The aim of this paper is to describe how a CDIO based four semester study can be documented in such a way, that a homogeneous quality can be maintained over time. One purpose is to help new teachers to fully understand their role and obligations, not only in their particular course, but also as a part of the complex CDIO based education. The case used is the B.Eng. study in Electronics at the Technical University of Denmark (DTU). Implementing CDIO calls for many changes in the way that we build and document an program, having implemented CDIO at the B.Eng. program in electronics, it has been found that the normal public and internal course documentation platforms are insufficient to keep the large amount of information needed to describe the program as a whole, and the large amount of interaction between the individual courses, a master document describing the program has been developed to cover the first 4 semesters in the program, this paper is meant as an inspiration to others that might find this method beneficial. In todays modern and constantly changing society it must be expected that staff is constantly moving in and out between different research projects, while at the same time teaching courses at levels ranging from very advanced topics to introductory courses. In most cases a course will be given by the same teacher every semester, but for some courses (often the introductory courses) teachers change frequently. In this dynamic system the master document proposed helps in conveying crucial information from prior to new teachers, that otherwise could be lost in the teacher exchange process.