



Policy document on Education, Research and Innovation

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Contents

1		
2	Introduction.....	4
3	Relevant committees	5
4	1 - Education	8
5	Glossary	8
6	1.1 - Teaching.....	12
7	1.1.1 - Teaching staff.....	13
8	1.1.2 - Adaptation and Universal Design	14
9	1.1.3 - Digitalisation	16
10	1.2 - Syllabus	16
11	1.3 - Quality assurance	17
12	1.4 - Learning platforms and communication with students	18
13	1.5 - Assessment	19
14	1.5.1 - Coursework requirements	19
15	1.5.2 - Grading and rules for the use of examiners	20
16	1.5.3 - Grounds, delays and complaints relating to examination results.....	20
17	1.5.4 - Cheating.....	20
18	1.6 - Supervised professional training.....	21
19	1.6.1 - Quality assurance of supervised professional training	23
20	1.7 - Suitability	23
21	1.7.1 - Suitability during supervised professional training.....	23
22	1.8 - Academic supervision	24
23	1.8.1 - Follow-up and academic supervision during supervised professional	
24	training.....	24
25	1.9 - Admission to higher education	25
26	1.10 - Premises and infrastructure	26
27	1.11 - Continuing and further education.....	26



28	1.12 - Economic sustainability in courses of study.....	27
29	1.13 - Internationalisation.....	28
30	1.13.1 - Student exchanges.....	29
31	1.13.2 - Student exchanges and internationalisation in Norway	32
32	1.13.3 - Academic solidarity	34
33	2 - Research.....	36
34	Glossary	36
35	2.1 - Research and development at OsloMet.....	38
36	2.1.1 - Academic freedom	38
37	2.1.2 - The relevance of research and integration with education	38
38	2.1.3 - Research funding and strategy.....	39
39	2.1.4 - Collaboration, innovation and sustainability in research.....	41
40	2.1.5 - Recruitment in research:	41
41	2.1.6 - Career paths and education for researchers	42
42	2.2 - Co-research, student involvement and training.....	43
43	2.2.1 - Research in the course of study	43
44	2.2.2 - Financing and conditions.....	44
45	2.2.3 - Protection of privacy and sensitive data	45
46	2.3 - Research dissemination.....	45
47	2.3.1 - Open access	46
48	2.3.2 - Equalising artistic research and development	46
49	3 - Innovation.....	48
50	Glossary	48
51	3.1 - Prerequisites for innovation among students	49
52		
53		



Introduction

54

55 The terms of reference for the Student Parliament include managing the policies
56 drawn up and adopted by those who came before us and also updating policies to
57 reflect the reality of the current student body and the challenges this entails.
58

59 The purpose of the “Policy document on Education, Research and Innovation” is to
60 consolidate the Student Parliament’s policies on the University’s core activities.
61

62 The document collates our policies in three key areas: Education, research, innovation.
63 These areas form the overall subject chapters of the document, but the policy on
64 internationalisation accounts for a significant part of the education chapter and the
65 sustainability perspective is represented throughout.
66

67 The policy has primarily been formulated by way of action points, which we hope will
68 lower the threshold for updating the document and make it possible to quickly recognise
69 action points that are promoted through resolutions and other adopted policies. We
70 hope that this document can be used as a working document for the entire student
71 democracy.
72

73 This document has been drawn up by Bendik Kaurin Evertsen and Lisbeth Regine
74 Mangen.



75 **Relevant committees**

76 There are formal democratic bodies at OsloMet reflecting core activities such as
77 education, research and development at all levels.

78 In accordance with Section 4-4 of the Norwegian University and University College Act,
79 students must account for at least 20% of the members of all committees and boards
80 with the right to make decisions that affect students.

81 Student representatives on these bodies are selected by the Student Parliament and
82 supplemented, as needed, by the Student Parliament's working committee. We will
83 describe central committees working on the subjects covered in this document below.

84

85 **Education Committee (EC)**

86 The main purpose of the Education Committee (EC) at OsloMet is to develop the study
87 programmes at the University and contribute to the institution's education strategies.

88 The committee ensures that OsloMet's study programmes at all levels are of high
89 quality and in line with the needs of society. The committee is also responsible for
90 ensuring a strong link between education and R&D.

91

92 The Education Committee makes decisions on matters delegated by the Rector,
93 provides advice on education activities and discusses political and academic matters.

94 The committee is consulted on the establishment and discontinuation of study
95 programmes and educational quality assurance and manages OsloMet's regulations,
96 guidelines and procedures. The committee establishes evaluation plans, considers
97 annual quality reports and allocates funds within the committee's area of responsibility.

98

99 **Research and Development Committee (R&DC)**

100 The Research and Development Committee (R&DC) is a central body at OsloMet,
101 established for the purpose of developing the University's research and development
102 work. The committee helps ensure that OsloMet maintains a holistic R&D strategy and a
103 portfolio of high-quality research communities that are of relevance to society and that
104 reflect the University's academic brand and distinctiveness.

105 The R&DC has, among other things, been delegated the authority to establish the terms
106 of reference for the composition of the University's Publishing Committee, allocating



- 107 funds within the area of responsibility of the R&D Committee and managing the
- 108 University's internal scholarship policy.



109 **Adaptation Forum**

110 The Adaptation Forum at OsloMet focuses on developing and improving the University's
111 adaptations for students. This includes establishing common guidelines for proper
112 administrative procedures, creating a central reception point for adaptation cases and
113 developing a digital resource for adaptation work. The forum also acts as a platform for
114 exchanging experiences and discussing complex matters and ensures equal treatment
115 of students across faculties.

116

117 **Innovation Forum**

118 The Innovation Forum is an advisory body at OsloMet that focuses on sustainability and
119 societal improvements. The forum serves as a venue for identifying and discussing
120 political, strategic and academic aspects relating to innovation.

121

122 The forum discusses and promotes suggestions relating to the University's vision and
123 innovation ambitions. The forum will increase interaction between faculties/centres and
124 the central administration in order to establish local and central support services for
125 innovation.

126 The Innovation Forum may act as an advisory body in collaboration with relevant line
127 managers that make decisions relating to innovation at OsloMet.

128

1 - Education

129 In this chapter, we will outline a number of action points intended to improve elements
 130 and aspects associated with study programmes at OsloMet. We have already seen
 131 some of these points being fully or partially met, in no small part due to committed
 132 students and employees who understand that the academic success of students is a
 133 reflection of how well students are looked after. This chapter will serve as the basis for
 134 discussion and a tool for academic development and provides insight into the views of
 135 students.

136

137 By identifying the areas in which we experience success and the areas where we can
 138 improve, we can enhance the quality of education and promote an innovative, inclusive
 139 and equitable learning environment for all students at OsloMet.

140

141 **Glossary**

142

143 **Academic Dugnad**

144 A Norwegian initiative that aims to promote the integration of refugees and asylum
 145 seekers through education and employment.

146

147 **Alumni and alumni networks**

148 Former students or candidates from an educational institution, potentially organised as
 149 a contact group.

150

151 **The Bologna Process**

152 This is a series of international agreements between European countries with the aim of
 153 harmonising higher education across the continent.

154

155 **Sustainability**

156 A development that meets the needs of the current generation without destroying future
 157 generations' opportunity to meet their needs.

158 Usually used in the context of climate, environment, ecosystems, goods and energy



159 production and transport, but also relevant as a perspective for the reform of economic
160 and political systems, international relationships, service provision and equality.

161

162 **Learning outcomes**

163 The specific objectives of a programme of study with regard to the knowledge, skills and
164 expertise students should acquire as a result of a teaching programme.

165

166 **European Higher Education Area (EHEA)**

167 A collection of 48 countries committed to ensuring comparable, compatible and
168 coordinated higher education in Europe.

169

170 **Joint degrees and common courses**

171 Programmes of study offered in collaboration between two or more institutions, often in
172 different countries and courses open to students from several programmes of study.

173

174 **Multimedia forms of assessment**

175 Forms of assessment that include different types of media, such as video, sound,
176 images and/or text.

177

178 **Innovator**

179 Those involved in development, problem-solving and innovation in a specific field of
180 study.

181 Often associated with entrepreneurship and commercialisation of a product or service,
182 but can also be understood as the cultivation of a general ability to apply adaptable and
183 effective problem-solving skills.

184

185 **Artificial Intelligence (AI)**

186 A field of computer science focusing on creating systems that can perform tasks that
187 normally require human intelligence.

188 There are several different AI-based digital tools available for writing, art and coding and
189 there is a great need to learn how to use these tools correctly in order to remain
190 competitive in the labour market.

191



192 **Quantitative and qualitative indicators**

193 Quantitative indicators are measurable and can be expressed in numbers, while
194 qualitative indicators are more subjective and based on observations, perceptions, and
195 experiences.

196

197 **Leganto**

198 A digital syllabus management solution that allows teachers and librarians to collaborate
199 on the creation, maintenance and evaluation of reading lists.

200

201 **Learning platform**

202 Learning platforms refer to the essential information that underpins all teaching at
203 OsloMet. Canvas is an example of a learning platform.

204

205 **National Qualifications Framework for Lifelong Learning (NQFLL)**

206 A system used to classify qualifications on the basis of the learning outcomes a specific
207 qualification is intended to provide.

208

209 **NORHED and NORPART**

210 Two Norwegian programmes that support education and research cooperation between
211 Norway and countries in the South.

212

213 **ODA countries**

214 The countries that are recipients of official development assistance (ODA), which is
215 assistance from developed countries to developing countries.

216

217 **PANORAMA**

218 An international cooperation programme in education and research.

219

220 **Reimbursement**

221 Paying back an individual or organisation for any expenses they have covered upfront.



222 **SAIH**

223 The Norwegian Students' and Academics' International Assistance Fund, an
224 organisation working to promote education in developing countries.

225

226 **Suitability**

227 An assessment of whether a person is suitable, or “fit,” for a particular profession, often
228 based on ethical and moral standards.

229

230 **Statsbygg**

231 The Norwegian government’s advisor and executing party in the construction and
232 property sector.

233

234 **Students at Risk**

235 An international programme providing grants and support to students who are at risk in
236 their home country due to their political or human rights activities.

237

238 **Scholars at Risk**

239 An international network working to protect endangered researchers and promote
240 academic freedom.

241

242 **Interdisciplinary and interprofessional**

243 The integration of several subjects in a programme of study or coordination between
244 programmes of study on teaching programmes in which students from both
245 programmes of study gain insight into and benefit from the subject composition of the
246 other programme through teaching, skills training or supervised professional training.

247

248 **Universal design**

249 Designing environments, products, services and institutions in such a way that they can
250 be used by as many people as possible without a need for adaptation – for the purpose
251 of equalising opportunities and increasing inclusion regardless of functional ability.
252 Typically associated with physical environments, buildings, objects and ICT but also
253 applies to services such as teaching, programme descriptions, reading lists and the

254 start of studies.

255 Universal design is *necessary for some and useful for everyone*.

256

257 **Adjunct Professor**

258 The job title of a professor in an additional position at a university, university college or
259 other form of research institution. They will usually have a main position at another
260 institution.

261

262 **1.1 - Teaching**

263 All teaching that takes place at OsloMet must be of high quality, relevant to the
264 programme of study, based on the latest and best research in the field and must equip
265 students with the academic and practical resources required for their professional work,
266 as well as enabling students to critically reflect on their own field of study.

267 The Student Parliament at OsloMet believes that:

- 268 • Good teaching must facilitate critical and independent reflection.
- 269 • Teaching at OsloMet must make students aware of issues linked to a one-sided
270 Western understanding of knowledge.
- 271 • Teaching and the syllabus at OsloMet must reflect the diversity of different
272 understandings of the world and knowledge.
- 273 • Whether related to education, research or innovation, OsloMet will develop and
274 implement strategies to promote diversity and equality. This may include
275 measures to ensure equal opportunities for all students, researchers and
276 international partners.
- 277 • Students will be informed of the expertise they will acquire by studying different
278 fields via learning outcome descriptors in programme and course plans.
- 279 • Teaching methods at OsloMet must be varied and active and provide students
280 with the opportunity to develop their skills as debaters, communicators, critical
281 thinkers and problem-solvers.
- 282 • Teaching and research staff will be trained in how to increase learning outcomes
283 for students by including students in the planning and implementation of varied
284 teaching methods.

- 285 • OsloMet’s teaching and research staff must be committed to exploring and using
286 educational support services and digital learning tools provided by the University
287 to best facilitate varied teaching of high quality.
- 288 • OsloMet’s teaching will equip students to contribute as innovators within their
289 fields. Innovation processes must be embedded as learning objectives in
290 programme descriptions.
- 291 • The programmes of study at OsloMet will link sustainability and social issues to
292 one another in an interdisciplinary and appropriate manner and encourage
293 students to help identify constructive solutions to current challenges in society,
294 including in relation to sustainability and the environment.
- 295 • OsloMet will offer courses in social sciences with a focus on social and economic
296 sustainability and the environment in all programmes of study.
- 297 • Through teaching, students will become able to identify biased structures and the
298 impact these have for students’ and academics’ conditions and opportunities in
299 academia and society in general.
- 300 • Student representatives will be granted legitimate absence from teaching when
301 working on student politics.

302

303 **1.1.1 - Teaching staff**

304 The Student Parliament at OsloMet believes that:

- 305 • The educational expertise, relevant work experience and research expertise of
306 teaching and research staff must be weighted equally during recruitment.
- 307 • OsloMet will have a compulsory scheme in place under which employees who
308 lack contact and affiliation with working life will participate in supervised
309 professional training in order to acquire the necessary knowledge to teach better.
- 310 • OsloMet must increase its use of experienced visiting lecturers and alumni from
311 working life and trade and industry in teaching, projects and academic
312 supervision.
- 313 • At least one employee in each of the programmes of study at OsloMet will be in a
314 split position, to which they are appointed as both a teacher or researcher at the
315 University and employed by an academically relevant public sector enterprise or
316 trade or industry organisation.

- 317 • OsloMet must impose a minimum requirement of 30 credits in the basic course in
 318 university and university college education for employees and PhD students with
 319 a four-year doctoral pathway in order to ensure that teachers have the expertise
 320 required to provide high-quality teaching.
- 321 • PhD students on a four-year doctoral pathway should not be required to teach
 322 more than what is specified in their agreement with the University.
- 323 • The educational merit system at OsloMet will ensure that all teaching and
 324 research employees can be merited regardless of their job category at the
 325 institution.
- 326 • OsloMet will design a merit system that ensures that teaching and research
 327 employees can be promoted on the basis of their ability to deliver teaching and
 328 academic supervision of exceptionally high quality over time.
- 329 • All teaching staff at OsloMet will have adequate knowledge of SIKT's research
 330 databases and reporting forms so that students get adequate help with using
 331 these.

332

333 **1.1.2 - Adaptation and Universal Design**

334 The Student Parliament at OsloMet believes that:

- 335 • OsloMet's programmes of study and academic groups must have universal
 336 design as a premise for the entire teaching process – from planning to
 337 implementation.
- 338 • The education offered at OsloMet must be universally designed for all students,
 339 regardless of programme of study or campus.
- 340 • All departments at OsloMet must have a published adaptation contact. These
 341 contacts will be assigned a specific responsibility to remain up-to-date with
 342 adaptation procedures, will be in direct contact with students that require such
 343 support and will actively implement necessary measures.
- 344 • Students should have the opportunity to take leave of absence for up to two
 345 semesters without having to give a reason.
- 346 • OsloMet and its faculties require clearer guidelines for adaptation of alternative
 347 forms of assessment available to students.



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- 350
- Students are entitled to request justification of any decisions made by OsloMet so that students are able to understand the background to the decision that was made.

351 **1.1.3 - Digitalisation**

352 The Student Parliament at OsloMet believes that:

- 353
- OsloMet must enable departments and programmes of study to produce, quality-assure and collect recordings of lectures and similar academic programmes in a shared digital resource bank that is available to all students during their course of study. Practical and exercise-based teaching will be digitalised where educationally appropriate.
- 354
- Written assignments and examinations at OsloMet must be digitalised where possible and the University should strive to be paperless.
- 355
- OsloMet will cooperate with other educational institutions to develop technologies and strategies to make it easier to participate in and follow distance learning.
- 356
- OsloMet will offer introductions to how different types of artificial intelligence can be used as learning and research tools.
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365 **1.2 - Syllabus**

366 The Student Parliament at OsloMet believes that:

- 367
- OsloMet must offer articles and text excerpts from openly published research as part of the syllabus in digital format via its learning platforms, while the University libraries should carry the latest versions of the syllabus in physical format.
- 368
- OsloMet should actively inform students with special needs of available syllabus resources in various media formats.
- 369
- The reading list must be universally designed and based on recognised and current research with adequate representation of the breadth of the field of study in question.
- 370
- Reading lists must be published in Leganto by the person with course responsibility before the deadlines set before the start of each new semester.
- 371
- Textbooks authored by teaching and research staff must be quality-assured and approved by several people in the academic community before being added to the syllabus.
- 372
- OsloMet will include direct knowledge from children's experiences as service users in syllabuses for the programme options for which children will be a significant user group.
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384 **1.3 - Quality assurance**

385 The Student Parliament at OsloMet believes that:

- 386 • OsloMet's understanding of educational quality must encompass both
- 387 quantitative and qualitative indicators. Quantitative indicators such as completion
- 388 rates and dropouts provide important information, but it is necessary to consider
- 389 more complex and multidimensional aspects, such as student satisfaction,
- 390 diversity and equality and ESG and innovation contributions.
- 391 • OsloMet must include more qualitative indicators in the evaluation of research
- 392 and international cooperation agreements.
- 393 • OsloMet will ensure that relevant students receive adequate training in quality
- 394 work and systems at OsloMet and how to effectively provide feedback.
- 395 • In order to create trust and transparency, there must be complete transparency
- 396 regarding the work on quality development and quality assurance at OsloMet.
- 397 • The structure of the education offered at OsloMet will be based on the standards
- 398 and guidelines determined through the Bologna Process and in the European
- 399 Higher Education Area (EHEA) and will correspond to the qualifications for
- 400 learning outcomes set out in the national qualifications framework for lifelong
- 401 learning (NKR).
- 402 • OsloMet will ensure excellent communication between the University and
- 403 participating third parties in order to look after mentors/student assistants.
- 404 • OsloMet will systematise structures in good time in order to quality-assure
- 405 mentorship schemes to ensure that students' working conditions are clarified
- 406 prior to entering into a contract.
- 407 • The relevant faculty at OsloMet will facilitate follow-up meetings during and after
- 408 the work period to identify any necessary changes for proper operation.
- 409 • The relevant faculty at OsloMet will inform students who make use of such
- 410 schemes of what the mentorship schemes entail in order to clarify the duties of
- 411 the mentor.

412

413



414 **1.4 - Learning platforms and communication with** 415 **students**

416 The Student Parliament at OsloMet believes that:

- 417 • Teaching and research staff at OsloMet must commit to improving
418 communication with students.
- 419 • OsloMet will arrange regular training programmes to promote effective
420 communication strategies, implement universally designed learning platforms to
421 improve the flow of information and establish clear guidelines for communication
422 between the various levels of the organisation.
- 423 • OsloMet will use a predictable and universally designed Canvas template that
424 can be adapted based on the needs of the programme of study. The template will
425 be introduced to and used by teaching and research staff through compulsory
426 training.
- 427 • All programme descriptions and course plans will be available on the OsloMet
428 website and will use a standard layout.
- 429 • The programme descriptions and course plans on the website will be updated
430 continuously in the event of any changes being adopted.
- 431 • Major changes to programme descriptions must not take place after the
432 publishing deadline.
- 433 • Course evaluation results must be made available to all students for at least
434 three years via Canvas so that students are better equipped to evaluate their
435 courses.
- 436 • All deadlines associated with programme descriptions and course plans, the
437 syllabus and examination dates must be strictly adhered to.
- 438 • OsloMet must ensure that adequate and correct information is provided to
439 students on leave when it comes to changes to programmes of study, including
440 the syllabus and any semester fees, etc., as though the student on leave
441 remained a student at the faculty and programme of study.

442 **1.5 - Assessment**

443 The Student Parliament at OsloMet believes that:

- 444 • More varied and multimedia forms of assessment must be introduced at OsloMet
445 as alternatives to traditional written assignments in order to keep up with
446 technological developments and provide more students with a greater ability to
447 develop their academic and practical technology skills.
- 448 • Local guidelines on the use of artificial intelligence in examinations should be
449 developed and must take into account the major differences in needs between
450 different fields of study.
- 451 • Teaching and research staff must have access to an educational resource bank
452 that provides guidelines for various examination and assignment methods in
453 order to accommodate the development of artificial intelligence.
- 454 • Teaching and research staff will devise assignments and examinations that
455 include different information formats, source materials and analysis objects, as
456 these will be less suitable for being solved solely using artificial intelligence.
- 457 • As a general rule, all written examinations must be submitted digitally unless
458 there are special reasons to deviate from this requirement.
- 459 • At least two days should elapse between an assessed assignment in one course
460 and an assessed assignment in another course and one week should elapse
461 between two assessed assignments in a single course. This applies to
462 coursework requirements, as well as written and oral examinations.
- 463 • In the event of re-sit examinations, students will be exempt from teaching during
464 the same period.

465

466 **1.5.1 - Coursework requirements**

467 The Student Parliament at OsloMet believes that:

- 468 • Coursework requirements must constitute a significant contribution towards
469 students' learning outcomes, with a clear justification and specification in course
470 plans and programme descriptions.
- 471 • Coursework requirements should not be a form of additional examination or
472 exceed the scope of an examination in a course.



- 473 • Students must receive thorough and relevant feedback on completed coursework
474 requirements within three weeks.

475

476 **1.5.2 - Grading and rules for the use of examiners**

477 The Student Parliament at OsloMet believes that:

- 478 • For oral examinations, at least one examiner must be external.
- 479 • All written examinations worth 15 credits or more must be graded by external
480 examiners.
- 481 • For oral examinations with one examiner, the academic supervisor or lecturer
482 must be present in order to ensure that the examination is based on the correct
483 subjects and the learning outcomes of the course.
- 484 • In assessed assignments with an academic supervisor, the academic supervisor
485 cannot be used as an examiner.
- 486 • OsloMet will ensure that all examiners receive thorough examination guidance so
487 that the internal and external examiner achieve adequate insight and a shared
488 understanding of what the examination is about and the learning objectives to be
489 achieved by the student.

490

491 **1.5.3 - Grounds, delays and complaints relating to** 492 **examination results**

493 The Student Parliament at OsloMet believes that:

- 494 • During individual oral examinations, students should be offered audio or video
495 recordings of the examination in order to ensure verifiability in the event of
496 complaints or requests for grounds.
- 497 • Examination results must be provided within three weeks of the examination
498 having taken place. There must be valid grounds for examination results being
499 provided at a later date and information about this must be provided in good time.
- 500 • All students are entitled to request grounds and must receive a thorough and
501 understandable explanation for the grade given. Such grounds must be provided
502 within two weeks.

503

504 **1.5.4 - Cheating**

505 The Student Parliament at OsloMet believes that:

- 506 • Students suspected of cheating must be given strong legal protection, proper
507 follow-up and quick consideration.
- 508 • If a student who has been suspected of cheating does not have their
509 examination annulled, their progress must not be held back.
- 510 • Joint national regulations on cheating in connection with examinations must
511 be established for students and these must include a clear distinction
512 between “cheating” and “carelessness”, as this will ensure that students and
513 researchers are assessed in accordance with the same ethical requirements.
- 514 • A student who has been accused or suspected of cheating must have the
515 opportunity to progress with their course of study without hindrance until
516 cheating has been proven.

517

518 **1.6 - Supervised professional training**

519 The Student Parliament at OsloMet believes that:

- 520 • OsloMet must cooperate with both the public and private sector to secure and
521 increase the number of relevant placements available for the various
522 programmes of study so that the load on existing placement providers does not
523 become too great or the quality of follow-up and supervision from the placement
524 supervisor is not impaired due to a high number of students.
- 525 • OsloMet must design programmes of study that focus on supervised professional
526 training in accordance with the number of placement spaces available.
- 527 • OsloMet will ensure that students in supervised professional training work on
528 assignments and challenges that they will encounter later in working life.
- 529 • In programmes of study for which supervised professional training is not an
530 integral part, there should be initiatives in place that can provide students with
531 work experience.
- 532 • Students who are unable to secure the desired placement and who would like to
533 re-apply should have the opportunity for this to be considered on a discretionary
534 basis.
- 535 • If international supervised professional training is of relevance to the programme
536 of study, this must be communicated and offered, but such supervised



- 537 professional training must be voluntary unless there are strong academic
538 grounds to indicate otherwise.
- 539 • OsloMet must impose requirements for local authority and central government
540 enterprises to be required to make placements available for public programmes
541 of study with supervised professional training as part of the course of study.
 - 542 • Student politics representatives must be accommodated by their placement
543 provider.
 - 544 • Permanent student representatives on the University's central bodies must be
545 entitled to attend supervised professional training close to campus.
 - 546 • OsloMet must ensure easily accessible and up-to-date information about
547 supervised professional training is available to all relevant student groups.

548 **1.6.1 - Quality assurance of supervised professional**
 549 **training**

550 The Student Parliament at OsloMet believes that:

- 551 • Upon completion of supervised professional training, students should have the
 552 opportunity to evaluate the period of supervised professional training, the
 553 placement supervisor and the placement provider.
- 554 • OsloMet must follow up on negative feedback regarding the period of supervised
 555 professional training and termination of the cooperation could be the final
 556 consequence in the event that the placement provider does not improve.
- 557 • The quality of the period of supervised professional training must be evaluated by
 558 the educational institution on the basis of feedback from students in supervised
 559 professional training and in collaboration with the placement provider.

560

561 **1.7 - Suitability**

562 The Student Parliament at OsloMet believes that:

- 563 • Staff at OsloMet must receive suitability training before they meet students in
 564 relevant fields of study so that they are able to carry out suitability assessments
 565 on an ongoing basis.
- 566 • Students in fields of study that are subject to the suitability regulations must be
 567 informed of their responsibilities in relation to suitability.
- 568 • In the event that a student does not pass their supervised professional training, it
 569 must always be considered whether to submit doubts concerning the suitability of
 570 the student.

571

572 **1.7.1 - Suitability during supervised professional training**

573 The Student Parliament at OsloMet believes that:

- 574 • In the event of any doubts concerning a student's suitability during supervised
 575 professional training, the student must be notified immediately.
- 576 • All placement contacts and placement supervisors in programmes of study that
 577 are subject to the suitability regulations must assess the suitability of the students
 578 during supervised professional training.

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- All first-year students who are subject to the suitability regulations will receive an introduction to what this entails before the initial period of supervised professional training.
 - Students, placement contacts and placement supervisors must be thoroughly informed of the regulations relating to suitability in connection with supervised professional training and professional practice, as all parties must actively participate in ensuring that OsloMet's students are suitable professional practitioners.

587 **1.8 - Academic supervision**

588 The Student Parliament at OsloMet believes that:

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- OsloMet students will be entitled to academic supervision and follow-up when completing major projects and assignments. As a minimum, this shall entail initial, mid-term and final supervision.
 - Academic supervision must be adapted to support the individual student's learning outcomes, regardless of group composition.
 - All academic supervisors involved in assessed assignments must have completed a quality-assured supervision training course before receiving any students.
 - OsloMet must have a shared model for the number of tutorials a student is entitled to in connection with a final degree assignment.
 - Master's degree candidates must have the opportunity to find a suitable external supervisor for a final degree assignment.

602 **1.8.1 - Follow-up and academic supervision during supervised professional training**

603 The Student Parliament at OsloMet believes that:

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- As a minimum requirement, placement contacts must actively seek out, observe and supervise students at the placement location at least once during periods of supervised professional training spanning four to six weeks. For longer periods of supervised professional training, more visits must be arranged.
 - In the event of supervised professional training taking place some distance from OsloMet and for which it can be difficult for the placement contact to visit the

- 611 placement location, it is necessary to ensure that academic supervision can take
 612 place using digital media, such as online video conferencing.
- 613 • There must be proper communication between the placement contact and the
 614 placement supervisor so that both parties are aware of the feedback provided to
 615 students at all times.
 - 616 • OsloMet must design clear guidelines for how supervision of practical training
 617 should take place.
 - 618 • All placement supervisors and placement contacts for all programmes of study at
 619 OsloMet must have completed a supervision training course before receiving
 620 students.
 - 621 • All students should have the opportunity to meet their placement supervisor at
 622 least two weeks before the start of the period of supervised professional training
 623 in order to clarify mutual expectations.
 - 624 • The specific number of tutorials with practical training supervisors must not be
 625 deviated from and the practical training supervisor must facilitate the students
 626 receiving the follow-up they are entitled to.
 - 627 • Periods of supervised professional training at OsloMet will facilitate
 628 interprofessional cooperative learning between different professional
 629 programmes of study with shared touch points with future working life.
- 630

631 **1.9 - Admission to higher education**

632 The Student Parliament at OsloMet believes that:

- 633 • OsloMet's admissions system must be fair, transparent, predictable and effective
 634 so that anyone wanting to apply for a place can submit an application regardless
 635 of background and life situation.
- 636 • OsloMet will introduce measures to increase the admission of first-generation
 637 students and minority groups.
- 638 • OsloMet will work to increase diversity in socioeconomic backgrounds in student
 639 groups at master's degree and PhD level.
- 640 • Gender points as positive action is one of several initiatives that can be used to
 641 achieve the desired balance and diversity.

- 642 • Gender points should be introduced for a temporary period in the event of a
 643 critical imbalance on a programme of study. As soon as the programme of study
 644 achieves a gender balance, the gender points system will be discontinued.

645

646 **1.10 - Premises and infrastructure**

647 The Student Parliament at OsloMet believes that:

- 648 • Statsbygg must ensure that OsloMet has effective and predictable systems and
 649 frameworks in place for investments, maintenance, modification and operation of
 650 the building stock and infrastructure used for all educational activities.
- 651 • OsloMet must have adequate lecture halls available that are suitable for varied
 652 teaching methods.
- 653 • Equipment in special rooms, training halls and workshops dedicated to
 654 supervised professional training and exercise-based teaching must be of a
 655 professional standard that reflects the equipment students will use during
 656 supervised professional training and in working life.
- 657 • OsloMet will offer master's reading room spaces to all full-time master's degree
 658 students, with the aim of being able to offer this to all master's degree students.
- 659 • OsloMet will build kitchenettes in connection with all master's spaces and these
 660 will include the opportunity to store food.
- 661 • OsloMet will assume responsibility for the financing of master's spaces by
 662 introducing internal rent.
- 663 • OsloMet will use only eco-friendly, sustainable and ethically procured materials in
 664 teaching and projects in the programmes of study.
- 665 • Lecture halls will be equipped with equipment that allows the digitalisation of
 666 teaching.

667

668 **1.11 - Continuing and further education**

669 The Student Parliament at OsloMet believes that:

- 670 • Students who study flexibly, such as through session-based teaching and online,
 671 will have the same rights and access to high-quality education, a good learning
 672 environment and good welfare provisions.

- 673 • Continuing and further education courses that have the same content as ordinary
 674 programmes of study cannot be offered to fee-paying individuals but must be
 675 split between the Norwegian government and the employer.
- 676 • OsloMet will not charge for continuing and further education as this goes against
 677 the ambition for education, including lifelong learning, to be available to all.
- 678 • OsloMet must distinguish between an ordinary course of study and flexible
 679 module-based courses of study if flexible courses of study are funded through
 680 fees.
- 681 • Continuing and further education cannot be funded through place funding
 682 allocated for places on ordinary programmes of study.

683

684 **1.12 - Economic sustainability in courses of** 685 **study**

686 In Norway, education should be free for anyone wishing to achieve or increase
 687 expertise in a field. Anyone in Norway wishing to attend a programme of study to
 688 increase their expertise and develop their character must not be precluded on the basis
 689 of their financial situation.

690 The Student Parliament at OsloMet believes that:

- 691 • OsloMet must not impose unnecessary financial burdens on students in
 692 connection with their studies. This includes expenses linked to student
 693 exchanges, supervised professional training and compulsory excursions.
- 694 • Student exchanges must not lead to a higher financial burden for students.
 695 Efforts should therefore be made to increase financial support and grant
 696 opportunities for student exchanges.
- 697 • OsloMet will introduce a standardised reimbursement model to cover all travel
 698 expenses incurred by students in connection with supervised professional
 699 training. This will ensure that all students have equal access to supervised
 700 professional training opportunities regardless of their financial situation.
- 701 • Compulsory excursions that entail fees must be managed fairly and
 702 transparently. OsloMet will comply with the law by applying for special permission
 703 from the Norwegian Ministry of Education and Research for such excursions,

- 704 specifying the rules in separate guidelines and clearly communicating such rules
 705 to the person with course responsibility.
- 706 • For students who are unable to participate as a result of the fee, alternative,
 707 academically sound arrangements must be offered.
 - 708 • All compulsory excursions and fees must be specified in the course plan,
 709 including a cost estimate.
 - 710 • OsloMet will provide international students, who are required to pay tuition fees,
 711 with the opportunity to apply to have such costs covered. This will be used as a
 712 type of grant and will be an important initiative in ensuring equal opportunities to
 713 education for all regardless of financial background.
 - 714 • OsloMet will reduce the need for session-based and part-time students to travel
 715 by recording and publishing lectures and other academic content in a digital
 716 resource bank.
 - 717 • In order to preserve the quality of education in Norway, the Norwegian Ministry of
 718 Education and Research will adjust the funding categories for programmes of
 719 study in accordance with the actual costs associated with the education.

720 **1.13 - Internationalisation**

721 The Student Parliament at OsloMet believes that:

- 722 • OsloMet should establish more joint degrees and common courses through its
 723 international cooperation agreements.
- 724 • OsloMet should strive to enter into strategic, international cooperation
 725 agreements embedded in one or more community-enhancing academic groups
 726 at the universities.
- 727 • OsloMet's cooperation agreement will be based on the quality of the different
 728 academic groups and not on the institution as a whole.
- 729 • OsloMet should ensure that cooperation agreements with other institutions
 730 promote balanced and fair exchange of students. The agreements must take into
 731 account the capacity and specialisations at each institution to ensure a steady
 732 student population and high-quality education.
- 733 • OsloMet will enter into strategic cooperation agreements with institutions in
 734 Nordic countries, including through the Erasmus+ programme, for the exchange
 735 of both students and staff.



- 736 • OsloMet will devise academically and strategically justified cooperation projects
737 within research and development with the PANORAMA countries.
- 738 • OsloMet will continue cooperating with institutions and partners in ODA countries
739 on exchanges within both education and research.
- 740 • OsloMet's values are heavily weighted in its work to draw up and revise
741 cooperation agreements.
- 742 • OsloMet will not enter into or continue and will immediately terminate all forms of
743 cooperation agreements with institutions or stakeholders that contribute to human
744 rights violations.
- 745 • OsloMet will take into account the United Nations 17 Sustainable Development
746 Goals when establishing and continuing cooperation agreements with
747 international institutions.
- 748 • OsloMet will be involved in initiatives relating to sustainable energy production in
749 developing countries where possible.
- 750 • Academic groups must facilitate students' participation in international
751 conferences and seminars so that they can develop international contacts,
752 expand their academic network and return to their academic group with relevant
753 knowledge.
- 754 • OsloMet must create equal and parallel courses together with similar
755 programmes of study abroad in order to simplify student exchange visits for
756 students.
- 757 • OsloMet must enable quality-assured field and project work abroad that
758 safeguards the learning outcomes of students, in collaboration with international
759 research institutions, companies and other relevant stakeholders.

760

761 **1.13.1 - Student exchanges**

762 The Student Parliament at OsloMet believes that:

- 763 • The standard for student exchanges must be for students to complete one or
764 more semesters at an international educational institution.
- 765 • OsloMet will include information about student exchanges in the schedules for
766 relevant programmes of study in order to ensure that students have access to
767 adequate information about student exchanges so that they can make an
768 informed and active choice.

- 769 • Student exchanges should not be compulsory as not all students have the ability,
770 capacity or desire to participate in student exchanges.
- 771 • Student exchanges should not have any negative impact on the student's
772 progress and ability to complete their education within the standardised period.
- 773 • OsloMet will guarantee that planned credits obtained at an institution abroad can
774 be subject to specific recognition in the student's degree.
- 775 • OsloMet will make alternative arrangements in the event of unforeseen changes
776 to student exchange programmes for students who maintain ordinary progress.
- 777 • Fixed student exchange agreements at programme of study level will ensure
778 student exchange spaces for at least 50% of the total student body on the
779 programme of study. Agreements at institutional level and individual student
780 exchange agreements will cover the remaining need.
- 781 • OsloMet will quality-assure supervised professional practice taken at an
782 exchange institution.
- 783 • Fixed agreements will be evaluated every three years and will be changed or
784 replaced as needed in order to ensure good, quality-assured provision for
785 students.
- 786 • All bachelor's degree and master's degree programmes at OsloMet will have at
787 least three fixed, quality-assured student exchange agreements with the
788 opportunity for participating in at least one student exchange during each course
789 of study or each cycle of a five-year course of study.
- 790 • Students will be free to select an exchange institution other than those with which
791 OsloMet has entered into fixed agreements.
- 792 • Before departure, OsloMet will offer language courses and courses on cultural
793 and academic differences for all countries with which OsloMet has entered into
794 cooperation agreements, in order to better prepare students for any challenges
795 that may arise.
- 796 • OsloMet will establish an alumni network for students who have participated in a
797 student exchange.
- 798 • OsloMet will impose a requirement for the contact person at the receiving
799 institution to be proficient in English.
- 800 • OsloMet will ensure that students can write their final degree assignment abroad
801 in collaboration with or commissioned by an international partner.



802

803 1.13.1.1 - Follow-up during and after student exchanges

804 The Student Parliament at OsloMet believes that:

- 805 • Students participating in student exchanges must receive practical, administrative
806 and academic follow-up from a contact person at OsloMet, preferably someone
807 from their own academic group who has an overview of the applicable exchange
808 agreements for the student during their stay.
- 809 • Students participating in student exchanges must be properly included in the
810 study environment at the receiving institution. For this reason, students should be
811 assigned a contact person from the study environment who can act as a buddy
812 and will include the student in the social environment.
- 813 • The receiving institution must provide the student with a contact person from their
814 own academic group to deal with. The contact person should be able to assist
815 the student with academic and administrative matters.
- 816 • OsloMet will carry out evaluations of student exchange programmes together
817 with exchange students and these will be made available to other students
818 subject to the written consent of the exchange student and in a manner that
819 ensures the protection of personal information.

820

821 1.13.1.2 - Exchanges for staff and PhD students

822 The Student Parliament at OsloMet believes that:

- 823 • OsloMet must facilitate staff participating in exchanges with relevant partners
824 abroad and should establish a separate grant scheme for employees in addition
825 to the Norwegian government and EU grant schemes.
- 826 • All new academic staff must have international work experience or accrue this
827 during their first three years at OsloMet.
- 828 • OsloMet must ensure that staff can participate in exchanges in a manner that
829 does not impose too much of a burden on the employee or their teaching or
830 academic group.
- 831 • OsloMet must ensure that PhD candidates have the opportunity to spend at least
832 one semester on an exchange programme during the course of their PhD
833 programme through grant schemes and proper agreements with other institutions
834 in order to simplify exchanges.

835

836 1.13.1.3 - Financial security

837 The Student Parliament at OsloMet believes that:

- 838 • The Student Parliament believes that international students should have the
839 same right to work alongside their studies as Norwegian students. The
840 Norwegian government must therefore remove the limitation on the number of
841 hours an individual with a student visa can work per week.
- 842 • As far as possible, OsloMet will enter into agreements under which students are
843 not required to pay tuition fees to the receiving institution.
- 844 • Students will receive a travel grant covering one return journey during the
845 semester. The grant proportion of the travel grant will be 70% regardless of how
846 many journeys the student receives support for.
- 847 • In the event of major fluctuations in the foreign currency exchange rate between
848 Norway and the student exchange country, the Norwegian State Educational
849 Loan Fund will increase the student's grant to reduce their financial burden.

850

851 **1.13.2 - Student exchanges and internationalisation in Norway**

852 The Student Parliament at OsloMet believes that:

- 853 • The programmes of study at OsloMet should strive to use as many lecturers as
854 possible with international experience and all programmes of study should
855 include at least one course with an international perspective.
- 856 • OsloMet must ensure that students can participate in virtual student exchanges
857 for some courses in order to provide them with meaningful, intercultural and
858 international experience without having to participate in a student exchange
859 abroad.
- 860 • OsloMet will allow students to write their bachelor's or master's thesis in English.

861

862 1.13.2.1 - Teaching in English

863 The Student Parliament at OsloMet believes that:

- 864 • OsloMet will offer programmes of study and courses in English as part of the
865 portfolio as this allows for more inbound and outbound student exchange
866 opportunities.



- 867
- The transition to English as the academic language will take place only if it
- 868 results in improved learning outcomes and professional and occupational
- 869 prospects for students and can be academically justified.
- The selection of courses that will be taught in English on the various programmes
- 870 must be academically justified and quality-assured.
- 871
- 872

873 1.13.2.2 - Language proficiency

874 The Student Parliament at OsloMet believes that:

- OsloMet must offer a language course for inbound exchange students who visit
- 876 for a semester and a more thorough and extensive language course for inbound
- 877 exchange students who complete their entire degree at OsloMet.
- OsloMet will offer academic English language courses to all students and staff at
- 878 the institution.
- All administrative staff at OsloMet must be sufficiently proficient in spoken and
- 879 written English to assist international students.
- All teaching and research staff at OsloMet must be sufficiently proficient in
- 880 academic language in spoken and written English so that they can teach and
- 881 supervise international students.
- 882
- 883
- 884
- 885

886 1.13.2.3 - Follow-up and adaptation

887 The Student Parliament at OsloMet believes that:

- OsloMet must arrange information meetings for international students at the start
- 889 of the autumn and spring semesters.
- OsloMet must offer guidance in English on the use of key systems that students
- 890 will need to deal with during their studies.
- 891
- 892

893 1.13.2.4 - Internationalisation in student life

894 The Student Parliament at OsloMet believes that:

- OsloMet must include international students in ordinary classes with Norwegian
- 895 students and offer a buddy from the class who can help to include them in the
- 896 social environment.
- 897

- 898 • OsloMet will offer international students a student buddy from the class who will
- 899 welcome and include the international student in the social environment, but
- 900 international students will also be integrated as part of mixed buddy groups with
- 901 Norwegian students where possible.
- 902 • OsloMet should carry out a start of studies survey among international students
- 903 to identify what they want to get out of the start of studies and what appeals to
- 904 them.
- 905 • OsloMet will facilitate and arrange social gatherings between Norwegian and
- 906 international students, including outside of the educational institution, such as
- 907 festivals, subject meetings, cultural parties or similar.
- 908 • OsloMet will offer certification for students who organise activities within or
- 909 outside the programme of study for international students.
- 910 • The student democracy will ensure that its activities are available to everyone,
- 911 including by translating documents and case documents or by providing
- 912 interpreters for meetings that take place in Norwegian.
- 913 • International students must be able to stand and be elected as student
- 914 representatives or other posts in the student democracy regardless of their
- 915 language skills. This also applies to committees and councils at all levels of
- 916 OsloMet.
- 917 • Associations must be encouraged to ensure that their activities are available to
- 918 anyone as venues where Norwegian and international students can build
- 919 relationships that go beyond their studies.
- 920 • The OsloMet website and signage must be universally designed and adapted so
- 921 that international students can find their way on their own.

922
923

924 **1.13.3 - Academic solidarity**

925 The Student Parliament at OsloMet believes that:

- 926 • Education should not be a commodity but a right.
- 927 • OsloMet will participate in the “Students at Risk” and “Scholars at Risk” schemes
- 928 and increase the scope of students and academics that we welcome.
- 929 • OsloMet will strive to accept more students from ODA countries through
- 930 cooperation agreements.



- 931 • OsloMet will continue the “Academic Dugnad” initiative and the cooperation with
932 the academic language cafeteria and the student association, Norsk start, for the
933 integration of refugees through their contact with Norwegian students.
- 934 • The Student Parliament at OsloMet supports the Norwegian Students’ and
935 Academics’ International Assistance Fund’s (SAIH) work nationally and
936 internationally.
- 937 • The Student Parliament at OsloMet should be a member chapter of SAIH.
- 938 • OsloMet will offer students the opportunity to voluntarily support SAIH through
939 semester fees and this must be clearly highlighted to students.
- 940 • The Norwegian government must increase its focus on higher education as an
941 instrument in development policy.
- 942 • 15% of Norwegian aid must be earmarked for education.
- 943 • The focus on development initiatives linked to higher education that Norway is
944 already involved in should be increased. This applies to initiatives such as
945 NORHED and NORPART.
- 946

947 1.13.3.1 - The International Summer School

948 The Student Parliament at OsloMet believes that:

- 949 • OsloMet must preserve, promote and finance the offering of an international
950 summer school as an opportunity for international students to visit OsloMet
951 outside of regular semesters.
- 952 • The International Summer School will act as an alternative option for OsloMet
953 students where they can accrue international experience if they are unable to
954 participate in a student exchange abroad.
- 955 • Programmes of study at OsloMet will play an active role in the participation in,
956 promotion of and encouragement to participate in the International Summer
957 School.
- 958 • The requirements relating to teaching and communication skills in English will
959 apply to the International Summer School in the same way as for academic staff
960 teaching English courses in ordinary courses of study, where external academic
961 staff must be used.



2 - Research

962

963 This chapter presents some key elements relating to OsloMet's future focus on research
964 and development. This includes subjects such as academic freedom, the relevance of
965 research and its integration with education and recruiting for research. As an essential
966 part of the overall approach, the Student Parliament would like there to be student
967 involvement in research and development at OsloMet. Student involvement in research
968 and development has inherent value as it creates a culture of curiosity, engagement
969 and innovation. Student involvement in research and development will also contribute to
970 increased recruitment for master's and PhD qualifications and lower student attrition as
971 students will acquire greater knowledge, loyalty and ownership within their field.

972

973 **Glossary**

974

975 **Academic freedom**

976 The right of teaching staff and students to teach, study and pursue knowledge and
977 research without undue intervention or restriction from the law, institutional
978 regulations or public pressure.

979

980 **The CRISTin System**

981 A Norwegian system for documenting research results and scientific publication.

982

983 **Research groups**

984 Groups of researchers working together on a specific research project or topic.

985

986 **Research management**

987 To manage a research project in which you prioritise resources, organise and follow up
988 on the work of individual researchers or a research group and develop networks with
989 other stakeholders.



- 990 **Dissemination points**
- 991 Support for activities not awarded government funding allocated to the faculty and
- 992 departments.
- 993
- 994 **Horizon Europe**
- 995 A research and innovation programme funded by the European Union.
- 996
- 997 **Incubation support schemes**
- 998 Programmes or systems designed to support and help start-up companies or early-
- 999 stage projects.
- 1000
- 1001 **Gründergarasjen**
- 1002 An OsloMet initiative intended to support entrepreneurs and help them develop their
- 1003 ideas.
- 1004
- 1005 **The Research Council of Norway**
- 1006 A government institution responsible for strengthening and coordinating research
- 1007 activities in Norway.
- 1008
- 1009 **PhD students**
- 1010 Researchers working to complete their doctoral degree, often with financial support in
- 1011 the form of a grant.
- 1012
- 1013 **Postdoctoral fellow**
- 1014 A researcher who works on a research project after completing a doctorate.
- 1015
- 1016 **Interdisciplinary research**
- 1017 Research involving several different disciplines that can help solve complex problems
- 1018 that require a broad approach.
- 1019
- 1020 **Open access**
- 1021 A publishing model in which research results are freely available to everyone, usually
- 1022 on the internet.



1023 **Co-creation**

1024 An approach to research and innovation in which researchers work alongside users,
1025 citizens or other stakeholders to create solutions.

1026

1027 **2.1 - Research and development at OsloMet**

1028 **2.1.1 - Academic freedom**

1029 The Student Parliament at OsloMet believes that:

- 1030 • Academic freedom is a fundamental value and a premise for all scientific
1031 activities at departments and centres at OsloMet.
- 1032 • OsloMet must always safeguard students' and staff's ability to challenge
1033 established knowledge, select subjects and design research questions that are
1034 controversial and may be perceived as political or emotionally sensitive without
1035 being subjected to sanctions.
- 1036 • OsloMet will provide regular training programmes and workshops to inform
1037 students and staff of their rights and responsibilities in relation to academic
1038 freedom.
- 1039 • OsloMet will draw up clear guidelines to promote and protect academic freedom.
1040 These guidelines must be easily available and understandable to all students and
1041 staff.
- 1042 • All research and development at OsloMet will follow the general research ethics
1043 guidelines drawn up by the national research ethics committees.
- 1044 • OsloMet will carry out regular evaluations of the University's practices and
1045 policies relating to academic freedom to ensure that these remain relevant and
1046 effective.

1047

1048 **2.1.2 - The relevance of research and integration with
1049 education**

1050 The Student Parliament at OsloMet believes that:

- 1051 • There must be a strong link between research and development, research
1052 dissemination and education at OsloMet as all of these university tasks must
1053 draw on one another in order to offer outstanding education.

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- OsloMet’s understanding of educational quality must encompass both quantitative and qualitative indicators. While quantitative indicators such as the number of publications provide key information, it is also necessary to assess more complex and multidimensional aspects. For example diversity and equality in research and contributing to ESG and innovation.
 - All development of education must be rooted in research.
 - OsloMet will conduct research into its own institution, programmes of study, teaching, supervised professional training, forms of assessment and the consequences of using artificial intelligence in its programmes of study.
 - It is important to ensure that research and development at OsloMet is relevant to society and helps bring programmes of study with and without supervised professional training, working life and society in general closer together.
 - OsloMet will conduct research into how innovation and new technologies such as artificial intelligence affect the University’s teaching, supervised professional training, forms of assessment, learning environment and the professions and fields OsloMet qualifies students for.
 - OsloMet will encourage teaching and research staff to include their own research results in teaching when relevant.
 - OsloMet must better facilitate cooperation between centres and faculties so that frontline research becomes a greater element of the knowledge and skills acquired by students during the course of their studies.
 - OsloMet will establish an open and supportive infrastructure in which students and staff can freely discuss and explore controversial subjects and problems.
 - When measuring quality, OsloMet should measure the extent to which OsloMet fulfils qualitative quality indicators such as contributions to diversity, equality and ESG, as well as the ability to change and develop over time.

1080

1081 **2.1.3 - Research funding and strategy**

1082 The Student Parliament at OsloMet believes that:

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- 1085
- OsloMet must work to establish a holistic culture when it comes to applications for internal, national and international funding by providing training and encouraging cooperation to strengthen applications for research funds.

- 1086 • OsloMet must have effective mechanisms in place for conflict management and
 1087 reporting of any violations of academic integrity. This includes clear procedures
 1088 as to how such matters must be managed, as well as protection for
 1089 whistleblowers.
- 1090 • Research and development at OsloMet will contribute to creating innovative
 1091 solutions in society.
- 1092 • OsloMet should actively invest in and develop an interdisciplinary research centre
 1093 for artificial intelligence at OsloMet.
- 1094 • OsloMet must facilitate and encourage academic and research groups across
 1095 departments and faculties to cooperate on relevant subjects and lectures so that
 1096 students become better equipped to cooperate with other professions in working
 1097 life.
- 1098 • Departments must, in cooperation with relevant research groups, adopt overall
 1099 strategies for the fields they want to focus on.
- 1100 • OsloMet must create a standardised application solution for the entire institution
 1101 to apply for internal funding so that the process becomes less bureaucratic.
- 1102 • OsloMet will focus on raising external funding for research and development and
 1103 projects and research groups who have potential to or have previously received
 1104 funding allocated from external stakeholders such as Horizon Europe and the
 1105 Research Council of Norway will be prioritised internally.
- 1106 • OsloMet will facilitate both subjective research, which may be affiliated with an
 1107 overall national research programme, and unrestricted research that does not
 1108 have to be affiliated.
- 1109 • OsloMet must support schemes such as the Research Council of Norway's
 1110 FRIDRO scheme, which provides outstanding research environments with
 1111 excellent framework conditions and long-term funding.
- 1112 • OsloMet will prioritise interdisciplinary research projects when allocating internal
 1113 funding.
- 1114 • There will be no discrimination against certain research environments due to
 1115 differing research views, methodologies or research and development traditions.
- 1116 • Research centres and departments should collect related or complimentary
 1117 project outlines from research groups and turn these into comprehensive and
 1118 extensive research plans for applications for research funds.

1119

1120 **2.1.4 - Collaboration, innovation and sustainability in**
 1121 **research**

1122 The Student Parliament at OsloMet believes that:

- 1123 • All research groups at OsloMet should have access to training on the
 1124 Responsible Research and Innovation methodology.
- 1125 • OsloMet will focus its research on renewable resources and sustainability
 1126 through interdisciplinary cooperation.
- 1127 • All research at OsloMet will include environmental and sustainability
 1128 perspectives.
- 1129 • In connection with local allocations, OsloMet will prioritise applications from the
 1130 research environments and projects with the most potential and established
 1131 results within OsloMet's strategic initiatives.
- 1132 • Applications that include students at BA and MA level as co-researchers in the
 1133 same or a related field will be prioritised.
- 1134 • OsloMet will establish a thorough and fair allocation scheme for PhD grants
 1135 based on strategic initiatives relating to strong research communities and
 1136 projects.
- 1137 • OsloMet's researchers should, where possible, design research together with
 1138 potential end users through co-creation. The quantity and quality of productive
 1139 interactions is a measure of knowledge utilisation and potential for societal
 1140 impact.

1141

1142 **2.1.5 - Recruitment in research:**

1143 The Student Parliament at OsloMet believes that:

- 1144 • OsloMet will ensure that younger academics have better opportunities to apply
 1145 and be appointed with limited research portfolios.
- 1146 • OsloMet will ensure that younger academics with limited research portfolios have
 1147 the opportunity to expand their research portfolio.
- 1148 • OsloMet will reduce its use of temporary appointments to the benefit of other job
 1149 categories that provide doctoral students and other young academics with better
 1150 opportunities to climb the academic ladder through a combination of research
 1151 and teaching.

- 1152 • OsloMet will offer research and teaching staff in recruitment positions as
 1153 postdoctoral fellows permanent employment before the recruitment position is
 1154 advertised again.
- 1155 • It will be important to ensure that the research environment has the capacity to
 1156 integrate the PhD student in a research group and there must be a high
 1157 probability that the PhD student is able to complete within the standardised
 1158 period.
- 1159 • The University will implement and maintain clear guidelines and procedures to
 1160 safeguard students' and staff's right to challenge established knowledge, select
 1161 controversial subjects and formulate research questions that may be perceived
 1162 as politically or emotionally sensitive. This should be done without fear of
 1163 sanctions.
- 1164

1165 **2.1.6 - Career paths and education for researchers**

1166 The Student Parliament at OsloMet believes that:

- 1167 • OsloMet will ensure that students have access to the latest knowledge by
 1168 arranging guest lectures from researchers at the University's research centres.
- 1169 • OsloMet will have strict guidelines that require researchers who have been
 1170 allocated an office space to actively use this space or risk losing it. These
 1171 initiatives must be implemented as part of a strategy for fair and effective space
 1172 utilisation to ensure that the University's facilities are used in the most inclusive
 1173 and resource-saving manner possible.
- 1174 • All applications for research and development funds at local, national and
 1175 international level must highlight the positive synergies the project will have for
 1176 programmes of study at OsloMet.
- 1177 • OsloMet will educate, recruit and further develop motivated heads of research.
- 1178 • Graduate researchers and PhD students at OsloMet must be ensured support for
 1179 and training in applying for research funds.
- 1180 • OsloMet should establish a mentorship scheme in which PhD students and
 1181 graduate researchers specialising in artificial intelligence make their expertise
 1182 available to the student body.
- 1183 • OsloMet will focus on strong collaboration with working life so that companies
 1184 and local authorities can submit subjects and research questions for students



- 1185 and PhD candidates to base their assignments and projects on. Such
1186 opportunities should be published in an easily accessible database that students
1187 are informed of when working on the outlines for their final degree assignments.
- 1188 • OsloMet must provide supportive and sustainable career paths for younger
1189 academics rather than focusing on tenure tracks.
 - 1190 • OsloMet must, to a greater extent, use adjunct professor posts to strengthen the
1191 quality of education and stimulate collaboration with external national and
1192 international research environments.
 - 1193 • Researchers will be subject to a teaching requirement in the same way as PhD
1194 candidates, including associated academic supervision duties.
 - 1195 • OsloMet will impose requirements on the amount of time researchers are
1196 required to spend at campus during core hours in periods where such
1197 requirements would not conflict with the collection of data or other considerations.
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1199 **2.2 - Co-research, student involvement and** 1200 **training**

1201 The Student Parliament at OsloMet believes that:

- 1202 • OsloMet must establish incubation support schemes for student-initiated
1203 research and development, places where students from all programmes of study
1204 can come together and work on projects they consider relevant and interesting.
- 1205 • OsloMet will establish a physical innovation venue for research, inspired by the
1206 concept behind Gründergarasjen. Here, students and academics will have the
1207 opportunity to create ad-hoc research groups and dynamically explore research
1208 questions of strategic relevance to the University's partners and the welfare state.
- 1209 • OsloMet must ensure that all programmes of study include an introduction to
1210 research ethics.
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1212 **2.2.1 - Research in the course of study**

1213 The Student Parliament at OsloMet believes that:

- 1214 • All teaching in all courses should include an element in which students are
- 1215 involved in research and development through practical assignments that
- 1216 challenge them to collect or analyse data.
- 1217 • OsloMet must establish elective courses at bachelor's level in the programmes of
- 1218 study for which this would be appropriate in order to provide an introduction to
- 1219 research techniques and ethics and real-world experience in research and
- 1220 development within a relevant research environment.
- 1221 • OsloMet must create elective subject-specific courses on the theory and history
- 1222 of science for all education cycles.
- 1223 • OsloMet must look at the possibility of creating more research options in fields
- 1224 where there is a great need for research.
- 1225 • All teaching in all courses and subjects must be based on the best and most
- 1226 relevant in research and development and must provide students with a thorough
- 1227 introduction to research methods and scientific thinking.

1229 **2.2.2 - Financing and conditions**

1230 The Student Parliament at OsloMet believes that:

- 1231 • OsloMet must ensure that students are offered the opportunity to participate as
- 1232 co-researchers in research groups for students at all educational levels.
- 1233 • Students will be real partners in the projects they participate in and will help
- 1234 collect and apply data that will also be used in their bachelor's and master's
- 1235 theses.
- 1236 • Students will receive academic supervision from one or more researchers
- 1237 affiliated with the project they are a co-researcher in.
- 1238 • OsloMet will devise excellent incentive schemes for student involvement in
- 1239 research and research groups that involve students will be prioritised in local
- 1240 allocations.
- 1241 • Strategic funding must be allocated for student involvement in research and
- 1242 development.
- 1243 • OsloMet will create a separate grant scheme for students wishing to carry out
- 1244 research and publication, in which one part is disbursed prior to publication in an
- 1245 eligible channel and the other part is disbursed afterwards.

- 1246 • OsloMet will enable bachelor's, master's and PhD students to participate in and
 1247 receive supervision in research at research institutions through the creation of
 1248 inter-institutional research groups.
- 1249 • OsloMet must clarify existing resources in e.g. libraries and DIGIN that are
 1250 available to students when it comes to providing assistance with academic
 1251 writing, research ethics and research projects.
- 1252 • OsloMet must arrange for knowledge and expertise from the national institution
 1253 sector to be included in its programmes of study.
- 1254 • In the event of rights queries relating to the results of a student's research project
 1255 or rights questions relating to data and analyses that would not be available
 1256 without the student's contributions, the student shall retain the rights to the
 1257 results.

1258 **2.2.3 - Protection of privacy and sensitive data**

1259 The Student Parliament at OsloMet believes that:

- 1260 • All research that staff or students at OsloMet are involved with that processes
 1261 personal data must adhere to data protection principles.
- 1262 • OsloMet will provide training in the processing of sensitive research data to
 1263 ensure that all researchers and students are familiar with these principles and
 1264 how to comply with them in their research.
- 1265 • OsloMet must safeguard the scheme through a data protection officer and the
 1266 offering should be made more widely available.
- 1267 • The data protection officer's comprehensive assessments must reflect the criteria
 1268 used by SIKT.

1270 **2.3 - Research dissemination**

1271 The Student Parliament at OsloMet believes that:

- 1272 • OsloMet must focus on skills development in research dissemination for students
 1273 and staff.
- 1274 • Dissemination points will count when it comes to promotions and funding
 1275 allocated to individuals and their projects.
- 1276 • OsloMet must have excellent information channels to promote ongoing research
 1277 at the institution, especially research in which students are co-researchers.



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- OsloMet must systematise the possibilities for highlighting different research environments' research projects in which students can and have participated, with subjects from both academic and working life.
 - OsloMet will set aside funds to arrange several open and publicly announced conferences and exhibitions in which researchers, PhD candidates, students, staff and visitors can participate, exhibit and deliver talks on their projects and studies.
 - All talks and exhibitions on projects and studies at OsloMet's conferences and exhibitions must be quality-assured by a relevant internal or external academic environment.
 - OsloMet's communications department must have a separate communication strategy to invite relevant student groups to attend academic conferences and seminars.
 - OsloMet must strive to ensure that conferences and exhibitions do not create unnecessary waste or pollution and that the use of plastic and other materials that have a long decomposition time is reduced to a minimum.
 - All master's degree students should be able to choose whether to write their master's thesis in the form of articles or as a monograph so that the students who want to have a higher chance of publication in a point-awarding scientific journal.

2.3.1 - Open access

The Student Parliament at OsloMet believes that:

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- Researchers at OsloMet must examine the possibility of publishing their articles in open journals and select open journals when these are professionally adequate. Only in exceptional cases may articles based on public funding be published in journals that do not permit reproduction in scientific archives.
 - OsloMet will operate its own allocation pool for teaching and research staff and PhD candidates electing to make the data from their studies publicly available for use in students' teaching and assignments and to external parties.

2.3.2 - Equalising artistic research and development

The Student Parliament at OsloMet believes that:



- 1310 • Artistic research and development work at OsloMet must be documented and
1311 peer-reviewed in the same way as other scientific publications.
- 1312 • The Norwegian Ministry of Education and Research must expand its definition of
1313 scientific publication to also include artistic research and development.
- 1314 • OsloMet will contribute nationally and internationally through peer reviews of
1315 artistic results from artistic research and development, scored at two levels,
1316 similar to the system for publication points.
- 1317 • OsloMet will work to ensure that artistic development and research yields a point
1318 score in the same way as scientific publications via the CRISTin system.
- 1319 • OsloMet must establish a third-cycle education programme for performing and
1320 creative arts that is equal to the scientific third-cycle education programmes to
1321 establish education possibilities at all levels and to ensure recruitment and
1322 qualification for academic posts in academic and society at large.
- 1323 • OsloMet must work to ensure that recruitment positions for artistic development
1324 and research allocated by the Norwegian Ministry of Education and Research in
1325 addition to the institutions' ordinary budgets are allocated to our creative
1326 environments.

3 - Innovation

1327

1328 In a university context, innovation refers to the application of knowledge in order to
 1329 create something new and valuable and it forms a key aspect of the University's
 1330 mission. Research is an important driver for innovation, but it is not the only one.
 1331 OsloMet also engages in other forms of innovation such as entrepreneurship,
 1332 educational innovation and cooperation with external organisations. It is important to
 1333 facilitate these forms of innovation in addition to research to ensure that the
 1334 University contributes to broad societal improvements. The Student Parliament
 1335 therefore believes that innovation, in all its forms, is an essential part of higher
 1336 education at OsloMet and its ability to solve its social missions.

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1338 **Glossary**

1339

1340 **Entrepreneurship**

1341 The study of how to utilise available resources and assets and how to combine these in
 1342 a new and more risk-mitigating manner to establish, develop and communicate a new
 1343 organisation on the back of an identified opportunity.

1344

1345 **Innovation**

1346 New or significantly improved products, services or processes adopted to increase
 1347 value creation and/or community benefit.

1348

1349 **Innovation work**

1350 Creating new ideas, products or methods.

1351

1352 **Value creation**

1353 The value OsloMet provides to society in terms of knowledge and expertise, as well as
 1354 products and services, which help solve challenges and create a better society.



1355 **3.1 - Prerequisites for innovation among** 1356 **students**

1357 The Student Parliament at OsloMet believes that:

- 1358 • OsloMet must cultivate a culture of innovation in which it is permitted to fail and
1359 try again.
- 1360 • OsloMet must ensure that students are included and that they can be driving
1361 forces in the institution's innovation work and academic communities.
- 1362 • OsloMet must offer courses and academic supervision on how to launch a
1363 company and apply for financial support for students wishing to develop and
1364 realise an idea or meet a need within their academic environment.
- 1365 • OsloMet must offer academic supervision for the duration of the establishment
1366 and start-up phase for student-driven innovation projects that is available at fixed
1367 locations within ordinary working hours.
- 1368 • OsloMet must work to establish an interdisciplinary course in Entrepreneurship
1369 and Innovation. This course should be available to all programmes of study at
1370 OsloMet.
- 1371 • OsloMet must have premises that are freely available to students for one year
1372 while they are in the start-up phase of realising or developing their idea or
1373 project.
- 1374 • OsloMet must have relevant and available workshops for OsloMet's academic
1375 environments, students and staff facilitating innovation work, alternative teaching
1376 programmes and sharing of knowledge across the institution.
- 1377 • These workshops must be open and available to students and staff at predictable
1378 times and regular courses must be arranged on the use of equipment available at
1379 the workshops.
- 1380 • OsloMet must have a well marketed central pot that will be used for a grant
1381 scheme to support student-driven innovation, in addition to any other national
1382 and international funding schemes for innovation.
- 1383 • OsloMet must identify an arrangement that ensures that students will retain the
1384 rights to what they create and contribute in terms of project results, both in
1385 cooperation with OsloMet's own academic communities and also with external
1386 stakeholders.



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- OsloMet must not facilitate or implement innovation projects that counteract sustainable development in society or help increase greenhouse gas emissions.
 - OsloMet must have excellent knowledge of the needs and relevant issues in society in its innovation work by facilitating interdisciplinary cooperation between academic environments, students and staff internally and cooperation with external stakeholders and companies.
 - OsloMet must facilitate contact between different subjects and create interdisciplinary research groups by arranging lectures, seminars, conferences and courses on value creation and innovation.
 - OsloMet's cooperation with external stakeholders must be of academic interest to the academic environments at the institution, be conducted subject to high ethical requirements and must benefit students.
 - OsloMet must design student-oriented guidelines for cooperation with external stakeholders.