication			■		■				■	
Interdisciplinary IT										■
International business			■		■				■	
International development studies			■	■	■		■		■	
International politics		■								
International studies					■					
Internet technology					■	■				■
IT, communication and organisation		■	■		■					■
IT product development			■							
Italian	■	■							■	
Japanese	■	■							■	
Journalism			■	■						
Keyboard, guitar and consort										
Korean	■									
Landscape										
Landscape architecture							■			
Landscape management							■			
Language technology									■	
Latin	■	■	■							
Law	■	■								
Lexicography										
Librarianship										
Linguistics	■	■	■						■	
Logistics									■	
Logopedics	■									
Management		■	■		■				■	
Management technology					■	■			■	
Manufacturing engineering			■		■	■				
Marketing			■		■				■	
Mathematical economics	■	■								
Mathematical modelling			■		■	■			■	
Mathematics	■	■	■	■	■	■				
Mechanical engineering			■			■				
Media art										
Media studies		■								
Medicine	■	■	■							
Microelectronics					■	■				
Middle Eastern studies	■		■							
Molecular biology	■	■	■	■						
Monumental art										
Multimedia		■	■		■					
Multimedia technology					■	■				■
Music pedagogy										
Music therapy					■					
Musical theory										

University Programmes - Fields of Study

	University of Copenhagen	University of Aarhus	University of Southern Denmark	Roskilde University	Aalborg University	Technical University of Denmark	The Danish University of Education	The Royal Veterinary and Agricultural University	Copenhagen Business School	IT-University of Copenhagen
Musicology	■	■			■					
Natural history										
Natural resource economics							■			
Natural sciences		■	■		■					
Nordic philology	■	■								
Object conservation										
Optics and materials					■	■				
Orchestral instruments										
Organization					■				■	
Painting										
Pedagogy	■		■				■			
Persian	■									
Pharmacy										
Philology		■								
Philosophy	■	■	■	■	■				■	
Physical education	■		■							
Physics	■	■	■	■	■	■				
Pictorial art										
Planning					■					
Polish	■	■								
Political science	■	■	■							
Portuguese	■	■								
Psychology	■	■		■	■					
Public administration		■		■	■				■	
Public health	■									
Public relations				■						
Religion, study of	■	■	■							
Rhetoric	■									
Romanian	■									
Russian	■	■	■						■	
Scandinavian language studies		■								
Sculpture										
Semiotics		■	■							
Semitic philology		■								
Serbo-Croatian	■	■								
Slovak	■									
Social sciences	■		■	■	■					
Social work					■					
Sociology	■				■					
Software development		■	■			■				■
Spanish	■	■	■		■				■	
Sports science	■	■	■							
Statistics	■	■								
Thai	■									
Theatre research										
Theology	■	■								
Tibetan	■									
Tourism			■		■				■	
Traffic and transportation					■	■				
Turkish	■									
Urban & building renewal						■				
Urban transformation										
Veterinary medicine							■			
Zoology	■	■	■							

Degree Programmes Taught in English

Although the usual language of instruction is Danish, most institutions offer courses and programmes in English. Visiting students thus have ample opportunities to follow courses without a command of Danish. Intensive Danish language and culture courses are also available for international students.

Danish institutions of higher education offer more than 50 full degree programmes taught in English aimed at Danish and interna-

tional students at Master's level. A few are also available at Bachelor's level.

Information on degree programmes taught in English is available on the universities' home pages. An overview is available on the home page of the Centre for International Cooperation and Mobility in Education and Training (CIRIUS) at www.CiriusOnline.dk.

Chapter 4

Admission and Practical Information

Degree Students

Foreign students aiming to study for a degree from an institution of higher education in Denmark must apply for admission on the same terms as Danish students. The specific terms for admission to Danish Bachelor's and *candidatus* (Master's) degree studies are described below, and the terms for Ph.D. studies are briefly outlined on pp 79.

Studies for Bachelor's and Master's degrees

Admission

Foreign students can apply for admission if they hold a Danish

entrance examination (*studentereksamen*, *højere forberedelseseksamen (hf)*, *højere handelseksamen (hhx)* or *højere teknisk eksamen (htx)*) or a certificate or diploma which is recognized or assessed as being comparable to the Danish entrance qualification, and can prove that they have sufficient command of the Danish language.

Students from abroad are advised to contact the institution at which they would like to enrol to get the most recent specific information about entrance requirements. Some study programmes have additional admission requirements such as specific subjects or levels

of subject, or practical work experience. Students who do not meet the requirements may follow special single-subject courses (called *hf* courses) or one-year courses for refugees and immigrants.

The following outlines the general conditions concerning Bachelor's, Master's and Ph.D. studies as well as the procedure for recognition of foreign degrees.

Qualifying foreign examinations and language requirements

Degree	Qualifying requirements from abroad	Supplementary test	Language test (For new language test see under "Language Requirements")	Remarks
Bachelor's degree taught in Danish	Diploma recognized as comparable to the Danish entrance examination	May apply to relevant subjects	Danish Language Test (Danish 2 - Danish 3 for a few programmes only)	The Danish Language Test is only available in Denmark
Master's degree taught in Danish	Diploma recognized as comparable to a Danish Bachelor's degree in a relevant field	May apply to relevant subjects	Danish Language Test (Danish 2 - Danish 3 for a few programmes only)	The Danish Language Test is only available in Denmark
Master's degree taught in English	Diploma recognized as comparable to a Danish Bachelor's degree in a relevant field	May apply to relevant subjects	TOEFL or other language tests may apply	Available at selected universities
Ph.D.	Diploma recognized as comparable to a Danish Master's degree			Applications are dealt with on an individual basis

Qualifying Foreign Examinations

The following foreign diplomas or certificates are recognized as qualifying the holders for admission to all institutions of higher education:

- Studentereksamen/Vitnemål fra videregående skole/Avgangsbetyg fra Gymnasiet from Finland, Iceland, Norway and Sweden;
- Abitur from Germany;
- Baccalauréat (deuxième partie) from France;
- General Certificate of (Secondary) Education (GCE/GCSE) from the United Kingdom in at least five different subjects (at least two but preferably three must be good A levels; the GCSE/O-level grades must be A, B or C);
- Diploma de Maturità from Italy;
- VWO from gymnasium/atheneum from the Netherlands;
- Certificat d'enseignement secondaire supérieur + Diplôme d'aptitude à accéder à l'enseignement supérieur from Belgium;
- the International Baccalaureate;
- the European Baccalaureate;
- other examinations and certificates from the countries which have signed the European Convention on the Equivalence of Diplomas Leading to Admission to Universities.

If a university entrance examination or preparatory examination is required for university entrance in their home countries, applicants may be required to have passed this examination sufficiently well to be eligible for admission.

Please note that the various institutions often have *special requirements* concerning the level of cer-

tain subjects. The institutions are also entitled to require supplementary tests/course requirements (see page 75).

Apart from the above-mentioned diplomas and certificates, the following foreign certificates and diplomas may be considered as valid admission qualifications:

- a High School Certificate from the United States followed by up to two years of university or college studies, preferably in relevant subjects;
- a High School Graduation Diploma from the United States (general academic, university preparatory or honours programme) followed by three Advanced Placement Tests (full-year college course) passed with at least grade 3;
- a High School Certificate from the USA followed by a two-year Associate Degree (academic programme); this also applies to applicants with a high school diploma from countries with a similar educational system, e.g. Japan;
- a Bachelor's degree in relevant subjects from universities in Bangladesh, India and Pakistan.

Applicants from countries other than those mentioned above will not be considered eligible to apply for admission unless they have completed at least two years of university studies in relevant subjects in their home countries. For students from some countries, a Bachelor's degree is the minimum entrance qualification.

Further information about entrance qualifications and supplementary tests may be obtained from the admissions offices at the individual institutions.

Supplementary Tests (Course Requirements)

Foreign certificates, diplomas or degrees of higher education may be considered as valid credentials for admission, but this does not exempt the holder of the foreign certificate from complying with any supplementary conditions which the individual institution or programme of study may require (e.g. further or supplementary tests in required subjects).

Course requirements are laid down in the degree requirements and examination regulations. Applicants must include information in their application about the level (O/A level, Higher Subsidiary level, number of years studied at school or university) in the relevant subjects.

Entrance Restrictions (Numerus Clausus)

The overall number of places available each year is limited by the Ministry of Education. It may not, therefore, always be possible to admit all qualified applicants, Danish or foreign. Places are accorded to foreign students partly on the basis of an evaluation of their results (grades/marks/averages).

Language Requirements

As most of the instruction at the institutions of higher education is given in Danish, it is essential for foreign students to have a good working knowledge of the language. They must therefore pass a Danish language test before being admitted to the institution concerned.

In addition to the Danish language requirement, a good knowledge of English is necessary. Students without a knowledge of English equivalent to at least Danish school-leaving level may

be required to take a test in English as well.

Students from the Nordic countries with Danish, Norwegian or Swedish included in their school-leaving examination are not required to take a Danish test. However, a course in Danish for Scandinavians may be helpful. Danish nationals are not required to take a Danish test, provided that they can document that they are native speakers or have learned Danish at school.

The test required for students from all other countries is the Danish Test 2 - the State Controlled Certificate of Proficiency in Danish Language - from Studieskolen or one of the language centres approved to hold the examination.

For admission to dentistry, dental hygiene, Nordic philology, and rhetoric, Danish Test 3 is required (only offered by Studieskolen). For medicine, Danish Test 3 must be passed within the first year of study.

The tests comprise both an oral and a written examination.

Studieskolen and the language centres offer Danish courses. Registration for the courses and tests takes place at Studieskolen available in the municipality or at a language centre via the local authorities. Only students with a residence permit are accepted.

The Danish tests are held twice a year, in May and November. Studieskolen or the language centre should be contacted for further information on closing dates for registration and information about the tests. Present fees are approximately DKK 600.

Nordic students

Danish-language courses and tests

A Danish language test is required for admission as a degree student

Students without a residence permit may follow the courses offered by Studieskolen but will have to pay for tuition.

Students applying for admission in August/September must pass the required Danish test no later than May/June of the same year.

It is extremely important that foreign students improve and develop their knowledge of Danish throughout their studies, and students are strongly advised to sit for Danish Test 3 at Studieskolen within the first or second year of their studies.

New language test

The Danish Ministry of Education is introducing a new language test called the Study Test which is expected to replace Danish Test 2 as a language requirement. At the time of publication of this Guide, it is unclear whether the Study Test will also replace Danish Test 3. The Study Test will be offered twice a year, in May and November, beginning in May 2002. Four skills - listening comprehension, oral proficiency, reading comprehension and writing skills - will be tested and marked according to the Danish 13-point scale (see Annex 1). There will be a fee of DKK 600 for the written part and DKK 600 for the oral part of the test. The Study Test will be offered at a number of language centres throughout Denmark, including Studieskolen. There are also plans for it to be offered at a few foreign universities.

The Academic Year

The academic year at universities is divided into two terms: the autumn semester from September to December or January and the spring semester from the end of January to May or June.

Application

Application forms for the autumn admission can be obtained from all Danish institutions of higher education from about 15 February.

The deadline for applications for admission in August/September to be received from all applicants with foreign examinations, regardless of nationality, is 15 March.

Deadline for applications

All documents enclosed must be original documents or officially certified copies (e.g. certified by the applicant's school or university, an embassy or a consulate). If the documents are not in one of the major European languages or in Norwegian or Swedish they should be accompanied by officially translated and certified copies.

Application documents

Applicants who have applied for admission in August/September will be notified whether they have been admitted at the end of July.

Application forms must be submitted before 15 March, even though the applicants may not yet have passed the Danish test or their foreign or Danish qualifying examination.

This applies especially to students taking the *International Baccalaureate* and *General Certificate of Education*. Some foreign certificates or diplomas are not issued before the closing dates for registration (1 July). Students expecting to complete their admission qualification before the closing dates for registration, but who will not receive their certificate until later, must therefore submit with their application form a letter from the head of their school confirming that they will be sitting for the examination before 1 July. This letter must also include information

about the subjects to be taken and the level of the subjects and, if possible, predicted results.

In these cases the final certificate or diploma must be sent to the admissions offices immediately after it has been issued. Final registration cannot take place nor will the student registration card be issued before the required certificates have been received.

For obvious reasons, applicants will not be informed whether they have been awarded a place until they have submitted their official examination results.

Ph.D. Students

Admission

The entrance requirement for the Ph.D. programme in Denmark is normally a Danish Master's (*candidatus*) degree. Foreign students interested in entering a Ph.D. programme at a Danish university are required to hold an academic degree equal to this degree.

Degrees held by foreign applicants are evaluated on the basis of information on the length and content of the studies leading to the degree. An evaluation of the level of the foreign student's degree may take the form of examinations proposed by the relevant department/supervisor and approved by the appropriate Ph.D. programme committee. Foreigners who do not hold a Master's degree equal to the Danish *candidatus* degree must fulfil these qualifications before applying for admission to a Ph.D. programme.

A Ph.D. student enrolled at a university abroad may apply for admission to a Danish university through a transfer of academic credit. The conditions for admis-

sion (special requirements, etc.) may be stipulated on the basis of a specific assessment of the individual applicant. Research experience may be transferred but will be evaluated separately for each case. Research experience accepted for transfer will seldom count for more than one half-year of Ph.D. studies.

As each Ph.D. programme is primarily planned by the host faculty/department/institute at the universities, all questions about admission of or visits from foreign Ph.D. students should be directed to the relevant faculty/department/institute.

Languages of the Ph.D. Programmes

Although Danish is the basic language at all the Danish universities, Ph.D. programmes are increasingly being conducted in English. In principle it is possible for English-speaking students to obtain a Ph.D. degree in most subjects at a Danish university without a command of the Danish language.

Financial Aspects

Ph.D. students at Danish universities are part of the academic staff. According to an agreement between the Government and the academic unions they receive a Ph.D. scholarship corresponding to the salary paid for employment at the same academic level.

The individual universities are awarded a number of so-called salary-based Ph.D. scholarships by the Ministry of Education. It is the responsibility of the university to allocate the scholarships to the individual faculties, which is done in accordance with the institution's research-strategic planning. When a Ph.D. scholarship

becomes available or a Ph.D. scholarship is allocated to a new subject area, an announcement will be inserted on the university website and in scholarly and professional journals.

Ph.D. students follow the general rules for employment in a publicly financed organization, meaning that the scholarship-holder is covered by the labour market rules governing public health insurance, leave, holidays, etc.

Nothing prevents the award of salary-based Ph.D. scholarships to foreign citizens, who may apply for scholarships that have been publicly announced in fair competition with their Danish colleagues.

Guest Students (Non-Degree Students, Exchange Students)

Foreign students who wish to attend advanced courses at a Danish institution of higher education for a shorter period (3-12 months) as part of their current studies in their home countries may apply for admission with the status of a guest student (non-degree student or exchange student).

This arrangement applies both to individual students (free movers) and to students visiting an institution under the terms of a bilateral university agreement, a formal exchange agreement (e.g. Erasmus, Tempus) and as government exchange scholars.

Foreign students who wish to begin their university studies or to take or complete a full university degree in Denmark are not accepted as guest students but should apply as full degree students

Admission

An applicant must be enrolled at a university abroad to be accepted as a guest student. He or she should have completed university studies in the home country equivalent to at least the first two years of Danish university studies.

Guest students are accepted for one semester or one year, and will normally be issued with a special guest student card.

Language of Instruction

Courses are taught in Danish or English, depending on the institution and the subject.

More and more institutions of higher education also offer courses, or part of their complete study programme, in English (see the descriptions of the individual institutions). Further information is available from the institutions.

Academic Credits

Guest students are strongly advised to consult their home institutions about the transfer of academic credits for their studies in Denmark.

The Danish institution will normally issue the guest student with a certificate or transcript showing the courses attended and/or tests/examinations passed.

Language Requirements

Guest students are not formally required to have passed a Danish test before being admitted and many universities have programmes in English. However, some subjects/institutions do require a good working knowledge of Danish or recommend guest students to begin Danish courses. Several institutions provide intensive Danish language courses for foreign guest students.

A good working knowledge of English is expected of guest students. Some institutions have language test requirements. Some institutions offer courses in English when foreign students sign up for them.

Application

Application forms are available from the institutions all year round. The institutions should be consulted about submission dates for applications.

Recognition of Foreign Degrees

Credit Transfer and Recognition

All Danish institutions of higher education must use the European Credit Transfer System (the ECTS) and have transparent procedures for credit transfer and recognition of qualifications.

Individuals who need an assessment of their university degree from abroad can contact the Danish Centre for Assessment of Foreign Qualifications (CVUU) at cvuu@su.dk or look at the CVUU's home page (www.cvuu.dk).

Quality Assurance and Accreditation

The state-approved institutions of higher education have to follow some general regulations concerning their teachers' qualifications, award structures, study programmes, admission and quality control. These regulations assure the standard and quality of the institutions. Private institutions may operate without approval, but if a private institution wants its students to be eligible for state educational grants, it has

to conform to an accreditation procedure.

Practical Information

There are several practical matters that must be dealt with either prior to the stay or during the first days in Denmark. This chapter deals only with the general rules applicable to foreign citizens, and it is therefore important to note that the relevant authorities should be contacted for information and guidance in each specific case.

Residence Permits

Depending on the country of origin, different rules and procedures apply for staying in Denmark.

Nordic Countries

Citizens from the Nordic countries are exempt from applying for residence and work permits to stay in Denmark. They should, however, bring the internordic document of change of address (*internordiske flyttepapirer*) and register at the municipal civil office (*Folkeregistret*) to get a personal registration number.

EU/EEA Countries

Citizens from EU/EEA countries may stay in Denmark for less than three months without any form of permit. For stays of more than three months, a residence permit must be applied for at the local county authority (*Statsamt*) during the first three months in Denmark. No work permit is required, irrespective of the length of the stay.

Students from EU/EEA countries should bring their admission papers from the Danish educational

institution when applying for a residence permit. A work permit is not needed if students from EU/EEA countries want to work while studying in Denmark.

Other Countries

Visas are required for citizens from certain countries. The Danish embassy or consulate in the home country should be contacted for further information. Applicants must have applied for and been granted visas and residence permits before entering Denmark.

Students from non-EU/EEA countries should apply for a residence permit in order to study in Denmark. To obtain a residence permit, students must provide documentation that they can pay all the costs related to their stay (minimum DKK 4,200 per month). The documentation must be in one of the following forms:

- a grant or scholarship;
- a student loan;
- a positive bank balance (cash) of the personal bank account (the applicant must be the sole holder of the account);
- a letter of guarantee from a recognized bank that warrants the applicant's expenses during the stay in Denmark.

A student should apply for a residence permit at the Danish embassy or consulate in the home country when he/she is accepted for admission to an educational institution in Denmark. If invited as a student or a researcher by a Danish institution of higher education, the student will have to submit a particular form received from the host institution together with the residence application. A residence permit cannot be obtained during a temporary stay in Denmark, and a tourist visa cannot be converted into a residence

permit if the sole purpose of the stay is to learn Danish.

Fees

There are normally no tuition or registration fees for degree students or for guest students on study programmes in Denmark.

However, if a particular programme falls under the university Open Education scheme (programme for adults), a modest fee will be charged.

Open Education

Grants and Scholarships for International Students

State educational support is available for Danish citizens. It is also available to foreign citizens, but only on very specific conditions, e.g. if the applicant has been married to a Dane for at least two years before applying, has worked in Denmark for at least two years, or is a child of an EU/EEA citizen working in Denmark. So in general, no financial support or scholarships are offered by individual institutions to international students. However, there are other possibilities.

- A student from an institution in an EU or other European country participating in the Socrates/Erasmus and Leonardo Da Vinci programmes may apply in the home country for a special exchange and mobility grant to carry out a fully recognized study period in Denmark.
- Students from institutions in the Nordic countries and certain other European countries outside the EU have other possibilities, such as the Nordplus and Tempus programmes.
- Other agreements aim at exchanges and cooperation with countries in the Americas, the

Pacific Rim, China, etc. Various development funds support educational cooperation with the African countries. Students should seek further information about these opportunities at their educational institutions in their home countries.

In accordance with the Cultural Agreement Programmes and similar scholarship exchange programmes, Denmark offers scholarships to students and researchers from 27 countries. Information on these scholarship possibilities is available in the home countries and applications must be forwarded via the authorities in the home countries.

Insurance

Health Insurance

Anyone staying in Denmark is entitled to free *emergency* hospital treatment.

Persons on a temporary stay in Denmark (less than three months)

Persons from the Nordic countries and the United Kingdom are entitled to the same health services as Danes when acute medical treatment is needed. Persons from other EU countries, Iceland, Liechtenstein and Norway are also entitled to the same health services as residents of Denmark if they need acute medical treatment if they bring an E128 form from their home country. Persons from other countries are not entitled to any free medical care except the *emergency* hospital treatment mentioned above, and are urged to obtain a private health insurance.

Persons with residence in Denmark (more than three months)

Persons who are registered with the municipal civil registration office in Denmark are automatically covered by Denmark's health insurance scheme after a period of six weeks. Persons coming from

the EU countries, Canada (the Province of Quebec), Croatia, Iceland, Liechtenstein, the former Yugoslav Republic of Macedonia, Morocco, Norway, Pakistan, Slovenia, Switzerland and Turkey can avoid the waiting period if they are covered by the public health insurance scheme of their home countries. The national health care authorities should be contacted for the necessary documentation.

Private Insurance

Insurance must be arranged individually. Some insurance companies extend their insurance to cover stays in other countries. Insurance to cover repatriation in the case of severe illness or death must be considered as well as accident insurance, insurance of personal property, third party liability insurance and, if applicable, a comprehensive car insurance.

Living Expenses

Students must have sufficient funds to cover their living expenses while studying in Denmark. Living expenses will vary according to the habits of individual students, but in 2001 approximately DKK 6,200 must be considered a monthly minimum.

Student Jobs

Many Danish students have jobs while they are studying. Foreign students are not automatically granted a work permit, but may apply for a work permit for up to 15 hours' work per week during the term and full-time work during the summer holidays (June, July and August). However, student jobs could never finance living expenses in Denmark. In order to get a residence permit documentation for sufficient means to cover the stay must be presented.

Taxation

The general rule is that any income earned in Denmark is subject to taxation in Denmark, whereas any income earned in another country is subject to taxation in that country. Denmark has entered into double taxation agreements with a number of countries in order to avoid a person being taxed on the same income in two countries. To settle this issue, the local tax authorities in the home country should be contacted prior to departure for Denmark.

For students, other rules apply. Students are generally not liable to pay tax on student grants for study abroad, but if they work while they are in Denmark, tax is deducted if the income exceeds a certain amount per year. Information on this issue is obtainable from the local tax authorities in Denmark.

Traineeships and Work Placements

There are a number of possibilities for traineeships and work placements in companies. They may be an integrated part of the educational programme and be organized by the host institution, or they may be self-organized placements after graduation from an institution of higher education. They may also be organized by the individual person and the company in question. Anybody may, of course, contact a Danish company direct or through a company in the home country with affiliates in Denmark.

An international exchange student may apply for a work placement in a company if the practical training period is a recognized part of the student's educational programme. The work placement will then be organized by the ex-

change university. Work placements are also possible for students exchanged under the Socrates, Leonardo Da Vinci and Tempus programmes.

International students wishing to do a work placement in Denmark but not intending to study at a Danish institution of higher education may contact one of the following organizations for help:

- Association Internationale des Etudiants en Sciences Economiques et Commerciales (AIESEC);
- The International Association for the Exchange of Students for Technical Experience (IAESTE);
- International Medical Cooperation Committee (IMCC);
- The European Employment Services (EURES) (only for EU/EEA citizens).

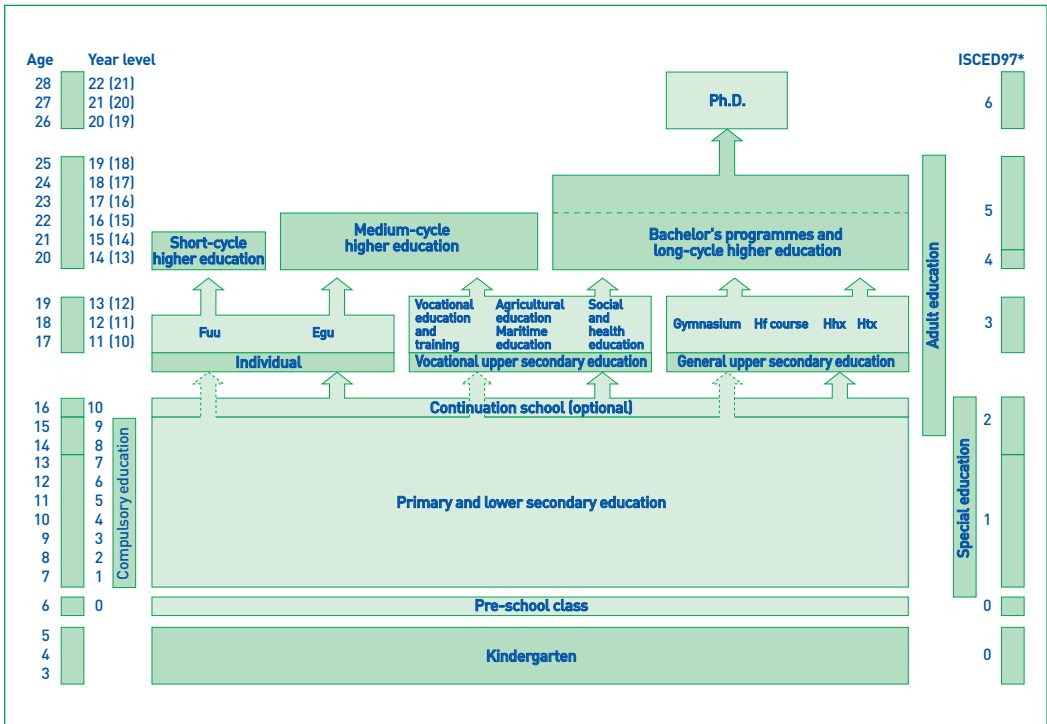
Accommodation

It is difficult to find temporary as well as permanent accommodation, in particular in the university cities. No institution of higher education owns campus housing. Student residences are run by private funds and can be applied for through a central administrative office (*Centraludstillingsudvalget*). Most students find private accommodation, where the monthly rent may vary from DKK 2,000 to DKK 5,000.

Self-organized traineeships or work placements

Work placements as an integrated part of the educational programme

Chapter 5



* International Standard Classification of Education

Pre-University Education in Denmark

The Danish educational system is made up of the basic comprehensive school, various upper secondary and vocational education courses and a wide range of higher education programmes, as well as adult and Open Education.

Education is compulsory for nine years from the age of seven and takes place at primary and lower secondary schools. An optional pre-school class and an optional tenth form are also offered at

school. Prior to school, children may attend day care centres and kindergartens. The publicly provided schools in Denmark are the municipal *folkeskoler* (primary and lower secondary school). About 12 per cent of an age group attend private schools.

In a *folkeskole* pupils are taught in classes of 18-28 children. The pupils in a class normally remain together throughout the whole period of basic schooling.

Having finished their compulsory basic education, pupils may either attend the voluntary tenth form of the *folkeskole* or continue their education at upper secondary level.

There are two forms of general (non-vocational) upper secondary education in Denmark: the *gymnasium* and the *højere forberedelseseksamen* or *hf* (higher preparatory examination) courses. Institutions may offer both types

of education either in a package or as single subjects.

The county councils are responsible for the financial administration of general secondary institutions, of which 85 per cent are publicly owned. A dozen schools take boarders. The national examination system is administered by the Ministry of Education which is also responsible for the contents and for monitoring the quality of the education.

The *gymnasium* course lasts for three years and leads to the upper secondary school-leaving examination (*studentereksamen*), which qualifies the student for admission to university and other higher education studies. The aim of the *gymnasium* is to provide a general education as well as to prepare students for continued studies. There are approximately 150 gymnasier in Denmark.

The *højere forberedelseksamen* or *hf* (higher preparatory examination) was introduced at the end of the 1960s and is above all directed at young people and adults who have left the education system and wish to return. It is also possible for pupils to attend an *hf* course direct after the tenth year of the *folkeskole*.

Like the *gymnasium*, the *hf* courses offer a general education as well as preparing students for continued studies. A full-time student may complete the course in two years, but adults can also take the examination on a single-subject basis or as a combination of subjects to form a complete examination over a longer period of time.

There are two vocational upper secondary courses whose final examinations qualify successful candidates for admission to higher education as well as for employment.

- The higher commercial examination course (*højere handelseksamen - hhx*) lasts for three years. The first year is common to all the vocational education courses in commercial schools. Two thirds of the subjects are obligatory, the rest are optional. The *hhx* prepares graduates for work in business administration and management, accountancy, electronic data processing and financial decision-making. Foreign languages form part of the curriculum.
- The higher technical examination course (*højere teknisk eksamen - htx*) is primarily directed at young people interested in science and technology. Courses are offered by the technical schools. They last three years and comprise common core and optional subjects, e.g. in technology, natural sciences and foreign languages.

Vocational Education and Training

A vocational education and training programme is a three- to four-year sandwich-type programme in which theoretical and practical education at a vocational college alternates with practical training in a business enterprise.

The Vocational Colleges

In Denmark, there are approximately 50 technical colleges, 50 business colleges and approximately 10 combined technical and business colleges. The majority of the vocational education and training programmes are offered at these colleges and (to a limited extent) at adult vocational

training centres (*AMU*). In addition to these, other types of college offer social and health education programmes, agricultural programmes, etc.

A Danish vocational college normally offers programmes at all post-compulsory levels of education, from vocationally-oriented general upper secondary education (*hhx* and *htx*) and vocational education and training programmes to tertiary diploma programmes. In addition they offer different kinds of continuing education and training programme for adults and for young people at risk. This is in fact a unique

type of institution. It is considered an advantage if a student can attend the same college for his or her entire course of studies.

Adult Education

Denmark has a long and strong tradition of adult liberal education. There are numerous private opportunities, but only adult education that is publicly financed and regulated by law is dealt with in the following.

There is a wide range of educational offers for adults in general subjects such as Danish, arithmetic/mathematics, history and languages. They comprise general adult education, single-subject higher preparatory examination courses, literacy courses, teaching of immigrants, leisure-time education under the Act on Adult Liberal Education (*Folkeoplysning*), and courses at residential as well as non-residential folk high schools.

There is also a wide range of vocationally-oriented courses for people with varying education and training backgrounds. Examples of the types of courses are: labour market training programmes (short courses directed at a specific trade), adult voca-

tional education and training programmes (special adult courses within the ordinary vocational education and training programmes) and Open Education (part-time diploma courses in certain subjects, single-subject courses from part-time and full-time programmes and short intensive courses). Several of these programmes lead to formal qualifications, for instance the single-subject provision, where courses are completed with an examination. Quite a few of the longer programmes make up complete courses leading to various diplomas and to the Bachelor's degree under the Open Education system.

The adult education programmes may be publicly and/or privately funded, but in principle a certain level of user payment has been introduced except in the case of the labour market training programmes. Participants in the courses offered by the adult education centres and the non-residential folk high schools pay

lower fees than participants in the Open Education system and at folk high schools. Teaching within the various types of adult education takes place both during and outside working hours, and varies from a few hours to complete full-time programmes of several years' duration.

Some Open Education teaching is now carried out in the form of distance learning.

Compared with many other countries, Denmark is in a favourable position in the field of education/training; 83 per cent of a class of young people complete courses giving either vocational or study skills, and about 40 per cent of such a class complete higher education. But for one third of the labour force, basic schooling continues to be the highest education level, and there is a need to strengthen the basic and occupational skills and qualifications of this group of employee.

Annex 1

The Danish Marking System

The 13-point scale (as defined by the Ministry of Education)

The use of the marking system in upper secondary and higher education

Marks awarded according to the 13-point scale are divided into four main groups for excellent (13, 11, 10), good (9, 8, 7), satisfactory (6) and poor performances (5, 03, 00):

- 13: is given for the exceptionally independent and excellent performance
- 11: is given for the independent and excellent performance
- 10: is given for the excellent but not particularly independent performance
- 9: is given for the good performance, a little above average
- 8: is given for the average performance
- 7: is given for the mediocre performance, slightly below average
- 6: is given for the just acceptable performance
- 5: is given for the hesitant and not satisfactory performance
- 03: is given for the very hesitant, very insufficient and unsatisfactory performance
- 00: is given for the completely unacceptable performance.

To pass the *Studentereksamen* (upper secondary school leaving examination) or the *Højere Forberedelseseksamen (hf)* (higher preparatory examination) students must obtain a minimum average of 6.0 in the marks for both the year's work and for the examination.

The 13-point system is intended to ensure uniformity in the evaluation of achievement at the institutions where it is used. Generally, marks awarded in upper secondary education reflect pupils' achievements in relation to the aims laid down for the subjects in question.

At institutions of higher education, either a total average of 6.0 or, in certain cases, a mark of at least 6 in each subject is required to pass. Marks awarded at these institutions reflect students' achievements in terms of standards set by the institutions. At universities a pass/fail may be given in up to one third of the examinations of the study programme instead of marks.

Further information about the requirements of any particular institution must be obtained from that institution.

A comparison of the Danish marking system with the American grading system

Danish marking system	American grades
13	No usual American equivalent
11	
10	<u>A</u> (A, A-)
9	
8	<u>B</u> (B+, B, B-)
7	
6	<u>C</u> (B-, C+, C, C-)
5	<u>D</u> (D+, D)
03	<u>F</u>
00	

Precise comparisons between marks and grades are not possible as marking scales are nearly always designed for national contexts. However, international cooperation sometimes necessitates some sort of comparison. The comparison above of the Danish marking system with the American grading system has been made to meet this need.

Please note that the comparison can only be used as a guideline and that it may not always be applicable.

The Danish marking system is based on individual assessment: students are not graded relative to each other.

Annex 2

European Credit Transfer System (ECTS)

Danish universities have been using the European Credit Transfer System (ECTS) increasingly since 1988/1989 when the pilot phase started in five disciplines - medicine, chemistry, history, mechanical engineering and business studies - at five different universities.

Today all institutions of higher education quantify each individual educational activity using ECTS credits. An annual programme has to add up to 60 points (ECTS). Ministerial orders now include the ECTS, in accordance with the Bologna Declaration.

Danish universities and institutions in the non-university sector are increasingly using the ECTS format in describing educational programmes and the contents of different courses, although the descriptions may vary among the universities.

Approximately 65 Danish institutions have signed an institutional contract with the Commission of the European Union within the Socrates programme, of which approximately 40 have registered ECTS activity.

What is the ECTS?

The ECTS is playing a central role in creating an open European space for education. It facilitates transparency, comparability and flexibility, and is user-friendly in decentralized environments.

The main components of ECTS are:

- modularized programmes;
- quantification by ECTS credits measuring the expected workload of each module in such a way that the annual programme adds up to 60 points;
- Information Packages with relevant information in ECTS format for exchange students and others;
- forms and procedures for applying, agreeing and reporting a recognized stay abroad, and
- a management system with well defined responsibilities.

The ECTS also contains an option for marking and translating marks into different national systems. The ECTS Marking Scale has five steps for *passed* and two steps for *failed*, representing a compromise between different national scales with few or many steps. The ECTS Marking Scale has three parallel subscales: (a) the distribution of the given marks in percentage, (b) a single word description of each step, and (c) a sentence assessing the outcome of an examination. The difficulty in comparing the different national cultures for marking is then transported to an equivalent problem between using the three different subscales.

Only a few disciplines have so far used this special marking system.

More information on ECTS can be obtained from the official

website: <http://europa.eu.int/comm/education/socrates/ects.html>

How to use the ECTS

A student at an institution which is using ECTS who plans a stay abroad as part of his/her programme at the home institution should consult the local staff in charge of international cooperation about the possibilities for going abroad using ECTS-based cooperation with host partners. The student should then consult the relevant InfoPacks and home pages to find out about the scientific programme relevant to his/her purposes, and finally the student should discuss his/her plans with the person in charge of recognition at the home institution. Contacts with the host institution should be processed using the ECTS standard forms and procedures. This should lead to a profitable stay abroad where steps will follow in a smooth sequence.

The above website has an extensive User's Guide in 11 European languages and the individual ECTS forms in English, French and German.

Annex 3

Diploma Supplement

Danish universities emphasize the international transparency of study programmes and qualifications. They support international efforts to develop instruments for this purpose.

According to a ministerial order, all Danish institutions of higher education will issue Diploma Supplements in English for all degrees awarded after September 2002. The Diploma Supplement is an annex to the diploma. Its purpose is to provide sufficient independent data to improve the international transparency of higher education diplomas and to ease academic and professional recognition of qualifications in the spirit of the Bologna Declaration.

A standard model for the Diploma Supplement has been developed in a pilot project initiated by the Council of Europe, the European Commission and Unesco. The use of the Diploma Supplement is strongly supported by the three organizations and is also mentioned in the final communiqué of the Prague Inter-Ministerial Conference on Higher Education of May 2001.

The Diploma Supplement from Danish institutions of higher education follows the international model. It provides a comprehensive description of the nature, level, context, content and status of the studies pursued. It includes both personal achievements of the graduate and a description of

the Danish higher education system, making it possible to place the specific qualification in the context of the Danish system.

The Diploma Supplement has been developed as a help both for institutions of higher education and for professional bodies, employers, public bodies and the students themselves in relation to employment, further studies, etc.

Annex 4

Addresses

The Danish Rectors' Conference Secretariat

Rektorkollegiets Sekretariat
Vester Voldgade 121 A, 4. sal
DK-1552 København K
Denmark
Tel.: +45 33 92 54 03
Fax: +45 33 92 50 75
E-mail: rks.@rks.dk
Web: www.rks.dk

Ministry of Foreign Affairs

Udenrigsministeriet
Asiatisk Plads 2
DK-1448 København K
Denmark
Tel.: +45 33 92 00 00
Fax: +45 32 54 05 33
E-mail: um@um.dk
Web: www.um.dk

Ministry of Education

Undervisningsministeriet
Frederiksholms Kanal 21
DK-1220 København K
Denmark
Tel.: +45 33 92 50 00
Fax: +45 33 92 55 47
E-mail: uvm@uvm.dk
Web: www.uvm.dk

Ministry of Information Technology and Research

IT- og Forskningsministeriet
Bredgade 43
DK-1260 København K
Denmark
Tel.: +45 33 92 97 00
Fax: +45 33 32 35 01
E-mail: fsk@fsk.dk
Web: www.fsk.dk

Ministry of Culture

Kulturministeriet
Nybrogade 2
Postboks 2140
DK-1015 København K
Denmark
Tel.: +45 33 92 33 70
Fax: +45 33 91 33 88
E-mail: kum@kum.dk
Web: www.kum.dk

CIRIUS

Fiolstræde 44
DK-1171 København K
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Tel.: +45 33 95 70 00
Fax: +45 33 95 70 01
E-mail: Cirius@Ciriusmail.dk
Web: www.CiriusOnline.dk

Denmark-America Foundation/ Fulbright Commission

Danmark-Amerika Fondet/
Fulbright Kommissionen
Fiolstræde 24, 3. sal
DK-1171 København Ø
Denmark
Tel.: +45 33 12 82 23
Fax: +45 33 32 53 23
Web: www.daf-fulb.dk

The Danish Immigration Service

Udlændingestyrelsen
Ryesgade 53
DK-2100 København Ø
Tel.: +45 35 36 66 00
Fax: +45 35 36 19 16
Web: www.udlst.dk

Danish-language courses

Year-round courses

Studieskolen i København
Antonigade 6
DK-1106 København K
Denmark
Tel.: +45 33 18 79 99
Fax: +45 33 14 81 45
E-mail: administration@studieskolen.dk
Web: www.studieskolen.dk

Summer courses

The Danish Cultural Institute

Det Danske Kulturinstitut
Kulturvet 2
DK-1175 København K
Denmark
Tel.: +45 33 13 54 48
Fax: +45 33 15 10 91
E-mail: dancult@cultur.dk
Web: www.kulturnet.dk/homes/dki/

