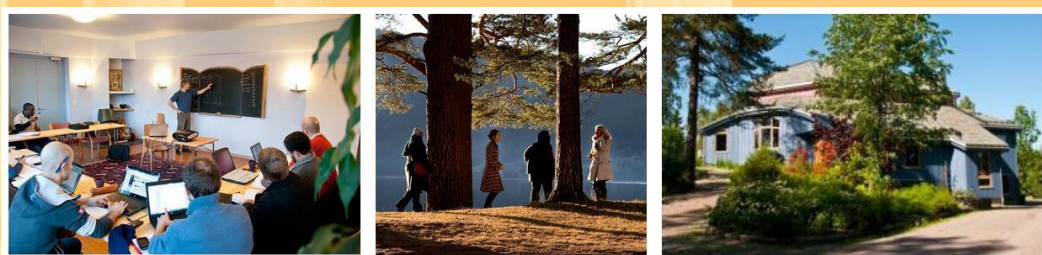


Rudolf Steiner University College

Norway

STUDENT HANDBOOK 2021-2022



**Master Programme in Waldorf Education
Experience Based**

RSUC – Oslo/Vidaråsen

Dear master student!

We are pleased to welcome you as a student to the RSUC master's degree programme, and we expect it to be an exciting and rewarding journey.

In this handbook, we give you an overview of the structure and content of the programme as well as information on rights, rules, and requirements. The first part of the handbook deals with the journey the master programme is inviting you to take, as well as the vision and the aims of the programme. The second part describes, in more detail, the programme curriculum and ways of working through the sequence of modules. Here you find descriptions of the knowledge, skills, and general competencies to be acquired in each module. As you will see, each module builds a capacity and represents a step towards the goal of becoming an educational researcher and writing a master's thesis. In the following sections, you will find the academic regulations and practical information. Do not hesitate to contact the student counsellor if you require any further help or information.



Morten Stene

Programme Director

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Master Programme in Waldorf Education Experience Based

Our Vision

The RSUC master programme, with its two study options, *Educational Research* and *Nature, Ecology and Sustainability*, invites experienced practitioners to explore and improve educational practice in kindergartens, schools, workplaces, and all other arenas where learning and human development take place. Our programme is for people who work with people and aims at providing its students with the knowledge and research abilities to develop and transform their current practice. While obtaining an internationally recognised master's degree, our graduates will have the knowledge, skills and competences required to perform an educational research project.

The RSUC master programme acknowledges the dynamic educational relationships between the personal, cultural, environmental, and spiritual. We recognise that everything we do as individuals affects others and our shared communities and environments. We regard ourselves as responsible for a world in need of change, and that the education of tomorrow must take an active part in developing sustainable knowledge, skills and relations. This ethical attitude towards education is how we understand the essentials of Waldorf education and the legacy of Rudolf Steiner's ideas.



The RSUC master programme is for those who think that education has an important role to play in achieving individual, cultural, and ecological sustainability. It offers a broad introduction into research methods recognising the relational aspects of educational practice and research. It is for educational 'activists' who want to be more effective in working with transformation within all pedagogical situations, seeking to influence our shared future – imaginatively, collaboratively, and ethically.

Aims and Qualifications

The RSUC master programme was founded in 2005 and aims at developing and furthering the transformative, sustainable, and caring aspects of education, including Waldorf pedagogy. One particular interest is the contribution to a dialogue between Waldorf education and the wider spectre of contemporary educational ideas and practices.

The core activity in the master programme is facilitating our students in attaining educational research competence. Our main focus is on qualitative research, recognising its power to provide deep insights into human experiences and relationships. We believe that educational research is a tool for renewal both on personal and societal levels. On the one hand, it enables practitioners to

reflect on their experiences, give fresh life to professional activities, and facilitate further work options. On the other hand, most of our students experience how becoming an educational researcher is empowering in the sense of creating new visions and consciousness.

RSUC master students perform self-chosen research projects in line with their interests and experience. This ranges from developing one's own teaching skills or subject knowledge, to partaking in institutional development, or dealing with the overarching philosophical aspects of education. During five course modules the required knowledge, skills and competencies are systematically conveyed and exercised. The programme concludes with each student researching and writing their master thesis.



RSUC master graduates work in kindergartens, schools, higher education, in social and therapeutic education, NGOs and independent organisations. They are employed within private and state governed institutions and in counselling and welfare services. Most students choose the master programme to deepen and develop their professional qualifications. Others are drawn to the course to anchor their particular yearnings for community, meaning and personal development. As with all mastering of new fields, completing a master study requires dedication and hard work.

Admission requirements

Applicants to the RSUC master programme must have a minimum of two years of relevant educational practice, in addition to one of the following requirements:

- Teacher or kindergarten qualification from RSUC or an equivalent institution abroad
- Other teacher or kindergarten qualification from studies of at least three years duration
- Waldorf education subject or art teacher qualification from studies of at least three years duration
- Bachelor's degree (or equivalent)
- Tertiary education from outside Norway equivalent to the above

Students should be able to master the English language at an appropriate level. RSUC may request supporting documentation.

All applicants must fill out an electronic application form and provide the necessary documentation of previous studies and work experience. Applicants must enclose a motivation letter giving reasons for choosing the RSUC master programme.

Ranking of qualified applicants

If the number of qualified applicants exceeds the number of places in the study programme, the following criteria form the basis for ranking: Relevance, level and extent of educational studies, relevance, breadth, and scope of educational experience.

Appeals regarding admittance

Applicants who are not admitted to the RSUC master programme are entitled to appeal the decision. All appeals must be in writing and addressed to the study counsellor within three weeks of being notified.

Campus Location

The RSUC master programme main campus is located at Vidaråsen, a Camphill community south of Tønsberg; about two hours travel from Oslo. The location's beautiful natural setting and cultural community, into which students are invited, provide a peaceful frame for the concentrated study during the course sessions, and allows for contemplation as well as fresh air walks during the breaks. Here we also get to know the local villagers and its international staff members. Students have attended concerts, seasonal festivals, and celebrations while at the same time moving deeply into various areas of educational theory and research.

Vidaråsen has a high sustainability profile with its own organic/bio-dynamic farm. The meals served at the course sessions are partly made of local and organically grown ingredients.



The Study Programme

The RSUC master programme in Waldorf Education is designed for experienced educationalists who want to carry out research in their fields of practice in order to develop their knowledge, skills and competence in education. The course provides the necessary proficiency in educational theory and research methods for planning, conducting, and evaluating empirical studies in educational settings. The main focus is on qualitative research.

Waldorf education builds on and is informed by Rudolf Steiner's educational ideas, the literature and research produced in the name of Waldorf education, as well as ideas, practices, and research from the wide field of education in general. The RSUC recognises this broad context in the design of its experience-based master programme. In this way, the programme promotes an open-minded environment of intellectual dialogue between Waldorf education and different perspectives in the field of education.

The two study options; *Educational Research and Nature, Ecology and Sustainability*

Both study options will share a significant amount of readings and teaching, especially those that concern educational theory and research methods. Parts of the readings and activities will differ, though, to give students of each study option ample opportunity to cultivate and deepen their areas of interest.

Master of Education (M. Ed.) in Educational Research

This study option invites experienced practitioners within all fields of education to deepen their knowledge and expand their qualifications in self-chosen areas of interest. The focus is on attaining educational research competence, which will enable students to further investigate their own field of practice. After a thorough introduction to educational theory and research methods, students embark on their own research journey, doing their individual master's degree project. With a firm grounding in contemporary educational research and thinking, our students build self-chosen competence in diverse fields, ranging from circle games in kindergartens to school leadership, mathematics teaching, or special education. All educational backgrounds and directions are relevant for this study option. The *Educational Research* option is for students seeking further formal qualifications and competence, as well as motivation and personal development.

Master of Education (M. Ed.) in Nature, Ecology and Sustainability

This study option invites experienced practitioners with an interest in the educational aspects of nature, ecology, and sustainability to develop and deepen their knowledge and expand their qualifications. The focus is on attaining relevant research competence, which will enable students to investigate self-chosen educational aspects of nature, ecology, and sustainability. After a thorough introduction to relevant theory and research methods, students embark on their own research journey, doing their individual master's degree project. With a firm grounding in today's research and thinking on the importance of nature, ecology, and sustainability in education, our students build self-

chosen competence in selected topics. Many educational backgrounds and directions are relevant for this study option. The *Nature, Ecology and Sustainability* option is for students seeking further formal qualifications and competence in these specific areas, as well as motivation and personal development.

Through five course modules, the required educational research knowledge, skills, and competencies are systematically acquired. The first course module (A) covers educational theory relevant for Waldorf education, with a focus on learning, teaching, knowledge, ethics, and sustainability. A broad spectrum of research methods is explored and practiced in module B. In the following course modules (C – D), the programme is increasingly focused on the research interests and questions of each student, by dealing with the role of theory, literature review, and educational philosophy within a research project. In the final module (E) students attend a course session on academic writing and complete their master thesis project.

Waldorf education is international, and students are usually coming from several countries and continents. This creates an atmosphere of shared academic enthusiasm, friendship, and a sense of global togetherness. All instructions and discussions are held in English while written assignments and the master thesis may be submitted in Norwegian, Swedish, Danish, Finnish, German, or English. The study programme uses an electronic learning platform, where timetables, lecture slides, hand-outs, etc. are made available, and where all written assignments are handed in.



Organisation

The duration of the programme is three years, being a part-time study, comprising 40 ECTS a year. This standard study progression is equivalent to two-thirds of a full-time programme.

Qualifications

The overall objective of the programme is to educate master's degree candidates to be able to participate actively in the development of professional, institutional as well as personal aspects of education. Graduates shall be thoroughly skilled in carrying out research or development tasks in various educational settings. They will foster sound ethical attitudes towards research and education in general. During the programme, students will be exposed to a variety of learning activities

providing the opportunity further to develop skills such as analytical thinking, teamwork, and oral and written presentation skills. Such skills are not only relevant, but decisive to a wide variety of professional activities both inside and outside the education sector. By completing the programme, students display a knowledge-based enthusiasm for the importance and possibilities of educational research.

The programme qualifies the candidates for:

- Taking on new tasks and responsibilities in their current employment, as well as career advancement
- Various positions related to education, requiring substantial theoretical and research knowledge, skills, and competencies
- Employment in higher education institutions
- Research/PhD. studies at relevant national and international PhD-programs

Internationalisation

Students will need to make an agreement with RSUC on an individual basis to exchange courses in the programme with courses at other higher education institutions. The RSUC master programme is in close collaboration with Alanus University of Arts and Social Sciences in Germany, and German speaking students can take parts of the master programme at Alanus.



Learning outcomes

The combined module courses will enable students to achieve the following learning outcomes after completing the programme:

Knowledge

The candidate...

- has acquired advanced knowledge and understanding of the foundations of educational theory, research methods and research designs relevant to Waldorf education and sustainability education, as well as specialised insight in her/his chosen field of enquiry
- holds knowledge of how to apply this understanding to research within her/his field of experience in ways that are innovative, ethical, and trustworthy
- can analyse educational problems using theories and concepts from scholarly literature with both contemporary and historical perspectives on education

Skills

The candidate...

- can analyse, critically contextualise, and interpret research literature in education, and use it in an independent way to create scholarly arguments
- can analyse and apply educational concepts and research methods when studying or working with educational challenges or themes
- has the capacity, under supervision, to make an individual and ethically informed contribution to the chosen educational field of enquiry through the master thesis research project

General competence

The candidate...

- can apply the acquired knowledge and skills in educational research to other relevant professional, practical, or theoretical research projects or developmental tasks
- has analytical competencies within the field of educational research related to relevant theoretical, professional, and ethical situations, topics, or problems
- masters the broader language and terminology of the field of educational research, with higher proficiency in the specialised area of enquiry
- can communicate and discuss relevant research-based knowledge with educational professionals and laypersons
- can contribute in constructive and critical ways to innovative educational practices and interpretations

Study model, structure, and content

The RSUC master programme consists of five course modules. Each module begins with a course session, of one to three weeks' duration, comprising lectures, exercises, and group work. Sessions are followed up by individual written assignments deepening and elaborating on the themes of each module. In most cases, students who cannot be present during parts of course sessions, can compensate with extra written assignments. An exception is the first session, where students must be present a minimum of two weeks.

The five course modules are designed to provide the required knowledge, skills, and competencies for completing the master's degree in Waldorf education. The first course module (A) comprises educational theory relevant for Waldorf education, with focus on learning, teaching, knowledge, ethics, and sustainability. In module B, relevant educational methods are acquired, explored, and practised. Module C covers the role of theory and literature review in educational research with focus on students' individual research interests. In module D the theme is philosophy of education, where students give one prepared lecture each on a given topic. The final module (E) starts with a week-long session on academic writing before students embark on their master thesis project journey.

The standard study progression is part-time with a duration of three years.

Study progression: 120 ECTS in three years

1 st YEAR				
Module	Theme	Course Sessions	Duration	ECTS Credits
Module A AMED	Educational theory relevant for Waldorf and sustainability education	3 weeks	August - February	20
Module B BMED	Methods in educational research	2 weeks	February - June	20
2 nd YEAR				
Module C CMED	Becoming a scholar: Theory, literature review and research questions	2 weeks	August - February	20
Module D DMED	Philosophy of education and sustainability	2 weeks	February - June	20
3 rd YEAR				
Module E EMED	Master thesis and academic writing	1 week	August - June	40
Total		10 weeks	3 years	120

Perpetual RSUC master course calendar

Week nr.	ECTS	34	35	36	37	38	39	40	41	42	43	44		9	10	11	12		20	21	22	23	24	25
1st year	40					A									B									
2nd year	40									C											D			
3rd year	40		E																			TP		

Thesis Presentations (TP) takes place at the RSUC in Oslo, Norway. The course session dates may be subject to change.

Learning activities

The learning activities are based on combining several study approaches to each theme, and thus facilitating a richer and more comprehensible learning experience. All courses are provided in such a way that lectures, exercises, and student colloquia take place during the concentrated course sessions. In accordance with Waldorf educational principles, the days at course sessions are organised with a combination of study methods comprising cognitive, communicative, and practical, problem-solving activities. There is an overall focus on students being active in the programme, where they regularly take part in scholarly discussions, and present their assignments, exercises, etc., to peers and lecturers. Special attention is given to the compulsory reading list, and students form reading groups studying the literature. A detailed schedule of each course session is presented to students in advance. Each module introduces elements of academic writing and exercises related to the methods and techniques involved in educational research.

Lectures

Courses are taught by academic personnel, who have combined teaching and research experience. This ensures research-based teaching. Guest lecturers from national as well as international higher education institutions are used in several of the courses. In module D, students are given the task to deliver one lecture each based on selected texts in the philosophy of education.

Assignments

Mandatory written assignments are given after all courses. These assignments are carefully designed to deepen and expand the knowledge, skills and competencies acquired during the course sessions. The tasks given in these assignments vary from purely theoretical writing to performing and documenting a small empirical study, including data collection, analysis, etc. Based on lectures and exercises given during course sessions, the reading list and self-chosen literature, these written assignments require a substantial amount of self-directed study effort to be completed. All written assignments must comply with the APA standards.

Master thesis

The final project in the programme, the master thesis, is performed by students on an individual basis. Before the last course session, each student must write a thesis proposal and research plan. Based on the chosen theme, each student is assigned a supervisor/mentor to assist in the process of completing the thesis project.

The thesis comprises 40 ECTS and must be from 70 to 120 pages long (text from introduction to conclusion and included reference list), comply with APA standards, and be delivered in the format of the RSUC template. The thesis is presented orally at an event open to the public, and after the presentation, the main censor examines the candidate on the contents, methods, and findings of the thesis.



Overview over assignments

Assignment title	Assignment code	Module connection	Date of delivery group starting 2018	Date of delivery group starting 2019	Date of delivery group starting 2020	Date of delivery group starting 2021
1. Documenting reading	DOC	AMED	December 5 2018	December 4 2019	December 2 2020	December 8 2021
2. Understanding education: Theories, experiences, and arguments	UED	AMED	February 27 2019	February 26 2020	March 3 2021	March 2 2022
3. Report from a small qualitative research project	REP	BMED	August 14 2019	August 12 2020	August 18 2021	August 17 2022
4. Research question: Reflections and tentative formulation	REQ	CMED	October 9 2019	October 7 2020	October 13 2021	October 12 2022
5. The role of theory and conceptual frameworks in qualitative research	COF	CMED	December 4 2019	December 2 2020	December 8 2021	December 7 2022
6. Sources to literature review	SRC	DMED	January 29 2020	February 3 2021	February 2 2022	February 1 2023
7. Writing a literature review: Becoming a scholar in your field of research	LIT	DMED	May 6 2020	May 12 2021	May 11 2022	May 10 2023
8. Lecture on philosophy of education and sustainability (oral presentation)	LEC	DMED Week 22 or 23, 2 nd year				
9. Thesis proposal	THP	EMED	August 19 2020	August 25 2021	August 24 2022	August 23 2023
Thesis delivery		EMED	Complete thesis for evaluation: May 1 st (November 1 st for autumn submission)			
			Final version: May 15 th (November 15 th for autumn submission)			
Master thesis presentation at RSUC Oslo		EMED	June 11-14 2021	June 10-13 2022	June 9-12 2023	June 7-10 2024

Modules and assignments

Autumn 1 st year	Spring 1 st year	Autumn 2 nd year	Spring 2 nd year	Autumn 3 rd year	Spring 3 rd year
AMED Assignments DOC, UED	BMED Assignment REP	CMED Assignments REQ, COF	DMED Assignments SRC, LIT, LEC	EMED Assignment THP	EMED Master Thesis

Course Descriptions

Module A: Educational theory relevant for Waldorf education (AMED)

ECTS credits: 20

Introduction

On completion of this course, module students will know and understand core concepts and ideas in educational theory relevant to Waldorf education and education for sustainability. For many students with a professional background in education, this is their first encounter with theory and research literature on an advanced level. Since the programme is experience based, there is focus on linking theoretical concepts with students' own experiences and reflections. This course module also provides the basic techniques used in academic writing, enabling students to fulfil the formal requirements for all subsequent written assignments. There is an emphasis on establishing good study strategies for reading, writing and reflection. The theoretical foundation acquired during this module forms the basis for the subsequent modules.

Learning outcomes

Knowledge

The student ...

- has acquired advanced knowledge and understanding of the foundations of educational theory relevant for Waldorf education and sustainability education, with focus on learning, teaching, knowledge, ethics, and sustainability
- can analyse and explain educational topics using theories and concepts from scholarly literature and relate this knowledge to her/his professional experience

Skills

The student ...

- can analyse and interpret texts from research literature in education, and build arguments linking her/his experiences with various theories
- masters the basics of scholarly work including referencing (APA), academic integrity, use of research databases, the fundamentals of academic writing and layout conventions

General competence

The student ...

- can use scholarly theories, language, and terminology from educational research literature, discuss with peers and laypersons, and relate them to her/his own professional experiences in the form of basic academic writing

Content / Outline Syllabus

The lectures, exercises, reading list, and written assignment all deal with the foundations of educational theory relevant to Waldorf education. These are theories of learning, teaching, knowledge (epistemology), ethics, and sustainability in education. These theories are presented and elaborated with regard to the history of education as a science, to contemporary educational ideas, as well as to students' own experiences. The course includes lectures on Rudolf Steiner's educational and epistemological works.

Several group exercises are introduced for students to reflect on and experience central concepts from the lectures. The course module gives an introduction to academic writing including APA referencing, the use of research databases, academic integrity and plagiarism.

Learning activities / Work Methods / Teaching

During the course session: lectures, exercises, organised student colloquia, discussions, student presentations and reading groups. Before the course session: introductory assignment A1. After the session: written assignment based on compulsory reading list and self-chosen literature. In addition comes individual work with the given and self-chosen literature.

Participation / Exercises / Compulsory Work

The required presence at the course session is minimum 82%. All given tasks and exercises must be completed, including one written assignment.

Assessment

Students receive detailed feedback on their written assignments with the final mark pass or fail.



Module B: Methods in Educational Research (BMED)

ECTS credits: 20

Introduction

On completion of this module, students will understand the core concepts and practices in educational research, as well as being able to apply appropriate methods to a research problem. There is a focus on linking ideas and practices concerning research methods and methodologies with students' own experiences and reflections. This is done through detailed lectures, carefully designed exercises, and written assignments. Emphasis is laid on students' understanding of the whole research process and establishing good empirical research strategies, including presentation in the form of academic writing as well as orally in the form of seminars. The foundation in research methods and methodologies acquired during this course module forms the basis for the subsequent modules.

Learning outcomes

Knowledge

The student ...

- has acquired advanced knowledge and understanding of the basic nature of research questions, methods, and research designs in education, with emphasis on qualitative methods
- holds knowledge of how to apply different research methods and designs to her/his field of experience in ways that are ethical and trustworthy

Skills

The student ...

- can analyse and critically interpret research methods in education, and use them independently on a small-scale research project
- masters the basic steps in designing and conducting a qualitative educational research project in relation to a chosen research question; interview, observation, transcription, analysis and ethical concerns

General Competence

The student ...

- can apply the acquired knowledge and skills in educational research methods and research designs to relevant professional situations, topics, or problems
- masters the broader language and core concepts in educational methods and methodology, can discuss with peers and laypersons, and relate them to her/his own professional experiences in the form of basic academic writing

Content / Outline Syllabus

Lectures, exercises, the reading list, and the written assignments all deal with methods and methodologies in educational research. After a course in statistics, the most widely used methods in qualitative educational research are presented and exercised. These are data collection, analysis and ethics when conducting research interviews, observation (video) and working with texts. Parts of the module deal with the wider perspective of how research methods chosen for a research project are incorporated in a research design. The main emphasis is on the coherence between research questions, research design and methods. Central qualitative research designs are presented and exercised.

Several group exercises are introduced for students to reflect on and experience the different methodical as well as methodological approaches to educational research. Students engage in interviewing, video filming, transcribing, analysing, etc. as part of the course session schedule, and subsequently when working with the module assignments.

Learning activities / Work Methods / Teaching

During the course session: lectures, exercises, organised student colloquia, discussions, student presentations, and reading groups. After the session: two written assignments based on the compulsory reading list and self-chosen literature. In addition comes individual work with the given and self-chosen literature.

Participation / Compulsory Work / Exercises

The required presence at the course session is minimum 82%. All given tasks and exercises must be completed, including two written assignments.

Assessment

Students receive detailed feedback on their written assignments with the final mark pass or fail.



Module C: Becoming a scholar: Theory, literature review, research questions (CMED)

ECTS credits: 20

Introduction

On completion of this module, students shall be able to understand the role of theory, literature reviews and previous research in relation to research in general, and more specifically, with regard to their future master projects. The crucial position of the research question is given emphasis, and students learn how to link different research questions to different theoretical perspectives and research methodologies. They will be able to critically reflect on how theory can be used in a research project and will gain an understanding of different approaches to writing a literature review, as well as being able to conduct a literature review in their own field of interest.

Learning outcomes

Knowledge

The student ...

- has acquired advanced knowledge and understanding of the role of research questions, conceptual frameworks, and the literature review in educational research projects
- can analyse and explain educational problems using theories and concepts from scholarly literature in education

Skills

The student ...

- can analyse and critically interpret research literature in education, and use it in an independent way to create a theoretical foundation for an empirical study
- can write a scholarly literature review related to a research question, covering a chosen field of interest in educational research

General Competence

The student ...

- masters the techniques and academic writing conventions required to produce a literature review in different educational research projects
- can communicate and discuss the acquired knowledge and skills in dealing with theory/literature review in educational research with professionals and educational researchers

Content / Outline Syllabus

Lectures, exercises, the reading list, and the written assignments in this course module all focus on the role of theory, literature review and research questions in educational research. Different ways of using theories and theoretical perspectives in research are presented. Through lectures, students are shown several examples of how theoretical mastery of a field was attained, as well as various approaches for conducting a literature review. The central role of the research question is dealt with in relation to the structure and process of a research project. Examples of research questions produced by each student are analysed and elaborated in a dedicated seminar. The module continues the presentations of different research designs, their epistemological and ontological underpinnings, with focus more on how to create a coherent research process from beginning to end.

Individual exercises are introduced for students to reflect on and experience the use of theories and the writing of a literature review related to their proposed research questions. Group exercises are linked to establishing peer networks for the subsequent written assignments on writing a literature review.

Learning activities / Work Methods / Teaching

During the course session: lectures, exercises, organised student colloquia, discussions, student presentations, and reading groups. After the session: two written assignments based on compulsory reading list and self-chosen literature. In addition comes individual work with the given and self-chosen literature.

Participation / Compulsory Work / Exercises

The required presence at the course session is minimum 82%. All given tasks and exercises must be completed, including two written assignments; one as group work, the other individual.

Assessment

Students receive detailed feedback on their written assignments with the final mark pass or fail.



Module D: Philosophy of Education (DMED)

ECTS credits: 20

Introduction

On completion of this module, students shall be able to understand and critically interpret central themes in the philosophy of education. Philosophy of education encompasses many different areas such as ethics, sustainability, feminism, post-modernism, social and political philosophy, and philosophical anthropology. Students should be able to relate their own field of research and practice to one or more philosophical aspects of education. Parallel with lectures and discussions on philosophy of education, seminars deal with each student's proposal for a master thesis project with the aim of assisting students to attain coherence and feasibility in their future research projects.

Learning outcomes

Knowledge

The student ...

- has acquired advanced knowledge and understanding of the main topics within the broader field of educational philosophy, and specialised insight within a limited area
- can analyse and interpret educational problems using theories and concepts from the philosophy of education

Skills

The student ...

- can analyse and critically interpret scholarly literature in educational philosophy, and use it in an independent way to present and discuss educational situations, topics, or problems
- can produce a research proposal for the subsequent thesis research project

General Competence

The student ...

- can present and discuss the acquired knowledge and skills in educational philosophy with other educational professionals or laypersons
- can, based on all previous courses, initiate her/his small-scale educational research project with a self-chosen theme and research question

Content / Outline Syllabus

The course literature on philosophy of education is presented and discussed in seminars. These seminar discussions are initiated by lectures given partly by the lecturers and partly by students based on given texts from the reading list. In addition, each student will present their subsequent master project and get feedback from peers and lecturers.

Learning activities / Work Methods / Teaching

During the course session: lectures, exercises, organised student colloquia, discussions, and student presentation. Before the session: oral assignment to be presented on session. After the session: written assignment based on the compulsory reading list and self-chosen literature. In addition comes individual work with the given and self-chosen literature.

Participation / Compulsory Work / Exercises

The required presence at the course session is minimum 82%. All given tasks and exercises must be completed. Presentation of the given theme in the form of a 45-minute lecture. One written assignment.

Assessment

Students receive detailed feedback on their written assignments with the final mark pass or fail.



Module E: Master thesis and academic writing (EMED)

ECTS credits: 40

Introduction

On completion of this course module, students will have performed their master thesis as an educational research project. The knowledge, skills and competencies acquired during the preceding modules are built upon and demonstrated through the completion of this research project. Students work independently with their master thesis receiving guidance from assigned supervisors. Academic writing has been partially dealt with earlier in the programme and is now given a full week's attention as a starting point for the master thesis work. The course session in academic writing aims to give students experience and deeper understanding of academic writing with focus on coherence and the role of the research question within the form and structure of a master thesis.

Learning outcomes

Knowledge

The student ...

- knows and understands concepts, theories, methods, and research techniques necessary for accomplishing her/his educational research project
- has acquired advanced knowledge of academic writing and how coherence is created in an educational research project

Skills

The student ...

- can analyse and critically interpret research literature, can collect and analyse empirical data, and create scholarly arguments based on this
- has the capacity, under supervision, to make an individual and ethically informed contribution to the chosen educational field of enquiry through their thesis related research project

General Competence

The student ...

- demonstrates analytical competencies within the field of educational research in performing and writing her/his research project
- masters the language and terminology of the chosen field of educational research, and can communicate and discuss research-based knowledge with educational professionals and laypersons through academic writing and oral presentations
- can through her/his research project contribute in constructive and critical ways to innovative educational practices and interpretations

Content / Outline Syllabus

The module starts with a one-week course session on academic writing. Through lectures, workshops, individual writing exercises and critical reading groups, the different aspects of academic writing will be presented, discussed, and put into practice. Emphasis is given to the particular challenges pertaining to the different parts or chapters of a master thesis, and how students can use and recognise various academic writing styles. Different structures and solutions for organising a master thesis will be presented and discussed.

The rest of this course module consists of each student performing a self-chosen, ethically informed, educational research project.

Learning activities / Work Methods / Teaching

During the course session: lectures, writing exercises, organised student colloquia, discussions, and student presentations. Before the session: written thesis proposal (THP). After the session: conducting research and writing the master thesis under supervision. In addition comes individual work with the given and self-chosen literature.

Participation / Compulsory Work / Exercises

The required presence at the course session is minimum 82%. All given tasks and exercises must be completed. Submission of master thesis.

Assessment

Assessment of the master thesis consists of two parts: 1) an evaluation of the thesis, and 2) an oral presentation and dialogue with the censor. The final grade is assigned after the oral examination. The master thesis is assessed by an external and an internal censor, in accordance with the graded scale from A (highest) to F (lowest), with E as the minimum pass grade.

Study Activities

Literature and reading skills

To practice and learn critical reading in relation to specific educational research fields is an essential part of the study programme. To practice this skill in a structured manner, reading groups are introduced from the very beginning of the programme.

Literature lists for each module are distributed on the learning platform and updated every study year. Students are responsible for having the required reading material available for the study groups and assignments of each module.

Assignments and writing skills

A major part of the programme consists of practising academic writing skills. Through a sequence of writing exercises, students systematically build up their academic writing skills. The aim is to cultivate a self-reflective culture of critical practice in which students develop their writing abilities and style of writing, bringing together their professional experiences on one hand, and knowledge from their academic reading on the other. Students get written and oral feedback on their written assignments.



Written assignments can be delivered in several languages: English, Norwegian, Swedish, Danish, German or Finnish. When the assignments are presented by the student at the beginning of the course sessions, oral presentations must be held in English.

The assignments are connected to the module themes and are delivered electronically on the learning platform.

Learning platform

The RSUC master programme uses a digital learning platform – Canvas – located at <https://rsuc.instructure.com/login/canvas>. All vital information related to modules and course sessions are found here. All written assignments are delivered through the learning platform. The platform is also used for student group work and joint writing. Students are responsible for being updated on the student information given through the platform.

Research articles

At the learning platform, you will have access to course literature and links to research databases. Here you can search relevant research articles within your field of study.

We recommend the BASE, The Bielefeld Academic Search Engine with open academic content, www.base-search.net/Search/Advanced.

Supervision of master thesis project

An active and continuous relationship between students and supervisors is crucial to the quality and outcome of the research process. 40 hours of individual supervision is therefore given to each student during the master thesis project (Module E). After the thesis proposal (assignment THP) has been passed, students are given a supervisor. Accepting guidance and supervision is a required part of working with the master thesis research project.

Students can apply for an additional supervisor. This second supervisor, usually a specialist in the field, must be proposed by the student. The RSUC must approve of the second supervisor and make formal agreements before the supervision can start. RSUC will normally cover the costs for maximum 10 hours of specialist supervision within the total amount of 40 hours of individual supervision. The main supervisor will give advice to the content of the thesis and to the processes of writing and researching.

Students have the responsibility of taking contact with and seeking advice from the supervisor. The supervisor shall answer requests from the student within a reasonable amount of time, and if necessary, give information about when the reply will be given.

There is also a crucial element of peer supervision between students. To develop as a researcher, you need multiple perspectives, dialogue, and friendly critique. You also need to develop capacity of critical text reading and of giving critique.



Academic Regulations

These regulations apply to all applicants and students at the Rudolf Steiner University College (RSUC) master programme.

1. General rules

Section 1-1. Duty of inquiry and providing information for applicants and students

1. All applicants/students have a duty to familiarise themselves with the current regulations relating to admissions, studies, and examinations at the RSUC master programme.
2. Students have a duty to acquaint themselves with the programme descriptions, learning outcomes, regulations concerning assignments, assessments, academic integrity, and other relevant information from the RSUC Student handbook.
3. The student has a duty to maintain updated contact information regarding any change of name, address, telephone number or email address on the RSUC student web portal SelfService, <https://admit.solarsoft.no/admitselfservice/rsh/#login>.
4. All students at RSUC master programme have access to, and must use, the RSUC master programme learning platform.
5. Students have a duty to check their e-mail for information from RSUC on a regular daily basis.

Section 1-2. Code of conduct

1. RSUC master programme shall facilitate an inspiring education setting to promote learning and development for each student. Students are to be met with respect and care and will treat each other and the staff in the same manner. The school community shall be characterised by diversity, generosity, and respect. Abuse of authority will not be tolerated.
2. Rules relating to student behaviour and conduct etc., including sanctions and form of procedure, are laid down in the Norwegian University Act, chapters 3 and 4. Reference is made in particular to sections 4-6 to 4-8 on professional secrecy, annulment of an examinations or tests, exclusion as a result of serious misconduct or plagiarism, etc.
3. A student who has attempted to cheat, or has cheated, or aided and abetted another student in cheating, may be excluded from RSUC master programme and be deprived of the right to take any examinations for a period of up to one year at the RSUC and all other higher Norwegian educational institutions. The Norwegian University Act sections 4-8 and 4-11 apply with regard to formal conditions and processes.

2. Application process, admissions, tuition fees and other costs

Section 2-1. Application process

1. The application deadline is April 15th. Applications after the deadline will be evaluated if we have empty places.
2. The application to the RSUC master programme shall contain the following elements:
 - a. CV (curriculum vitae)
 - b. Diplomas or supportive certificates/documentation of higher education
 - c. Attestation of relevant work experience including specifications of work tasks, duration, and percentage of a full-time position
 - d. Motivational letter (ca. one page) stating motivation, research orientation, and interest in Waldorf education
3. Use this web link for applying:
<https://admit.solarsoft.no/admissionweb/rsh/#%21application/admissionId=69274&lang=en>
4. All documents supporting the application must be uploaded via:
<https://solarvenus.no/admissionweb/rsh/#!useraccount> within the application deadline.
5. The application process:
 - a. Within May 15th, all applicants are informed about the Admission Committee's decisions
 - b. An offer of admission to the RSUC master programme must be confirmed/accepted within June 1st
 - c. Acceptance of an offer of admission will lead to issuing of invoices for tuition fees for the autumn semester to be paid within the payment deadline

Section 2-2. Admissions

1. Admission to studies, programmes and individual courses and entry into enrolment contracts is effected when, following an application, RSUC master programme offers the applicant a place, which is in turn accepted by the student.
2. Notifications of withdrawals must always be submitted in writing to the RSUC study counsellor.
3. Students who have been offered a place on the RSUC master programme but who are not able to start studies in the semester for which the place has been offered due to compulsory military or civilian national service, maternity/adoption leave, or prolonged illness, may apply for postponement of the admission for one year. The application must be received by RSUC master programme as soon as possible after such cause has arisen and no later than within the first day of study.

Section 2-3. Tuition fees and accommodation costs

1. All students are obliged to pay the tuition fees for the RSUC master programme. Tuition fees are invoiced at the start of each semester.
2. The student must pay the tuition fees due for each semester within the deadline in order to keep his/her right to study. Failure to pay the requisite tuition fees will entail loss of right to

admission, and legal collection of debt.

3. After each course session at Vidaråsen, the cost for food and accommodation must be paid. Students are not allowed to stay or eat at Vidaråsen if they have overdue, unpaid invoices from previous course sessions.
4. The fees for the Student Welfare Organisation (SiO) must be paid for each term the student has admission to the study programme. Students who are delayed in completing their master thesis, or otherwise delayed in their studies, must pay the SiO-fees only for the term(s) of examination.
5. The deadlines for withdrawing from a study mid-way are September 1st and January 1st for each half-year term. Full payment for the term applies for withdrawals after these dates.
6. Students using longer than three years to complete their studies must pay NOK 2.000 per year in order to be able to prolong their studies. They must register at the study counsellor to be able to continue.

Section 2-4. Admission requirements

1. Applicants to the RSUC master programme must have a minimum of two years of relevant educational practice, in addition to one of the following requirements:
 - a. Teacher or kindergarten qualification from RSUC or an equivalent institution abroad
 - b. Other teacher or kindergarten qualification from studies of at least three years duration
 - c. Waldorf education subject or art teacher qualification from studies of at least three years duration
 - d. Bachelor's degree (or equivalent)
 - e. Tertiary education from outside Norway equivalent to the above
2. Students should be able to master the English language at an appropriate level. RSUC may request supporting documentation.
3. All applicants must fill out the electronic application form and provide necessary documentation of previous studies and work experience. Applicants must enclose a motivation letter giving reasons for choosing the RSUC master programme.
4. If the number of qualified applicants exceeds the number of places in the study programme, the following criteria form the basis for ranking: Relevance, level and extent of educational studies, and relevance, breadth, and scope of educational experience.
5. Applicants who are not admitted to the RSUC master programme are entitled to appeal the decision. All appeals must be in writing and addressed to the study counsellor within three weeks of being notified.

Section 2-5. Academic recognition of other education

1. Academic recognition of previously completed courses from other academic institutions, to constitute one or more modules at the RSUC master programme, will be awarded if the courses are of the same level and contents as the RSUC master programme modules.
2. Degrees awarded from other study programmes, cannot be converted into a master's degree.

3. Progression, education plan, withdrawal, and approved leave

Section 3-1. Progression and the right to study

1. A person who has accepted the offer of a place has gained the right to study as per the chosen length of study for the RSUC master programme.
2. Students may lose their right to study on a temporary or permanent basis in cases where the student:
 - a. Has exceeded the limit for the chosen nominal length of study including a prolonged period of study
 - b. Does not meet the financial obligations towards the RSUC master programme
 - c. Does not comply with the progress requirements:
 - i. Students, who have not passed two or more of the previous modules, will not automatically be accepted at the next module
 - ii. Students who have not passed the attendance criteria or equivalent compensation tasks will not automatically be accepted at the next course session. In such cases (i and ii), an application for being allowed to continue must be sent to the study counsellor
 - iii. The second attempt to pass a module fails
 - d. Has been excluded for a breach of the regulations, plagiarism, etc.
3. The admission to the study programme expires when the student:
 - a. Has obtained the master's degree
 - b. Reports that he or she wishes to withdraw from the study/programme in accordance with the given deadlines.

Section 3-2. Individual education plan

1. An individual education plan shall be drawn up between RSUC master programme and students admitted to the programme. This individual plan must contain provisions concerning the responsibilities of the college and obligations to the student, and the student's responsibilities and obligations towards the University College and fellow students.
2. The individual education plan shall describe the study progress for completion of the study programme.
3. The individual education plan can be altered upon agreement between the student and RSUC master programme.

Section 3-3. Withdrawal, interruption of studies and approved leave

1. Should a student wish to withdraw from the study programme midway, such withdrawal must be made in writing to the study counsellor within the deadlines is 1st of September and 1st of January for the respective semesters and shall be confirmed in writing by RSUC master programme. The student will then be registered as having left and be free of any payment commitments. It is the student's responsibility to document that withdrawal took place within the given deadline.
2. Should unforeseen, serious circumstances make completion of the curriculum impossible (force majeure), or constitute an unreasonable burden for the student, the student can apply

to withdraw from the study, programme, or single course during the study year, and thus be exempted from further payment obligations. The application for withdrawal must be verified through a doctor's certificate or other relevant documentation. Based on the documentation, RSUC master programme will decide whether the withdrawal is justified.

3. Students who have withdrawn or been excluded from the RSUC master programme must apply for admission again if they want to resume their studies later.
4. There is an opportunity to apply for up to one years' leave (intermission of study) during the nominal length of study. The application for an approved leave must be submitted in writing to the study counsellor. The application deadline is 1st of September and 1st of January for the respective semesters.
5. Leave due to childcare/parental responsibilities, obligatory military service or force majeure are exempted from the rules relating to deadlines and starting point of absences. Such leave must be verified in the form of a doctor's certificate or other relevant documentation. The student will not be charged a student fee for the time of absence.
6. Students applying for parental leave will keep their status as students of RSUC master programme and are entitled to resume their studies at the same level as before the approved leave.
7. Should a student wish to withdraw from submitting the master thesis during the normal study progression, such a withdrawal must be made in writing to the study counsellor within the deadline 1st of May.

4. Diploma, assessment, and thesis quality guidelines

Section 4-1. Credit points, progression, diploma, and course certification

1. The RSUC master programme awards altogether 120 credits (ECTS). After completion of each term (autumn/spring), the earned credit points are awarded. Credit points are ready to be given when all written assignments are passed, all mandatory exercises and tasks are completed, and when the student has been sufficiently present at the course session. According to the Norwegian authorities, all tuition and SiO fees must be paid before credit points can be assigned.
2. A diploma from the RSUC master programme is issued when all the modules have been completed and passed. At the same time, a Diploma Supplement is issued automatically and free of charge. If the education has been provided in collaboration with other educational institutions, this will be stated on the diploma.
3. A non-completed degree will be documented in the form of a transcript of modules passed and credit points awarded.

Section 4-2. Assessment regulations

1. RSUC master programme will ensure that students and candidates' knowledge, skills and competences are assessed in an impartial and academically sound manner. The assessment will also safeguard the academic level of the study programme. Assessments are based on the expected learning outcomes for each module.
2. Students are given pass/fail evaluations on completion of each course module, except for the master thesis (Module EMED), which is graded following the standard scale A to F. Passing

the course modules AMED to DMED requires that the connected written assignments are passed, that attendance during the course session is sufficient, and that all required exercises and tasks are performed and completed.

3. Students have a maximum of three attempts to pass a module and will have to leave the programme if the module is not passed on the third attempt. This implies that each element necessary to pass a module can be taken three times.
4. If a student is absent more than 20% of a course session, the student may apply to compensate for the absence by a written assignment, usually two pages per day absent. If the absence is larger than 40% of a module, the student might be obliged to participate in the same course session once more to pass the module. Presence during module AMED must be minimum 2 weeks.
5. Candidates may be called in for an oral hearing as a verification of the written assignments without this being specified in the course description.

Section 4-3. Assessment of written assignments

1. Written assignments shall be submitted through RSUC master programme's learning platform. It is the student's responsibility to find the correct time and place for submitting the assignment.
2. Written assignments are given pass/fail assessments with regard to how they comply with the assignment descriptions, the level of reflection and insight in the text, and whether they conform to the conventions of academic integrity. Language and formal aspects are taken into account. The assessment will be based on the learning objectives for each module. Learning outcome descriptions relevant for each assignment is part of the assignment text, so that students shall be aware of the given assessment criteria. Students receive written and usually also oral feedback on their assignments.
3. All written assignments must comply with APA style guidelines and be delivered in the format given by the RSUC template for written assignments. The length of the assignment must be within the given range.
4. Assignments breaking the rules of academic integrity (see below) or not satisfying the formal requirements to a sufficient degree will be returned without a proper written assessment. A short description of necessary corrections will be given instead.
5. Written assignments are usually presented at the beginning of the next course session. Students receive a short oral feedback on their oral presentations.
6. Assignments must be delivered in accordance with the given deadlines. Students delivering after the submission deadline must send a copy of the assignment by email to the study counsellor in addition to submitting on the platform. Such overdue papers are not entitled to a comprehensive written assessment but will instead receive a shorter assessment summary.
7. Students have a limit of three submissions for each assignment. If the assignment is not passed before or on the third submission, the student must retake the module as a whole. If the thesis proposal is not passed after three attempts, students must retake course session B.

Section 4-4. Assessment of master thesis

1. The master thesis is assessed by two censors, one external and one internal, in accordance with the Norwegian six-step graded scale from A (highest) to F (fail/lowest), with E as the minimum pass grade.
2. Candidates are obliged to take part in an oral examination where they first present all parts of their master thesis. The oral presentation lasts 30 minutes. The candidates should aim at making clear how their thesis complies with the RSUC thesis quality guidelines. Thereafter, the external censor will interpret the thesis and conduct a reflective dialogue with the candidate based on the thesis. Thesis presentations are given in English and are open to the public.
3. The quality of the oral presentation, and the level of reflection in the conversation with censor, will be taken into account, and can influence the grade one level up or down.
4. The grades will be announced on a given date shortly after the last day of the presentations.
5. Candidates who receive grades A-E (pass) on their master thesis are not allowed to submit a re-written thesis in order to improve the grade. Candidates who receive an F have two options:
 - a. Write a new master's thesis
 - b. Apply to permission to re-write the handed in thesis, and receive a D as the maximum grade
6. An application to re-write a master thesis should be submitted to the study counsellor.

Section 4-5. Quality guidelines for the master thesis

- The thesis should be focused and organised in a relevant and coherent manner, with a clear progression of thought from the introduction and research question(s) through all the following chapters. The research question(s) should be relevant, answerable with the chosen methods, and adequately supported by selected literature, theories, and concepts.
- The literature review should be well structured, clearly presented and comprise relevant sources. It should demonstrate adequate knowledge of the field and display a reflective understanding of the included theories and concepts.
- The chosen methods and research design should be presented reflectively and comprehensively, showing relevance to research questions(s), transparency, trustworthiness and ethical awareness and responsibility. A clear rationale for the chosen design and methods, selection of informants, analysis, etc. should be given, as well as considerations regarding strengths and weaknesses of the chosen design. Different types of theses, for example a theoretical, non-empirical thesis, will need alternative, but well-founded, relevant, and suitable methodical solutions.
- The presentation of an empirical material should be well-structured and render the material in a relevant and transparent manner. A relevant conceptual framework should be constructed based on literature and empirical findings.
- The discussion should deal with concepts from the literature as well as from any analysed empirical material. It should be well structured and reflectively provide relevant and convincing arguments and insights. Conclusions should answer the research question(s), reflect on limitations, provide possible relevance for the field, and point to potential future research.

- The thesis must be formatted according to the RSUC thesis template and be between 70 and 120 pages long (text from introduction to conclusion and including reference list). It must comply with APA guidelines and show a high level of academic integrity. The thesis should be written in a clear, syntactically correct language, and unnecessary jargon should be avoided. The candidate should have developed a well-reasoned personal position, explicating relevant interests, possible bias, and previous experience.

These guidelines describe core qualities expected from an accomplished master thesis. Censors should take these quality guidelines into account when grading in accordance with the descriptors below:

A - Excellent - An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.

B - Very good - A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.

C - Good - A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.

D - Satisfactory - A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.

E - Sufficient - A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.

F - Fail - A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

5. Academic integrity and plagiarism

Section 5-1. Student responsibilities and consequences of misconduct

1. Students at RSUC are responsible for acquiring knowledge of and upholding ethical and academic standards in writing and research. Central to this is the idea of academic integrity, which means that all participants are open, honest, and pay due regard and recognition of the sources, which have informed their academic work. Students are responsible for mastering the conventions of citing documents and acknowledging sources using the APA reference style.
2. Plagiarism is the most common form of violating academic integrity. Plagiarism occurs when someone else's words, ideas or graphic material is incorporated into an assignment or thesis without proper referencing of the sources. This applies whether it is intentional or not.
3. Extracts from other work should always be included in the form of a quotation and referenced correctly. Paraphrasing a text means rendering the content in the student's own words without using parts or a combination of words from the paraphrased text. The simple rule is never to copy and paste foreign material into an assignment or thesis unless it is presented as a quotation¹.
4. It is not acceptable to submit as part of an assignment or master thesis texts that have already earned credit points in another context, whether at RSUC or at another institution. This means that students cannot re-use their own assignment texts or parts thereof in later assignments. An exception from this rule is that parts of the literature review in a thesis can be taken from the literature review assignment.
5. Plagiarism and other forms of academic misconduct are a violation of the RSUC ethical standards, national and international research ethics, and the Norwegian Act on Ethics and Integrity in Research. Such violations are subject to sanctions.
6. Plagiarism in the form of misconduct regarding referencing the sources used in written assignments will be treated the following way:
 - a. The first time a student delivers an assignment containing plagiarism, the student receives a not-passed evaluation of the assignment and a written warning.
 - b. After a second occurrence of plagiarism, the student receives a written warning in a separate letter and a not-passed evaluation of the assignment.
 - c. A third incident will lead to a third not-passed evaluation. In case the plagiarism occurred in a single assignment, the student then has exhausted the maximum of three attempts to pass an assignment and is not allowed to continue the programme. In addition, the case of plagiarism will be dealt with formally by the leadership of the RSUC and may lead to exclusion from all higher education in Norway for up to one year.
7. Other forms of plagiarism and academic misconduct in written assignments or the master thesis will be dealt with on a par with cheating in exams in the sense of the Norwegian University Act. Sanctions may include annulment of exam results and exclusion from the programme for up to one year. Students may appeal.

¹ For more information about plagiarism and how to avoid it, please go to the Library on the learning platform and read the documents in the *Plagiarism_and_academic_integrity* folder.

6. Appeals

Section 6-1. The right of appeal

1. Appeals concerning individual decisions shall be lodged with the authority that made the decision, pursuant to Chapter IV of the Public Administration Act of 10 February 1967 ([Forvaltningsloven](#)). In this case, this means with the RSUC master programme. If the decision is upheld, a renewed appeal can be forwarded to the Appeals Committee at RSUC.
2. For decisions that involve confiscation of forged documents and suspension as a result of the same, the annulment of grades and/or exclusion from RSUC master programme, the appellate authority is the special national appeals body for Universities and University Colleges in Norway.

Section 6-2. Thesis grade appeals

1. The candidate may ask for a written assessment of the master thesis within a week after receiving the grade, by sending a written request to the study counsellor.
2. Candidates may appeal the master thesis grade, or make complaints regarding formal errors of examinations, by sending a written request to the study counsellor within three weeks after the grade has been announced. The Appeals Committee at RSUC will decide such an appeal. The candidate should ask for a written assessment before deciding on a written appeal on the master thesis grade. The appeal letter must contain a summary of evidence and arguments supporting the complaint. A new commission will then be appointed to make a second assessment of the thesis. It is important to know that the appeals commission can give a grade that is higher or lower than the original grade. The second assessment is final.

Section 6-3. Appeals for written assignments

1. Students may appeal assessments received on written assignments or make complaints regarding formal errors of examinations. The student should first address the concerns to the instructor who assessed the assignment. If, after consultation with the instructor, a satisfactory resolution cannot be reached, the student may appeal of the instructor's decision, by sending a written appeal request to the study counsellor within three weeks after the given assessment. The appeal letter must contain a summary of evidence and arguments supporting the complaint. A new assessment will then be made by another instructor. It is important to know that the appeal can also result in a lower assessment. The second assessment is final.

Practical Information

Study fees and payments

The current tuition fee is NOK 12.400 per term. Rates are normally adjusted once a year. The total cost with current rates will be NOK 74.400 for the normal three-year study progression. Additionally, all students must be member of a Norwegian student welfare organisation (SiO) currently at the cost of NOK 600 per term. Fees will be invoiced twice per year at the start of each term.

Attending the course sessions requires students to pay for lodging and meals. Current prices at Campus Vidaråsen for food and accommodation are NOK 4.500 per week for single room, and NOK 2.800 per week for students sharing a 3–4 beds room. Accommodation and food at Vidaråsen will be invoiced per week. If a student is present less than 4 days of a week, the student will be invoiced for the number of days present.

There are minimal expenses for study materials as most of the required readings will be provided as free printed compendiums. Travel costs must be added to the overall expenses.

Study results (ECTS) are registered after each semester only when the study fee and SiO membership have been paid. Unpaid invoices will be sent to debt collection after a second reminder.

If a student has difficulty with paying the fee in time, he/she must contact the study counsellor before the last day of payment to agree upon a payment plan. Unpaid fees can lead to suspension from the study programme.

Information for international payments:

Account holder: Stiftelsen Steinerhøgskolen

Bank: Cultura Sparebank

Address: Postboks 6800, St. Olavs plass, 0130 Oslo.

Account no: 12540500248

IBAN: NO9012540500248

SWIFT: CULTNOK1



Grants and loans from Lånekassen, the Norwegian State Educational Loan Fund

The RSUC Masters Programme is recognised by Lånekassen, the Norwegian State Educational Loan Fund. The main requirement for support from Lånekassen is that the applicant is a Norwegian citizen. Norwegian applicants are advised to apply as soon as they get accepted to the study programme. Foreign citizens may in some cases be entitled to financial support. For more information, visit www.lanekassen.no/en-US/.

Student welfare organisation membership

All students studying in Norway are obliged, by law, to be members of a Norwegian student welfare organisation. RSUC students are members of SiO (www.sio.no/en/). Upon arrival, you will get a student card which grants discounts such as reduced fares for air, train, and bus tickets.



Accommodation

RSUC arranges accommodation in course sessions delivered at Vidaråsen (Norway, near Tønsberg). You will receive information about rooms, meals, payments, and other relevant issues in due time. Payments for food and accommodation will be made through RSUC.

Study agreement

A study agreement must be signed when confirming the admission offer. This agreement specifies the contractual rights and duties of the University College and its students for the period of the programme.

Approved leave from studies

Applications for approved leave of studies can only be for maximum one year at a time. An application form is found on the learning platform under Library – Files – RSUC Student Handbook & Forms. The application must be sent to the study counsellor.

It is the responsibility of the student to contact the study counsellor in due time when he/she wishes to take up the studies again.



Information during studies

Information is published on the learning platform or sent by mail. Students are responsible for being updated on the given student information. Questions regarding information can be directed to the study counsellor.

Student democracy

A student from the master's degree programme is elected to represent the programme in the student council of RSUC.

Quality assurance and study evaluation

Student evaluations are done after each course session. The results are published on the learning platform. The RSUC master programme has continuously developed its content and ways of working based on these student evaluations.

International students

Norwegian higher education and RSUC

The Norwegian higher educational system consists of universities, specialised university institutions, university colleges, and two national institutes of the arts. The RSUC is a small, private organisation within the Norwegian higher education sector and comprises approximately 200 students and 30 employees.

All institutions of higher education are subject to the authority of the Ministry of Education and Research. The independent government body NOKUT, Norwegian Agency for Quality Assurance in Education is responsible for assessing the quality of programmes and institutions. For more information in English, read www.nokut.no/en/.

Degree structure

RSUC offers bachelor and master programmes and courses in continuing and further education. A bachelor's degree is obtained after three years of study, totalling 180 ECTS credits. A master's degree is awarded on completion of the equivalent of two additional years of study beyond the undergraduate level and includes independent research and a thesis, totalling 120 ECTS credits. The RSUC master programme is usually taken part-time over three years and is equivalent to two-thirds of a full-time programme.

Credit point system

The credit system corresponds to European Credit Transfer and Accumulation System (ECTS). The normal study progression of the RSUC master programme is 20 credits per semester (40 credits per academic year).

Grading scale

Grades for undergraduate and postgraduate examinations are awarded according to a graded scale from A (highest) to F (lowest), with E as the minimum pass grade. A pass/fail mark is given for some examinations.

Diploma Supplement

The Diploma Supplement model has been developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content, and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. RSUC issues a Diploma Supplement free of charge to students who are awarded a master's degree.

Visa regulations and requirements

EU students

Nationals that do not require a student visa should register online and report to the police within 3 months. See <http://selfservice.udi.no> for more information.

NON-EU/-EEA/-EFTA students

Please note that only students taking a full-time study programme will have the rights to apply for a student residence permit in Norway. From 2016, this option is not available at the RSUC master programme. International students can attend the programme on a normal tourist visa and stay in Norway during the five course sessions. Food and accommodation are provided at the Vidaråsen campus. RSUC will not be able to assist students arriving in Norway without a valid visa.



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