CBS

EDUCATIONAL QUALITY POLICY AT CBS

CBS — COPENHAGEN BUSINESS SCHOOL
HANDELSHØJSKOLEN

TABLE OF CONTENTS

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1.0 INTRODUCTION

CBS wishes to provide the business sector with graduates who have both strong fundamental business skills and transformative capabilities. CBS is a large business university both in terms of student numbers and in the variety of academic disciplines in its programmes. CBS strives to achieve high educational standards to ensure that our students and graduates live up to the highest international standards. We educate many graduates and for many purposes, we carry out various international benchmarking activities, and we seek to attract the best teachers and researchers nationally and internationally.

CBS' quality policy is based on politically adopted European conventions (the Bologna Accord) and on national legislation for university education in Denmark. Within this framework, CBS has developed a quality policy and quality assurance system focused on relevance and high quality.

The goals of our quality assurance system are to both ensure systematic monitoring of educational quality and to maintain and further develop a local culture of quality that supports the students in building up values that form the foundation for action and prepare the students for their future careers.

Quality lives in the academic environments and in encounters with the students. Consequently, CBS works to raise local quality awareness and support the locally anchored development of quality in the programmes. The students' wishes, concerns and ideas are seen as essential sources of inspiration and quality improvement.

CBS' cross-cutting strategic initiatives on educational strategy must be integrated in the quality assurance system and its processes when relevant.

2.0 QUALITY POLICY AND SUB-POLICIES

An essential objective of CBS' quality policy is to ensure that CBS offers research-based education, as described in the programme regulations. This includes that the programme and students are closely linked to relevant academic environments and always based on new knowledge. It is also imperative that the programme is organised by teachers who participate in or have active contact with relevant research environments. Finally, students must be in regular contact with the relevant research environments with a view to achieving the overall goals of the programme.

To this end, CBS has a number of sub-policies that include minimum standards and monitoring processes.

- Research-based education at CBS
- Application of teaching resources
- Recurrent programme peer reviews
- Part-time teachers at CBS – management and administration of DVIPs
- Establishment and discontinuation of programmes
- Sub-policy for Quality Boards

All the sub-policies are available at CBS' website. The sub-policies are supported by established quality assurance processes with defined roles and responsibilities.

CBS' department Educational Development and Quality is responsible for the daily operations and development of the quality assurance system in cooperation the Dean of Education and the Vice Dean of Executive Education. This includes, among other things, to ensure fulfillment of external criteria, develop the quality policies and processes, ensure the quality work is systematic across CBS's educational portfolio, and support the Dean of Education, Vice Dean of Executive Education, Programme Directors and Study Boards in the quality work.

3.0 QUALITY ASSURANCE SYSTEM AND QUALITY DEVELOPMENT

CBS' quality assurance of the offered programmes contains a number of elements and processes that together comprise the quality assurance system, which ensures quality and relevance in our programmes. Quality assurance takes place in accordance with a circular three-stage process, as illustrated in the figure below. The system monitors the educational quality. If analysing what we monitor gives reason for improvements, the necessary measures are initiated and implemented.
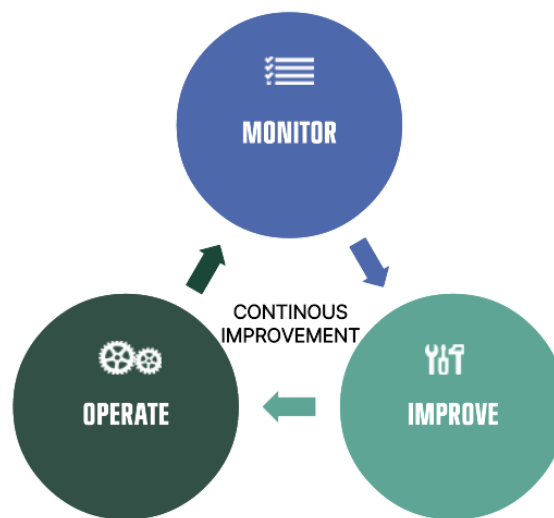
Monitor
The quality of CBS programmes is monitored based on quantitative and qualitative data and input from a range of stakeholders, e.g. students, Quality Boards[1], employers, graduates, etc.

Improve
The quality of CBS programmes is developed and improved through a range of processes, with input from internal and external stakeholders. The internal stakeholders are: Students, teachers, course coordinators, study boards, programme directors and heads of department. The external stakeholders are: Employers, alumni and external examiners.

Operate
CBS programmes are operated by internal stakeholders, including study boards, programme directors, teachers, and technical-administrative staff (TAP). The day-to-day operations ensure that changes and improvements are implemented and put into operation.

3.1 THREE-STAGE QUALITY ASSURANCE SYSTEM

Each of the quality assurance system's three stages contains a number of elements: Data, stakeholders and/or processes. All the quality processes and roles are described in detail in the quality assurance system. The contents

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[1] Only applicable for BSc and MSc programmes.

of the three stages can be illustrated as follows:

| MONITOR	IMPROVE	OPERATE
Data: Teaching evaluations Programme evaluations Learning environment assessment Key figures Assurance of Learning **Feedback:** Students Quality Boards Alumni Advisory Boards External examiners	Programme Director Report Recurring Programme Peer Review Revision of programme regulations Allocation of staff Competency development Establishment and discontinuation of programmes	Study Boards Programme Directors Course coordinators Teachers Study administrative and pedagogical support Stakeholders ensure that changes and improvements are implemented into the day-to-day running of the programmes

The monitoring stage involves data and data sources used by CBS for quality assurance purposes. The improvement stage involves the quality processes that use quality data to develop and improve quality. The programmes are operated by a range of stakeholders, each with a role in the quality work.

1.1. 3.2 ORGANISATION AND RESPONSIBILITY

Responsibility for the continuous programme management and quality assurance lies with the individual programme director and the Dean of Education (BSc and MSc programmes) / Vice Dean of Executive Education (HD and Master programmes). The programmes report to the Dean of Education, who also holds overall responsibility for educational quality. The programmes have their own budgets and purchase teaching and project supervision from the various departments. In this respect, the heads of department are responsible for ensuring that appropriate and sufficient teachers are allocated to the individual programmes.

The quality assurance system is designed to embrace the matrix organisation at CBS and to ensure coordination at the right levels, and that the quality assurance system includes clear responsibility and decision-making competence.
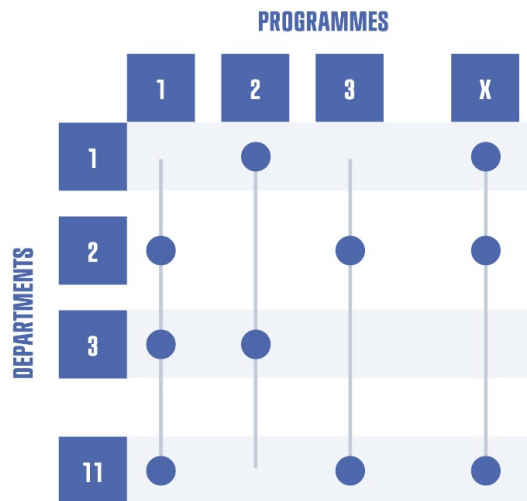
The dialogue between the programme directors and the heads of department is important, as it forms the basis for continued quality assurance of courses as well as entire programmes. Meetings are also held every two weeks between the Senior Management and heads of department to discuss the connection between the programmes and research.

3.2.1 Programme management and study boards

The Dean of Education has appointed a programme director[2] for each programme and together with the vice-chair for the study board (a student) and Programme Manager (from the programme administration) they comprise the programme management at BSc and MSc programmes. The programme director is, as a rule, the chair of the programme's study board.

At HD and Master programmes the students are not part of the programme management. At the flexible master programmes Deputy Programme Directors are part of the programme management.

Students and faculty on the study boards safeguard quality and quality development at both course and programme levels. The quality assurance activities in the study boards' annual cycle can be seen in the figure below, which is based on the meeting cadence in the study boards for BSc, MSc and HD programmes. The Master programme study boards hold fewer study board meetings (there are also written consultations between meetings).

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[2] Before appointment of Programme Directors for HD and Master programmes, the Vice Dean of Executive Education is entitled to be consulted.

ANNUAL WHEEL FOR QUALITY ASSURANCE IN STUDY BOARDS

Annual wheel diagram with monthly segments:

JULI (June/July box, top left):
- Study board meeting
- Discussion/Approval of PD Report, including action plan
- Final approval of course descriptions
- Approval of programme and budget for study start
- Feedback from quality boards
- Advisory Board meeting

JULI (center, green): NO MEETINGS

AUGUST (center):
- NO MEETINGS*
- Approval of PD Report (written consultation)

August box (top right):
- Preparation of budget
- Deadline: PD Report

MAJ box (middle left):
- Study board meeting
- Discussion of dashboard and input for PD Report
- Approval of academic calendar for fall
- Danish graduate survey (Danmarks Studieundersøgelse) (every 2nd year)
- Feedback from quality boards

SEPTEMBER box (right):
- Study board meeting
- Evaluation of spring courses
- Evaluation of study start
- Master's thesis evaluation
- Reports from external examiners
- Plan Advisory Board meeting/find date and topic
- Feedback from quality boards
- Programme Management: Status meeting with DoE

APRIL box (lower left):
- Study board meeting
- Reports from external examiners
- Feedback from quality boards
- Strategy seminar

NOVEMBER/DECEMBER box (right):
- Study board meeting
- Follow-up on status meeting with DoE/action plan
- Approval of academic calendar for spring
- Study year evaluation
- Feedback from quality boards
- Changes to new study regulation to the DoE (deadline 1 December)

MARTS box (bottom left):
- Study board meeting
- Follow-up on action plan
- Feedback from quality board
- Seminar for CBS study boards

FEBRUAR box (bottom):
- Study board meeting
- Deadline study regulation (1 February)
- Deadline – decision on electives offered
- Plan Advisory Board meeting (date and topic)
- Feedback from quality boards

JANUAR box (bottom):
- Constitutional study board meeting
- Approval of study regulation
- Approval of course descriptions for next study year
- Approval of electives (course descriptions)
- Evaluation of fall courses
- Feedback from quality boards
- Advisory Board meeting

December box (bottom right):
- Study board meeting
- Discussion of changes to study regulation
- Discussion/approval of course descriptions)
- Feedback from quality boards
- Seminar for new student study board members

Wheel months (clockwise from top): JULI, AUGUST, SEPTEMBER, OKTOBER, NOVEMBER, DECEMBER, JANUAR, FEBRUAR, MARTS, APRIL, MAJ, JUNI

*The HD study board meets in August to discuss the programme director report.

The Dean of Education has an annual status meeting with the programme management for the BSc and MSc programmes. The Vice Dean of Executive Education holds an annual status meeting with HD and Master programmes.

3.2.2 Participants

The quality assurance system covers a range of stakeholders. The roles and responsibility of both internal and external participants are described below.

3.2.2.1 Internal participants

The Dean of Education

The Dean of Education has overall responsibility for the programme portfolio, both in terms of quality and finances. It is the Dean's responsibility that all courses comply with CBS' institutional frameworks and strategy adopted by the management (CBS' strategy, development contract and quality policy).

Vice Dean of Executive Education

The Vice Dean of Executive Education is responsible for quality development of the HD and Master programmes.

Study boards and programme directors

For each programme, CBS sets up a study board with the overall responsibility for the professional and pedagogical organisation of the programme in alignment with the institutional strategies and policies. There is parity[3] in the study boards, which consist of an equal ratio of VIP and student representatives elected onto the study boards at university elections. Student representatives are elected once a year whereas VIP representatives are elected every four years.

The programme is headed by a programme director with the responsibility for implementing study board decisions. The programme director reports to the Dean of Education (BSc and MSc programmes) or Vice Dean of Executive Education (HD and Master programmes).

Students

The students are involved in developing the educational quality of the programmes at CBS in a wide range of ways. The students' responsibilities include active participation in educational activities, including preparation and committed presence in class. Students also participate in various forums, deliver important feedback about the programmes, and are engaged in student-driven organisations and the programmes' Quality Boards[4].

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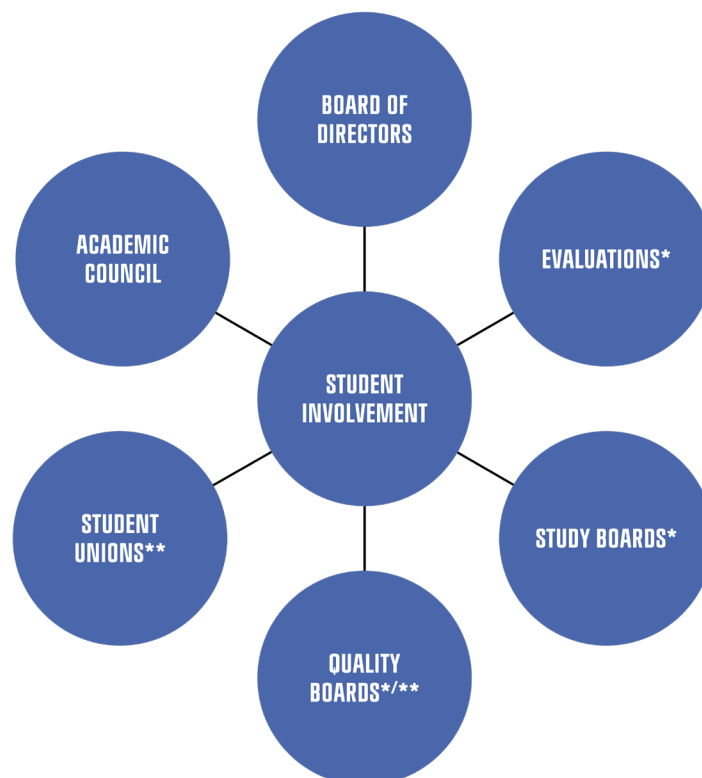
[3] The chair of the study board has the deciding vote if the votes are tied.

[4] Quality Boards are applicable for BSc and MSc programmes.

Course coordinators

The coordinator formulates learning objectives, content, literature, pedagogy, and form of exam, then unfolds these elements in a course description that must be approved by the study board. The study board checks whether the course learning objectives are relevant for the students' fulfilment of the programme learning goals, i.e. the programme competency profile.

The course coordinator ensures that the intentions of the course description are converted into teaching and also coordinates and instructs other teachers on the course. This includes ensuring that the students have access to the relevant research environments and research-based teaching and learning.

Teachers

Teachers are providers of knowledge about quality, both through participation in the study boards and through reporting to the boards. The teachers use input from their networks in the business community and at other universities when continuously developing the courses.

Teachers and students are jointly responsible for implementing the planned course activities. It is the teacher's task to help students achieve the learning objectives, but the students are individually responsible for achieving the learning goals. The teacher's professional and pedagogical responsibilities include organising the individual activities in the course description, ensuring committed presence in class, and gathering information on student learning outcomes during the lessons, e.g. via partial exam or mid-term evaluations.

3.2.2.2 External participants

Employers

Dialogue with the business community takes place in the Dean of Education's business panel and the programmes' Advisory Boards.

Each programme has an Advisory Board consisting of relevant representatives from the business community, including alumni. Several programmes can have a joint Advisory Board. The members are appointed by the programme director for periods of 2–4 years. The Advisory Boards continuously discuss subjects in relation to the quality assurance of the programme, development of new courses, employability of graduates etc.

The Dean of Education's business panel (CBS Business Panel) is a central advisory board. Its members are from relevant industries and organisations and are appointed for a two-year period. The purpose of the panel is to further strengthen the relations between CBS, the business community and society in general.

Alumni

CBS values its collaboration and connection with its alumni because it benefits students, alumni and CBS to have a close dialogue, as seen in connection with development of the programmes. The alumni engage themselves in CBS as guest lecturers, and members of councils, boards and Advisory Boards, in research projects and rankings as well

as via surveys. Alumni from BSc and MSc programmes can also mentor students in connection with careers, such as transitioning from student life to joining the workforce.

At HD and Master programmes alumni are important ambassadors spreading knowledge of the programmes to both public and private sector and contributing to attract new students. A meeting with external stakeholders, including alumni and Advisory Board members, are held every year. At MBA programmes, alumni are also engaged as mentors within leadership and careers. Alumni also contribute to ensuring the relevance of the programmes by participating in workshops and act as cases in teaching.

External examiners

External examiners ensure that examinations take place in accordance with the programme regulations, but they are also important suppliers of knowledge about the quality of our programmes; partly through external examiner reports and partly through ongoing dialogue with CBS' academic environments. In addition, CBS has an annual meeting with the main body of external examiners for the business administration programmes. At these meetings, CBS receives valuable feedback on its programmes.

4.0 QUALITY ASSURANCE AND DEVELOPMENT PROCESSES

4.1 QUALITY STANDARDS AND KEY FIGURES

As part of the quality assurance system, CBS uses various information sources to monitor and form an overview of the programmes' status and development. CBS uses key figures on programme performance as well as information from students via teaching evaluations, Quality Boards and study boards and from dialogues with both internal and external stakeholders: alumni, employers, external examiners and teachers.

A number of quality standards are defined against which each programme is evaluated annually. These are described in the sub-policies.

Business intelligence

The programme directors have access to data in terms of the number of lectures per ECTS, VIP coverage, number of new enrolments, completion, 1st year drop-out rates, and unemployment rates. These key figures are updated continuously and distributed with the call for the annual programme director report (see below).

The programme directors also have access to other data on the programme in CBS' reporting tool, including application figures, employment data, grade averages and share of passed students.

Evaluation by students

Students participate in systematic evaluations of all elements of their programmes. Student evaluations are conducted at three levels at BSc and MSc programmes:

- Level 1: National level (Danmarks Studieundersøgelse)
- Level 2: Programme level (each study year of the programme is evaluated (year 1, year 2 etc.)
- Level 3: Course level and projects (all courses and teachers are evaluated).

Student evaluations are conducted at two levels at HD and Master programmes:

- Level 1: Programme level (exit surveys)
- Level 2: Course level and projects (all courses and teachers are evaluated).

Furthermore, entry surveys at programme level are conducted at MBA-programmes.

Key figures for evaluation as well as evaluation results for all individual courses are available to the programme directors, and are included as a quality parameter, which is followed up in the programme director's annual report.

## 4.2 THE PROGRAMME DIRECTOR'S ANNUAL REPORT

Each individual programme director prepares an annual report about the quality status of the programme, stating achievements for the past academic year and the expectations for the coming academic year. The report serves as a

basis for the annual status dialogue between the Dean of Education / Vice Dean of Executive Education and the individual programme director. The programme director's annual report is a core element of CBS' quality assurance system, and systematically monitors key figures and quality data.

Process – BSc and MSc programmes:
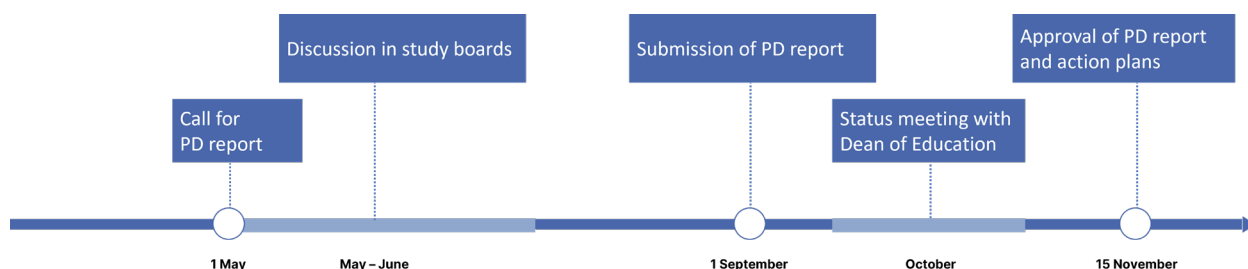
Process – HD and Master programmes:
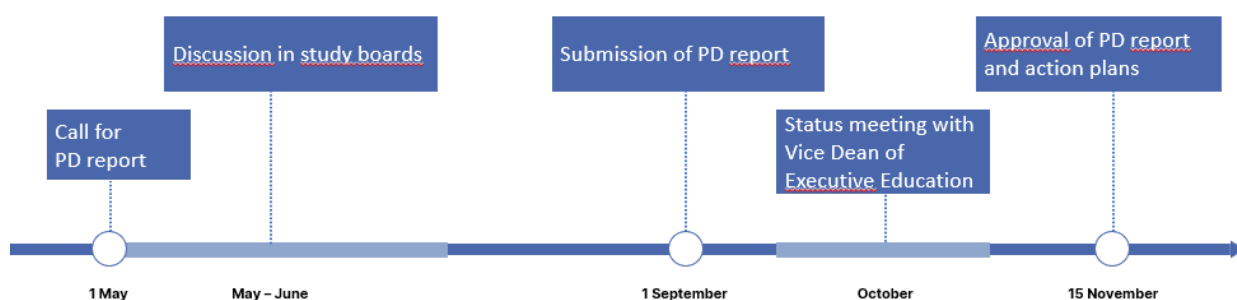
The report relates to achievement of the quality standards, and also identifies quality challenges and potential problems. The report includes an action plan for developing the programme in the academic year ahead. After a programme has completed the internal recurring peer review process, it is linked to the action plan with comments. The programme director report is discussed with the study board before submission to the Dean of Education / Vice Dean of Executive Education. This ensures that the students have influence.

4.3 PROGRAMME STAFFING

The matrix structure means that the programmes are not anchored in one department. This encourages dialogue between the programme directors and departments, ensuring that teachers with the right qualifications are allocated for the right courses and programmes.

Based on input/suggestions from the study board, a course coordinator is appointed from among the academic staff in collaboration with the departments.

Thus, the Programme Director nominates course coordinators for appointment by the Head of Department. Nomination and appointment take place after dialogue between the Programme Director and the Head of Department. The Programme Director approves the appointments by Head of Department. This means that it is the responsibility of both Programme Director and Head of Department to cooperate on finding solutions in cases of disagreement.

If the Programme Director and Head of Department cannot agree on the approval of the course coordinator, the matter will be brought up for decision at PUF (Deputy President, Dean of Education and Dean of Research forum).

In accordance with CBS policy, part-time teaching staff (DVIP)[5] cannot be course coordinators.
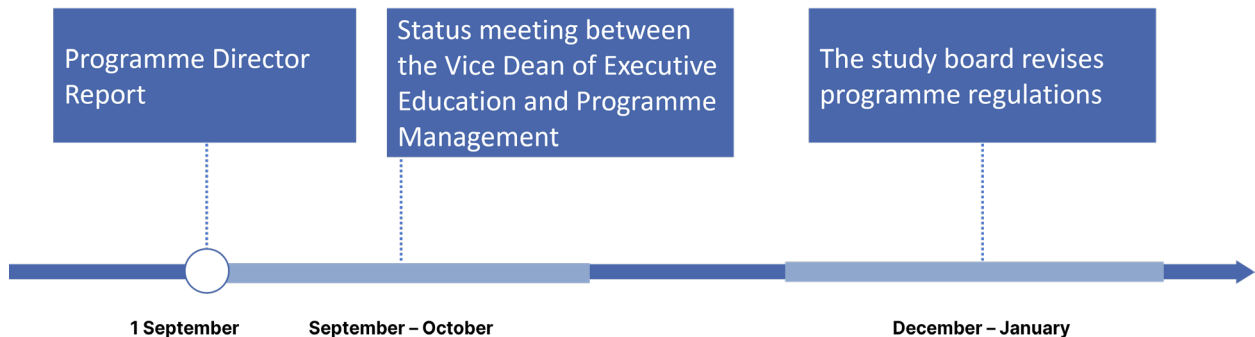
4.4 PROCESS FOR REVISION OF PROGRAMME REGULATIONS

Major developments that would change the overall profile of the programme must be discussed with the dean, whose approval is required. Continuous dialogue about planned developments start at the status meeting between the programme director and Dean of Education in autumn and continue until the new programme regulations are approved by the Dean of Education. Changes will be reflected in the new version of the programme regulations.

Process – BSc and MSc programmes:

Programme Director Report	Status meeting between the Dean of Education and Programme Management	The study board revises programme regulations

| 1 September | September – October | December – January |

Process – HD and Master programmes:

Programme Director Report	Status meeting between the Vice Dean of Executive Education and Programme Management	The study board revises programme regulations

| 1 September | September – October | December – January |

4.5 RECURRING PEER REVIEWS OF OUR PROGRAMMES

The ongoing quality management is supplemented by programme peer reviews every five years. These evaluations cover all aspects of the quality of a programme. The evaluations are conducted by internal and external reviewers, at arm's length to the programme management. The evaluation results are included in the first upcoming programme director report.

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[5] Meaning teachers employed part-time without research obligations.

5.0 OTHER INTERNAL FORUMS FOR QUALITY DIALOGUE AND DEVELOPMENT

In the matrix organisation, dialogue is essential to create understanding and share 'best practices'. This dialogue is formalised in a series of forums at different levels of the organisation. These processes, which are of crucial importance to CBS' quality, are:

- Forums primarily for dialogue on **overall strategic programme management**, institutional strategies and policies: Board of Directors meetings, Senior Management meetings

  and Academic Council meetings.

- Forums primarily for **continuous programme quality development** under the auspices of the Dean of Education:

  - Programme director meetings

  - Programme director seminars

  - Seminars for all study board members[6]

  - Seminars for programme directors, line coordinators and heads of department

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[6] The seminars are held for BSc and MSc programmes and HD and Master programmes respectively. The Dean of Education is responsible for the seminars for the former, and the Vice Dean of Executive Education for the latter. The seminars are held 1-2 times yearly for BSc and MSc programmes. For HD and Master programmes the seminars are held when needed for the strategic development of the executive educational area.