PROGRAMME QUALITY SYSTEM

BI NORWEGIAN BUSINESS SCHOOL

Approved by the BI President 26 November 2020

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1 Introduction of BI's Programme Quality System (PQS)

Higher Education institutions in Norway have a responsibility to conduct quality work in accordance with laws and regulations. This document provides a description of BI's systematic work to ensure and develop quality at all levels of education at BI, from single courses at bachelor or master level to degree programmes at bachelor, master and PhD level. Quality work at BI starts with the admission of students and includes all matters that affect the education and its relevance for BI's graduates. Quality work at BI is an integral part of the management structure and involves employees across several divisions and students at all levels of education.

1.1 Definition and purpose

The Programme Quality System (PQS) is the set of tools and procedures BI uses to identify strengths and rectify weaknesses of all its study programmes. All components in the PQS aim at ensuring structured, systematic and transparent quality work. The goal of the PQS is therefore to support and ensure that quality development and quality assurance is executed in a structured way through defined quality areas, common processes, routines, and roles ('who-does-what') across the organization.

The PQS consists of three main components:

- Defined quality areas including indicators and threshold values
- Defined programme quality processes
- Defined roles and responsibility regarding programme quality work

Openness, accessibility and training in quality work are essential to ensuring participation, i.e. involvement in developing a culture of systematic quality co-production in education. A digital quality handbook ensures that all components in the PQS are easily available through a *Programme quality system portal* (programme quality processes and associated roles and responsibilities) with a direct link to the *programme quality dashboard* (quality areas and indicators). In addition, a digital training programme has been established[1]. The portal also provides links to central quality reports.

The tools in the PQS contribute to increasing the level of quality work for both the roles involved in delivering and quality assuring BI's programmes and courses. Furthermore, the PQS contributes to building a quality culture at BI by setting standards for structured, systematic and transparent procedures that ensure involvement and co-production built on defined quality areas, levels and clear roles and processes for correcting deviations.

The purpose of the PQS is to:

- Ensure that BI develops high quality programmes and graduates in line with its strategic ambitions.
- Be a framework of quality work and support BI's core value to be unconditionally committed to student success and the students' learning journey.
- Ensure transparency and involvement that engage internal and external stakeholders – including students – to contribute to the quality work.

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[1] For a description of the digital training programme see Appendix A – Digital training and onboarding programme PQS

1.2 Programme Quality System supports BI's strategy

BI's vision is to be a leading European business school. As such, BI advances international research and develops attractive and responsible graduates who combine the knowledge and skills developed at BI to perform effectively and successfully in an increasingly international and digital workplace.

BI provides programmes and learning experiences to broad groups of students in order to meet society's diverse needs for competence. BI's overall programme portfolio consists of Bachelor programmes and Master of Science programmes, Executive and Corporate programmes including two Executive MBAs and one Post-experience Executive Master programme and one Doctoral programme with six specializations (PhD). The student body consist of approximately 20 000 students, of which approximately 12 000 are full-time students. The PQS applies to all BI's education levels and degrees: Bachelor, Master of Science, Executive and Ph.D.

BI Strategy 2025's[2] ambition is "Shaping people and businesses for an *international, digital and sustainable[3]* future." BI's ambitions and strategy rest on three pillars, entailing that all its programmes need to be:

1) research based,
2) learning oriented, and
3) connected

PQS is instrumental in ensuring that all BI's programmes are built on these pillars. The quality areas in BI's student learning path are connected to the pillars. Furthermore, BI's PQS supports BI's 3 main strategic priorities:

1. *Attractive programmes and excellent graduates*
- The PQS follows the student 's learning path and defines quality requirements from student admission until graduation with attractive competencies and skills relevant for working life

2. *Academic excellence*
- Academic quality is defined in the PQS as a quality area with indicators focusing on high-level research, academic resources, and pedagogical competence in a programme context.

3. *Operational excellence*
- The defined processes and routines in BI's PQS outlines "best practice" and ensure efficient quality work. Each employee knows what to do through defined roles and responsibilities, and consistent procedures, routines, and policies. BI strives for similar processes across units, academic departments and campuses, but adapts processes to fit programme and student characteristics.

BI offers state-of-the-art, research-based knowledge in its programme design and delivery. BI seeks collaboration with complementary national and international partners in programme development and teaching and involves lecturers from business and industry as an integral part of programme delivery. BI enhances student learning outcome by stimulating active and varied student-centred learning activities. With this approach, BI makes sure that all programmes and course-portfolios are *research based, learning oriented and connected.* Internationalization, digitalization, and sustainability are partly achieved through curriculum (content) requirements (and control) in the development of the study programmes. BI's brand platform describes how the three pillars translate into value for our students, BI's pledge to their success[4].

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[2] See Appendix B – BI Strategy 2025
[3] For more information on BI's sustainability strategy visit BI online.
[4] See Appendix C – BI's Branding Platform

1.3 Law, legislation, and international accreditations

BI's PQS is designed to ensure that BI complies with

- ✓ National Legislation for university education in Norway
- ✓ BI's Academic Regulations
- ✓ BI's Strategy
- ✓ International accreditations and rankings

1.3.1 Laws and regulations

By law, all universities, specialized universities and university colleges in Norway should have a quality system that contributes to systematic and continuous development of the quality of the educational activities they provide. BI's quality work complies with the following legislations and regulations:

National legislation:
- The University and Colleges Act ([Lov om universiteter og høyskoler, § 1-6. Kvalitetssikring](#))
- University and Colleges Act ([Lov om universiteter og høyskoler, § 4-3 (4). Læringsmiljø](#))
- Forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning, kapittel 2. §2-1 og §2-2. Internt system for kvalitetssikring for universiteter og høyskoler ([Studiekvalitetsforskriften](#))
- Forskrift om tilsyn med utdanningskvaliteten i høyere utdanning, kapittel 4. Institusjonenes systematiske kvalitetsarbeid ([Studietilsynsforskriften §4-1](#))

1.3.2 BI's Academic Regulations:
- [BI's Academic Regulations](#)
- [Regulations on admission, programmes and exams at BI](#) (Forskrift om opptak, studier og eksamen ved BI)
- [Regulations Doctoral degree at BI](#) (Forskrift om graden Ph.d. ved BI)

1.3.3 International Accreditations

As part of BI's commitment to offering education of academic excellence and international quality, BI has several international accreditations. This is quality assurance through international benchmarking.

BI is accredited by three most prestigious international accreditation systems for Business Schools:
· [The European EQUIS](#) (European Quality Improvement Systems)
· [The American AACSB](#) (The Association to Advance Collegiate Schools of Business)
· [The British AMBA](#) (The Association of MBAs)

2 How is quality work carried out in BI's organization?

Quality work occurs across divisions, across hierarchy and across stakeholder groups at BI. In essence, quality in the programmes is a process of co-creation and co-production. To understand the PQS, one needs to understand a few key-characteristics of BI. The purpose of this chapter is to explain:

- BI's organizational structure which is different from actors in the public sector
- BI's multi-campus model
- The combination of centralized routines, and local adaptation

2.1 How organizational structure relates to quality work at BI

The organizational structures and decision-making processes at BI start with the Board (see below). BI has Delegation Regulations that set out the principles governing the delegation of authority at BI and to document delegation decisions made by the Board of Trustees[5]. The Board has delegated its decision-making authority to the President and the Senate. The Board approves the School's strategy with implications for the programme-offerings. The Board consists of four external members, two faculty members, one administrative representative and one student representative.

The *President[6]* of BI Norwegian Business School is BI's chief executive officer. The President is appointed by the *Board of Trustees* (the Board) and reports to it. The President has the final authority regarding appointments to academic positions, based on recommendation from the *Senate[7]*. The BI Senate is the highest decision-making body on academic matters, based on delegation of authority from the Board and makes academic decisions regarding the School's programme portfolio, determines regulations for admissions and exemptions, supplementary regulations on conditions for individual examinations, grading and other administrative matters relating to study programmes. The Senate also decides on competence profiles and employment regulations for the academic staff.

All Higher Education institutions in Norway must establish a *Learning Environment Committee[8]* to oversee that the Board´s responsibility for the physical and psychological learning environment is properly managed. In addition, it is required by law to establish an *Appeals Committee[9]* securing the students' rights.

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[5] See Appendix D – Delegation Regulations BI Norwegian Business School
[6] See Appendix D, page 4 description BI President
[7] See Appendix D, page 3 description The BI Senate
[8] See Appendix E – Key Functions and role in the PQS, page 8 Role description Learning Environment Committee
[9] See Appendix D, page 4 description task and responsibilities the Appeals Committee
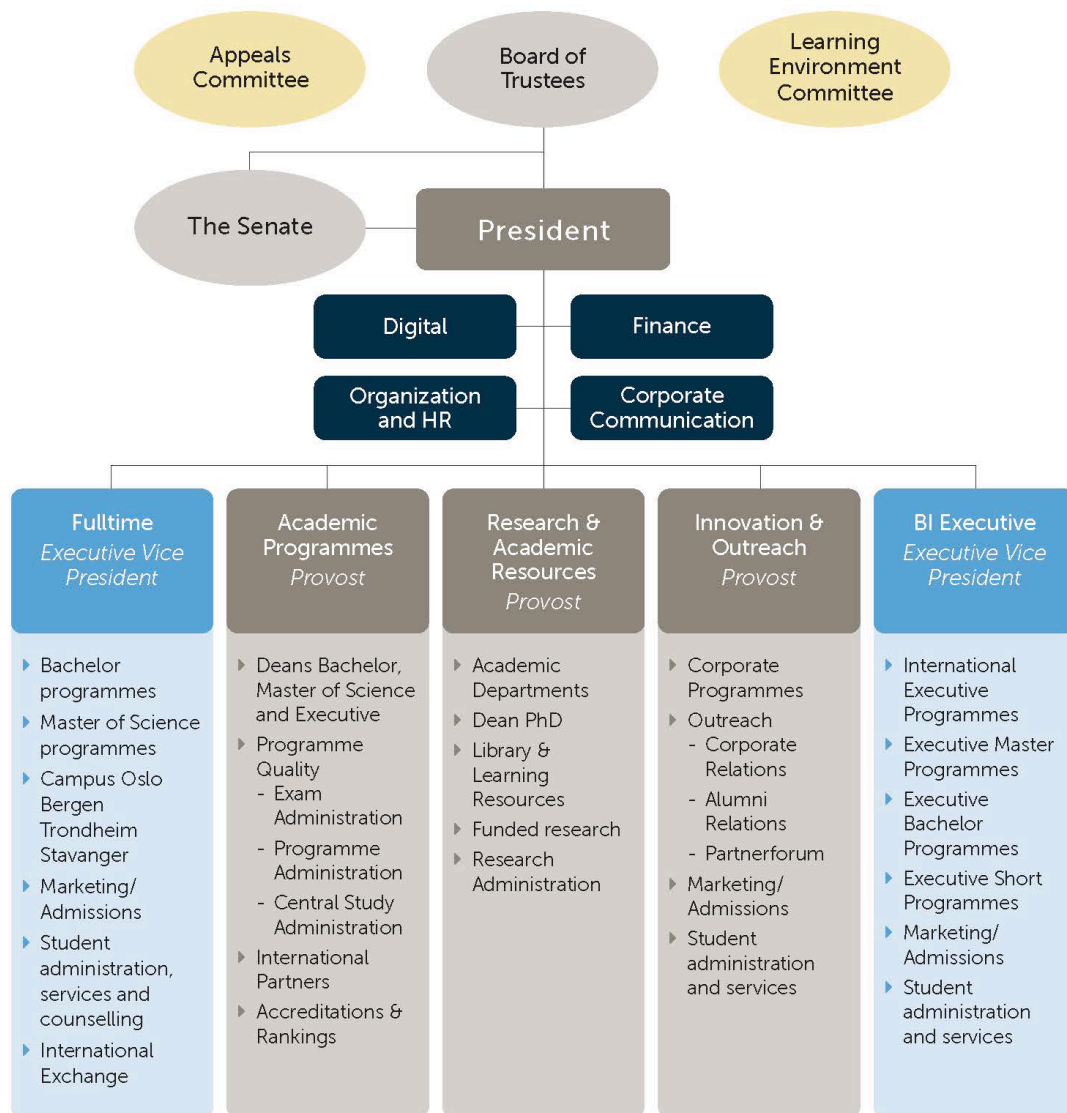
Figure 1. Functional descriptions of BI's divisions.

BI's top management team includes three Provosts: The Provost for Research and Academic Resources, the Provost for Academic Programmes and the Provost for Innovation and Outreach, all faculty members. In addition, the top management team consists of the Executive Vice-President for Full-time Programmes, the Executive Vice-President for Executive Programmes, the Chief Digital Officer, the Chief Financial Officer, the Executive Vice-President for Organization and HR and the Executive Vice-President Communication.

The PQS is managed and implemented across several organizational lines in a cross-functional matrix. All the tools apply for all programmes across programme portfolios. BI works for unified administrative policies and regulations across all campuses, programme portfolios and academic departments to the greatest extent possible. To ensure efficient quality assurance and continuous improvement BI strives for transparent and clear allocations of decision-making and advisory functions.

The quality work is organized in a matrix. Almost all quality processes transcend units and departments. The main divisions involved in BI's quality work are:

1) **Academic Programmes** with the Deans, Programme Committees (UUV), Associate Deans and the department of Programme Quality, Accreditation and Rankings, and International Relations,
   - Examples: this division runs the exams, governs the development process for new programmes and owns the daily management of the PQS.
2) **Academic Research and Academic Resources**, with 9 academic departments, Dean PhD, Learning Center and the Research Administration Office
   - Examples: this division develops and produces all academic content in courses/programmes, faculty run all classes in all courses/programmes, conduct mid-term dialogue meetings with student representatives, etc.
3) **The Business Units**: a) Full-time programmes, b) Executive programmes and c) Corporate programmes responsible for admission, marketing, student services, counselling and international mobility.
   - Examples: these three divisions essentially market, recruit students and manage programme operations, etc.

Academic Programmes is responsible for administering the development, implementation, and assessment of academic Programmes and policies, and has the overall administrative responsibility of quality assurance of all degree programmes at Bachelor, Master of Science and Executive levels. The overall administration of the PQS is centralized within the department of Programme Quality located at BI's main campus in Oslo.

Research and Academic Resources is responsible for research, developing academic content, teaching and pedagogical methods and includes all academic departments, faculty and research services including library and learning resources, research administration and Ph.D. education.

Innovation and Outreach is responsible for *corporate programmes* for the private and public sector.

Full-Time Programmes is responsible for the students in full time programmes and includes marketing, student recruitment, student administration, international exchange, and student welfare. The division also support programme delivery.

Executive Programmes is responsible for students in the executive programme and includes marketing, recruitment and student administration and welfare. Executive support development and delivery of all executive programmes both national and international, continuing education.

Chapter 4 describes the roles and areas which are of most importance for the quality work[10].

2.2   Level of responsibility and reporting the quality work

Quality work at BI takes place at three levels: Programme portfolio, Programme and Course. The level of responsibility and reporting of this quality work stretches from course level up to the Board. Quality work at course level is reported to programme level, and programme level is reported to portfolio level. All portfolios are discussed in EMT, and business decisions are made by the president.

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[10]For complete role descriptions for all roles listed in Chapter 4 see Appendix E – Key Functions and Roles in the Programme Quality System. For complete description of all roles and forums in the Programme Quality System see online Programme Quality Portal.

Academic approval of new programmes and extensive changes in programmes are made by the Senate. A summary of the portfolios and their strategic changes is reported to the Board of Trustees by the Provost academic programmes through the Programme quality's annual report. The Board of Trustees gives directions down the chain of command following the quality line hierarchy.

The model below sums up the reporting-lines and the persons/roles who are accountable from the course level up to the Board and the information flowing back to the course level.
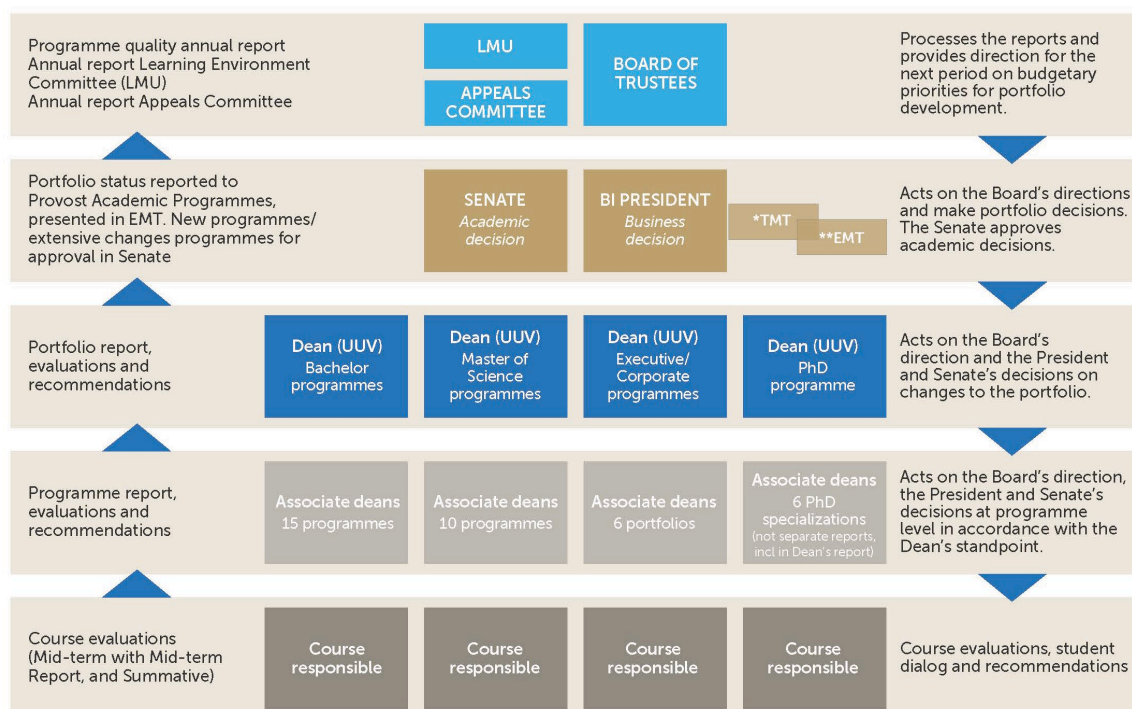
Figure 2 .BI's reporting-lines and information flow

2.3   BI's four campuses

BI has four campuses in Norway located in Oslo, Trondheim, Bergen, and Stavanger. The main campus is in Oslo and offers programmes and courses on all programme levels, degree, and non-degree.

The three regional campuses in Trondheim, Bergen, and Stavanger each have a Campus Director reporting to the Executive Vice President for Full-Time Programmes. Each faculty member at the regional campuses is affiliated with one of the nine academic departments. The campuses offer bachelor programmes and executive education, except for Bergen that also offers a distributed Master of Science programme. It is important to note that the regional campuses do not run unique programmes. Distributed programmes are run similarly across campuses, with similar curriculum and exams, and consequently similar quality assurance.

2.4   BISO – Student Organization of BI

BISO is the student organization at BI Norwegian Business School[11] and is run by students. BISO contributes to social and academic integration in order to help BI students succeed. BISO is

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[11] For more information about BISO, please see more information at bi.no.

composed of students from all of BI's campuses. The national management team is elected during BISO's annual General Assembly. BISO's management team is in charge of and oversees the organizational operations, policies and guidelines and has the responsibility for fostering close collaboration between all campuses. BISO is involved in quality work at BI by attending both formal and informal arenas. For students' formal arenas see chapter 3.3.4.

3 Quality areas, indicators, and quality processes

All educational activities at BI should serve one, overarching goal: *to facilitate students' opportunities and ability to attain the programmes' learning outcomes and thereby graduate as attractive candidates.* Students work towards learning outcomes in all programmes in all areas, be it a young bachelor student, a seasoned executive in the EMBA-programme or an aspiring academic in the PhD programme. The students follow a learning path towards these the attainment of these learning outcomes. The purpose of this chapter is to describe how BI has operationalized this learning path through:

- Quality areas operationalized with quality indicators coming from various data-sources
- Quality processes describing process stages and stakeholder involvement
- Clearly defined and described fora and roles (see also chapter 4)
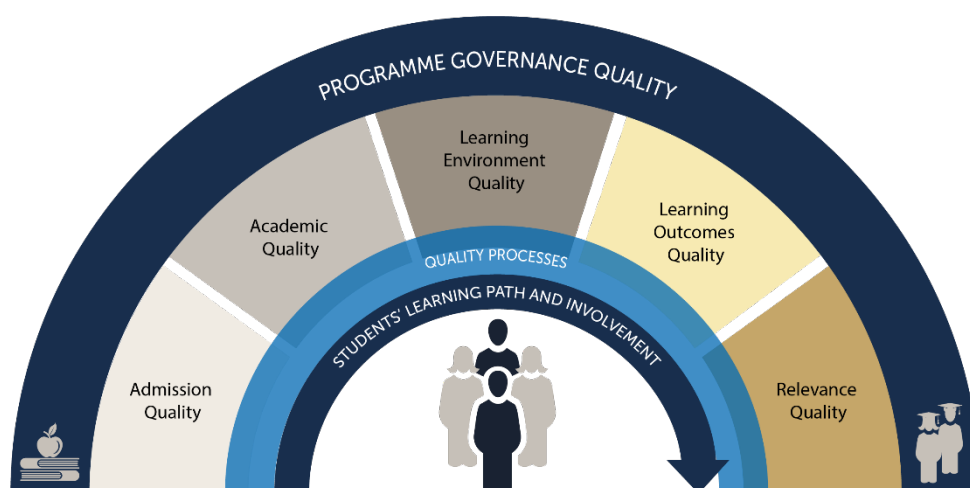
Figure 3. BI's six quality areas and quality process centred on the students' learning path

One core value at BI is to be unconditionally committed to Student Success and the student's learning journey. BI expects that all employees and activities are centred on the students' learning path and expects in return that students are committed and dedicated to achieving learning outcomes. The six quality areas are based on the students' learning path and span from admission to graduation and ultimately working life and career development. Key quality processes follow the same learning path, with particular attention to the development and revision of programmes and courses[12].

3.1 Quality areas

The following figure shows the six quality areas (following an input-process-output logic in a learning path) and their definitions:

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[12] Quality processes are available online at PQS Portal

BIs QUALITY AREAS

Programme Governance Quality				
Programme Governance Quality describes the extent to which BI complies with its Programme Quality System policies				

← Input →		← Process →	← Output →	
Admission Quality	**Academic Quality**	**Learning Environment Quality**	**Learning Outcomes Quality**	**Relevance Quality**
Admission quality is linked to prerequisites and characteristics students bring with them when starting on a programme, and to composition of the student body.	Academic quality is the faculty profile, teaching competence* and collective academic qualifications linked to programme area, programme and/or course. *Teaching competence is about planning, carrying out and evaluating teaching.*	Learning environment quality is about the students' evaluation of a) learning activities, b) facilities/ infrastructure and c) Students' psycho-social health and how physical and organisa-tional conditions influ-ence their learning environment and stu-dent welfare (social and academic integration).	Learning outcomes quality assess students' learning and progres-sion, what the students know (knowledge), can do (skills) and the general competencies the student has acquired	Relevance Quality is the relevance of the educa-tion in relation to the demand and need of knowledge, skills and general competence in BI's candidates from society, business and working life.

Figure 4Figure 4 Definitions of BI's Six Quality Areas

Five of the six quality areas are categorized as either input element, process element, or output element all influencing the students' learning path. Admission quality and academic quality are *input factors* (e.g. admission standards, student body, faculty qualifications) and key prerequisites for delivering quality in the programmes. Learning environment refers to the process where BI and the student meet and reflect on the students' evaluation of the overall learning process. Learning outcome and relevance are output factors and capture the results of the learning journey (completion rates, grades, relevance of education etc.).

Programme governance quality is the sixth quality area and an overarching quality area. It assesses compliance in all quality areas and processes, and assures that all programmes and courses comply with BI's own standards and routines. This quality area is not operationalized with indicators but is measured through qualitative controls and reporting by the Department of Programme Quality.

3.2   Quality indicators and how they are managed

To be able to measure the quality level of the quality areas, measurable quality indicators are defined.

Threshold values for each quality indicator are defined to keep track of whether the quality of the study programme is within the defined quality level (value) or not. Quality indicators can be reported at various levels: course level, programme level, campus, programme portfolio and aggregated up to BI institutional level.

The indicators have threshold values[13], but there are a few exceptions marked in the figure below. The threshold values give a defined minimum of an *approved* quality level. They also serve as means for monitoring quality fluctuations over time. The table below shows the defined quality indicator and the division/unit responsible for following up development and correction of quality deviation.

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[13] See Appendix F – Summary of Quality Indicators and Threshold Values for more information

BIs QUALIY INDICATORS AND INDICATOR OWNERS

Programme Governance Quality				
Programme Governance Quality describes the extent to which BI complies with its Programme Quality System policies				
← Input →		← Process →	← Output →	
Admission Quality	**Academic Quality**	**Learning Environment Quality**	**Learning Outcomes Quality**	**Relevance Quality**
• Grades and competences upon admission • Acceptance ratio • Student number • Demography	• Academic competence: publication points and competence profile • Teaching/Pedagogical competence • Teaching and assessment activities program level • Resource vulnerability • Demography	• Course satisfaction • Programme quality • Academic and social environment • Physical learning environment and infrastructure • Psychosocial	• Completion rate • Drop out rate • Credit production • Exam results and failure rate • AoL • Students' assessment of learning outcomes	**FULL TIME** • Employment rate • Placement* • Salary* • Internship • Relevant employment* • Relevant education • Would choose again **EXECUTIVE** • Applied learning *No treshhold values*

■ Fulltime Executive Corporate   ■ Research and Academic Resources   ■ Academic Programmes

Figure 5. Quality indicators and indicator owner at division level

Each quality indicator has an owner. The table above shows the indicator ownership at division/unit level. However, indicator owner is a specifically, designated role in the PQS and related to organizational roles such as head of admission, head of department, associate dean etc[14].

Each indicator owner is responsible for monitoring the quality indicator and improving the level of quality if needed. This means that corrective actions need to be outlined, communicated, implemented, and documented[15].

All indicators are defined.[16] For an overview of quality areas with corresponding indicators and their measurements methods, data sources and measurement frequency see appendix H.[17].

3.3   Development and quality assurance of portfolio, programmes, and courses

Assuring quality and quality development in education is an integrated goal in BI's quality processes at the programme and course level within the portfolios of the Bachelor, Master of Science, Executive, Corporate and PhD programmes. BI has mapped processes at portfolio, programme and course level to have clear roles and responsibilities when carrying out important quality work.

BI's quality processes aim to develop and ensure the quality of existing and new study programme offers in a standardized and efficient way. The processes ensure optimal strategic decision making in a systematic and transparent manner through involvement of relevant stakeholders, and documentation of relevant arguments and facts.

Through clearly defined and explained roles and responsibilities, and consistent procedures, routines, and policies for similar processes across units, departments and campuses, each employee is supported in his or her quality work.

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[14] See Appendix F – Summary of Quality Indicators and Threshold Values, pages 9-12 for each indicator and corresponding role/owner

[15] The process on how to follow up a quality indicator that has a deviation is online at the PQS Portal

[16] See Appendix F – Summary of Quality Indicators and Threshold Values for definitions

[17] See Appendix H – Quality Areas and Indicators with measurement methods, data sources and measurement frequency as operationalized in the Programme quality dashboard

Deans are responsible for academic quality, the attractiveness and relevance of programme *portfolios* by managing new or major changes in programmes and terminating programmes not in line BIs ambitions. The Senate approves the academic decisions and the President makes the business decisions. The Dean approves revision of existing programmes after deliberation in the programme committee.

Associate Deans (AD) are responsible for the academic quality, the attractiveness, and relevance of their programme and have special attention to the programme's structure, study-plan and overall content. AD approve courses within their programme.

Course responsible develops content and *course* design (including pedagogy) ensuring relevant and updated courses

Figure 6. Development and quality assurance of portfolio, programmes, and courses

3.3.1   Development and quality assurance at Programme Portfolio Level

At the programme portfolio level, the main processes are: [18]

1. portfolio management
2. new programme development (accreditation)
3. programme termination.

The overall purpose of the processes is to ensure attractive programme portfolios by developing new, relevant and attractive programmes in line with BI's strategy and quality requirements, and in addition, discontinue programmes not in line with BI's ambitions, standards and market demand.

The Deans have a key role in gathering information, assessing the portfolio and present development proposals to the Programme Committee (UUV), Senate, Extended Management Team (EMT) and Top Management Team (TMT). All relevant quality processes must be run in collaboration with the relevant heads of department, business units and students to secure involvement prior to the presentation of new initiatives.

As a part of the annual portfolio management process, the Dean for each programme level presents the portfolio report to the top management. This report gives an overall assessment of the quality status of existing programmes, a strategic assessment of the market and suggests action points for the year(s) to come. Such action points can be recommendations for new programme initiatives, major adjustments needed in existing programmes and suggestions for programmes that might be considered for termination.

The Deans manage the development of new programmes and major changes in programmes that effect the portfolios. BI will normally establish a task force that will analyze and develop a proposal for a new programme. The task force will work closely with the Dean to secure that there is alignment between curriculum, learning goals, candidate profile and the rest of the programme

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[18] See Appendix I - Key Quality Processes Descriptions for process descriptions of Portfolio Management (page 12), New Programme Development (page 2), and Programme Termination (page 15).

portfolio. The Senate is responsible for academic approval of these processes. The new programme development process is BI's internal programme accreditation process.

3.3.2 Development and Quality Assurance at Programme level

The overall purpose of the processes at programme level is to continuously improve, update and maintain attractiveness and relevance of BI's programmes and graduates. The main process is the programme revision[19]. The Associate Dean is responsible for developing his/her programme's quality and attractiveness in line with BI's ambitions. A course responsible is responsible for developing the course content and course design and involving students and other faculty in this process at the course level. The Business units are responsible for delivering market insight. The annually revision of programmes is BI's internal re-accreditation process.

In the programme processes, three academic approval levels can be distinguished:
1) Associate dean – approves courses within his/her programme
2) Dean advised by the advisory programme committee (UUV) – approves programme revision within his/her programme portfolio
3) Senate– approves major changes in existing programmes and new programmes

The table shows the most important programme development and quality assurance processes. The table shows differences in type of cases approved at the different levels.

Quality processes	Type of changes and responsible	Approved by
Programme revision	**Associate dean (AD) is** responsible for developing the programme and suggest changes in the study-plan within existing learning objectives and graduate profile of the programme	*Dean*, after consultation of the programme committee (UUV)– ensures that new courses have good content and design (learning process and assessments) and approves changes
Programme revision major changes	Changes in programme learning goals, graduate profile or major changes of study plan are suggested by *AD* or ordered by *Dean*	*Dean*, after consultation of the programme committee (UUV)– ensures that new programme profile has a good design and academic relevance, meets accreditation requirements; *Senate* approves changes
New programme development	A new degree programme, or a new specialization exceeding 60 ECTS. Dean suggests new programmes or specializations initiated from faculty or business unit	*Senate*, based on recommendation from Provost for Academic Programmes. The programme committee (UUV) advices the Dean before a recommendation.

3.3.3 Development and Quality Assurance at Course Level

The purpose of course development is to continuously improve, update and maintain the attractiveness of BI's programmes or course portfolios by developing new courses and replacing or updating existing courses. All course processes assure that a course supports the course's learning outcomes, sustains high academic quality and meets formal quality requirements. The main processes are course revision[20] and new course development[21].

The courses are the building blocks for all programmes. The course responsible develops content and course design to ensure relevant and updated courses. The course responsible has a role within the Academic Programmes division but reports to the head of department as a faculty member.

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[19] For complete process description of Programme Revision see Appendix I, page 6
[20] For complete process descriptions of Course Revision see Appendix I, page 24
[21] For complete process descriptions of New Course Development see Appendix I, page 17

Quality assurance at the course level illustrates the co-production between the Deans under the division for Academic Programmes and the Heads of department under the division for Research and Academic Resources:
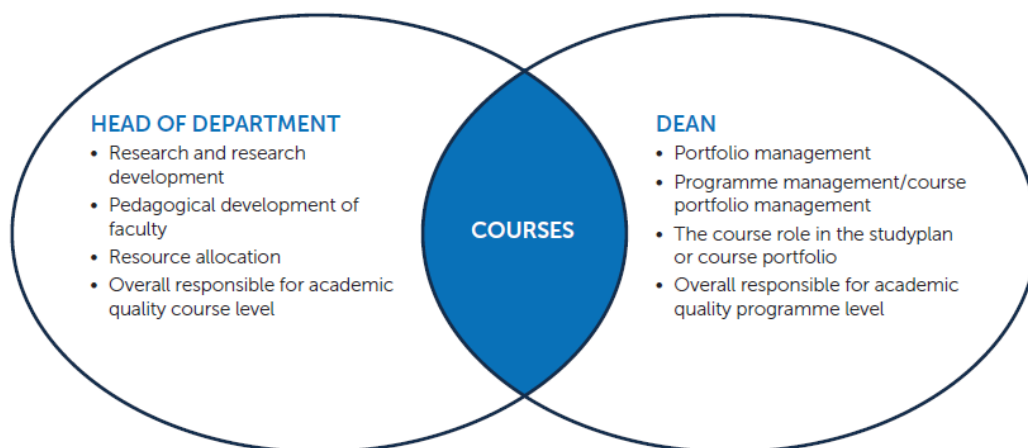
Figure 7. The interaction between Deans and Head of Department in the quality work

The table below shows the most important course development and quality assurance processes and who is responsible for what.

Quality processes	Type of changes and responsible	Approved by
Course revision and quality assurance	Minor changes within existing learning goals of courses: *course responsible* is responsible for developing the content and course design	*Associate dean* – ensures that the changes are within the existing learning goals and that the courses overall contribute to a good study plan
Course revision and quality assurance major changes	Major changes which affect the learning goal of the course: the *course responsible* suggests the changes	*Associate dean* - ensures that major changes in a course support the programme's learning goals and that the total of courses overall contributes to a good study plan or a good course portfolio (executive).
New courses	A new course can affect a study-plan by replacing a course or supporting existing courses by being an elective or added to a course portfolio (executive).	*Associate dean* - ensures that new courses support the programme learning goals and that the total of courses overall contribute to a good study plan or a good course portfolio (executive). *Dean* approves new courses. *Head of departments* appoints new course responsible.

3.3.4   Student involvement Full time - Evaluation processes portfolio, programme and course level

BI has different evaluation processes in place to gather information from students and involve them in the quality work to support quality assurance and development. External stakeholders are involved through various advisory boards, depending on the nature of the programme and programme portfolio. Both formal and informal activities involve students at the course and programme levels.

Through the PQS BI has structured evaluations which provide valuable information from the students

1) **Students' programme evaluation**[22]**:** The purpose of this process is to secure a forum for formal feedback and dialogue on programme related issues between the students and the Associate Dean responsible for the programme or the major (Academic Coordinator). The forum discusses issues related to:

a) Overall learning environment (social and academic environment, student participation to improve their own learning outcome)
b) Academic composition and working/professional life relevance (refers to the mix and order of courses in the programme, balance of course workload, attractiveness to employers)
c) Relevant events and activities outside the academic curriculum to improve programme quality or promote the programme

2) **Mid-term evaluation**[23]**:** The purpose of this process is to provide a formal forum for feedback and dialogue between the students and the lecturer. The aim is to: a) Identify potential areas for improvement for the lecturer and students b) possible adjustments to improve the student's learning outcome.

3) **Summative course evaluations**[24]**:** The purpose of this process is to collect feedback from students (course participants) with the aim of improving course content and delivery.

4) **NOKUT's "Studiebarometeret"** is conducted by NOKUT on behalf of the Ministry of Education and Research and evaluates the level of the students' programme satisfaction. The national student survey shows student perceptions of the quality of study programmes in Norway. All students in their second year of study in both the bachelor's and master's degree programmes, in addition to fifth year students doing integrated master's studies, are given the opportunity to participate in the survey. BI uses "Studiebarometeret" with the purpose to improve both content and delivery of the programmes.

In the full-time programmes, class representatives are appointed for direct dialogue with each lecturer about the ongoing lectures in a course. BI conducts several informal meetings such as Student Panel, Master Chamber and dialogue meetings with top management and the student union (BISO).

The Students' formal participation in BI's quality work is illustrated in the figure on next page:

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[22] For complete process description Students' Programme Evaluations, see Appendix I, page 10
[23] For complete process description Mid-term Evaluation, See Appendix I, page 20
[24] For complete process description Summative Course Evaluation, see Appendix I, page 22
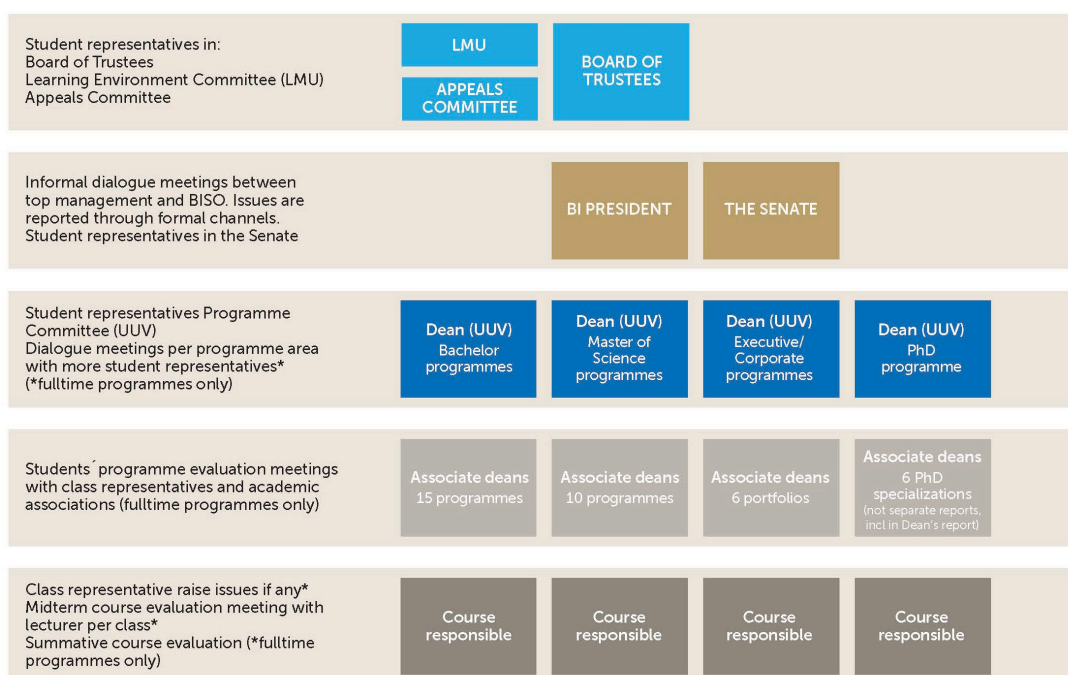
Student representatives in: Board of Trustees Learning Environment Committee (LMU) Appeals Committee	**LMU** **APPEALS COMMITTEE**	**BOARD OF TRUSTEES**		
Informal dialogue meetings between top management and BISO. Issues are reported through formal channels. Student representatives in the Senate		**BI PRESIDENT**	**THE SENATE**	
Student representatives Programme Committee (UUV) Dialogue meetings per programme area with more student representatives* (*fulltime programmes only)	**Dean (UUV)** Bachelor programmes	**Dean (UUV)** Master of Science programmes	**Dean (UUV)** Executive/ Corporate programmes	**Dean (UUV)** PhD programme
Students´ programme evaluation meetings with class representatives and academic associations (fulltime programmes only)	Associate deans 15 programmes	Associate deans 10 programmes	Associate deans 6 portfolios	Associate deans 6 PhD specializations (not separate reports, incl in Dean's report)
Class representative raise issues if any* Midterm course evaluation meeting with lecturer per class* Summative course evaluation (*fulltime programmes only)	Course responsible	Course responsible	Course responsible	Course responsible

Figure 8. Students' involvement at the various levels of BI's organization

3.3.5 Executive and Corporate student involvement

All student involvement activities at Executive and Corporate meet the purpose of systematic improvement of courses and programs to ensure that BI delivers high quality education, by actively engaging the students. [25] The views of the students are heard and processed and are a significant part of course and programme revision. The students' own work experience is a core part of the Executive pedagogy. There is a continuously close communication between the students and BI during the entire student journey, from the very beginning of the application process, during the courses and all the way until after graduation. Executive courses and programmes have both formative and summative course evaluations. Student representatives are selected when possible, and the Executive Programme Committee has three alumni representatives. Executive also has an active use of alumni boards, job market/after graduation surveys and various focus groups to ensure relevance in all offerings.

The Executive portfolio can be divided in "stackables" and "non-stackables." The concept of "stackable" is defined as any course that can be passed in isolation, but that can be combined with other courses on the same level to obtain a bachelor or master's degree. "Non-stackables" are programs leading to a degree where the student is expected to follow a study plan and be included in a group of classmates that constitute a relatively fixed learning environment.

Student involvement at Executive is carried out to a large extent similar for the stackable portfolios Bachelor of Management (BM) and Master of Management (EMM), and for the non-stackable programs Executive Master of Management in Energy (EMME), Executive Master of Business Administration (EMBA) and BI-FUDAN Master of Business Administration (BI-FUDAN MBA).[26]

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[25] For all types of student involvement see Appendix J - Student Involvement in Executive's courses and programmes

[26] See Appendix J - Student Involvement in Executive's courses and programmes for tables of how systematic feedback from students are collected and processed, and how measures are reported back to the students.

3.3.6 PhD activities and student involvement

The Ph.D. programme follows the PQS as described herein, however, the Ph.D. programme has some additional quality assurance and quality development activities specifically for their programme. This relates to quality control of admission, approval of supervisors, progress of the students during the programme, and approval of committee members. There is a strong emphasis in the programme on admitting highly qualified candidates and securing attractive academic placements for the candidates after completion.

Similarly to the other portfolios, the most important arena for the Ph.D. programme is the Ph.D. Programme Committee (UUV) for continuous dialogue, quality assurance and programme development. The students are represented with two representatives in the Programme Committee (UUV).

Students and supervisors are important actors in the quality work. The Ph.D. program has set strict requirements for supervisors at Ph.D. level to assure quality in candidates' research, supervision and progress. Additionally, some of the quality indicators are different than other than other portfolios due to the nature of PhD programme. [27]

There are several quality assurance activities specifically for the PhD programme. The **Programme evaluation survey** is distributed annually to the second and last year PhD candidates. There are two surveys, one for 2nd year students and another one for last year students. The survey is adapted to the progress level of the student.

At the individual student level, the mutual responsibilities between **Supervisor and PhD student** are presented to all new PhD candidates and supervisors. In addition, all candidates have an **annual dialogue with their Associate Dean** discussing progress, and welfare. Each PhD student writes a **progress report** (self-evaluation) once a year, after they have completed their second year. The supervisor and the Associate Dean for the particular specialization follow up the progress reports. A **grade report** and an overview of the number of ECTS per candidate are sent to the Associate Deans every semester for following up the students' progress.

A **dialogue meeting between the Associate Dean with Dean PhD** takes place every year where the Associate Dean report to the Dean about the progress of the PhD students in each specialization, informing the Dean about the status, potential issues and other relevant topics. A summary of these meetings is written in the annual Programme report.

The PhD candidates at BI and academics from other national and international institutions continuously evaluate the quality of the programme. All PhD candidates have to present their research to an appointee **Pre-Doc committee** when they are in the last part of their programme period. The committee members consist of the supervisor, a BI faculty member and an external appointed member from another academic institution (often international). When near completion, **the Final defence committee** is appointed. The criteria for members of the committee, their impartiality etc. is described in BI's PhD regulations and committee members are approved by UUV.

The student representatives have every semester meeting with PhD administration. Student representatives from each specialization, the UUV student representatives and the Union student representative discuss with the PhD administration different issues, give feedback, and request clarifications. If necessary, others from BI administration are invited (for example HR, Library, Head of administration on department level etc.)

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[27] See Appendix G - Quality indicators and threshold values Ph.D.

3.4. BI's Annual Cycle

Annual cycles for the quality work make sure every quality process is finished within due time. The annual cycle gives an overview of timelines of key development activities in the systematic quality work at course, programme, portfolio and institutional level.
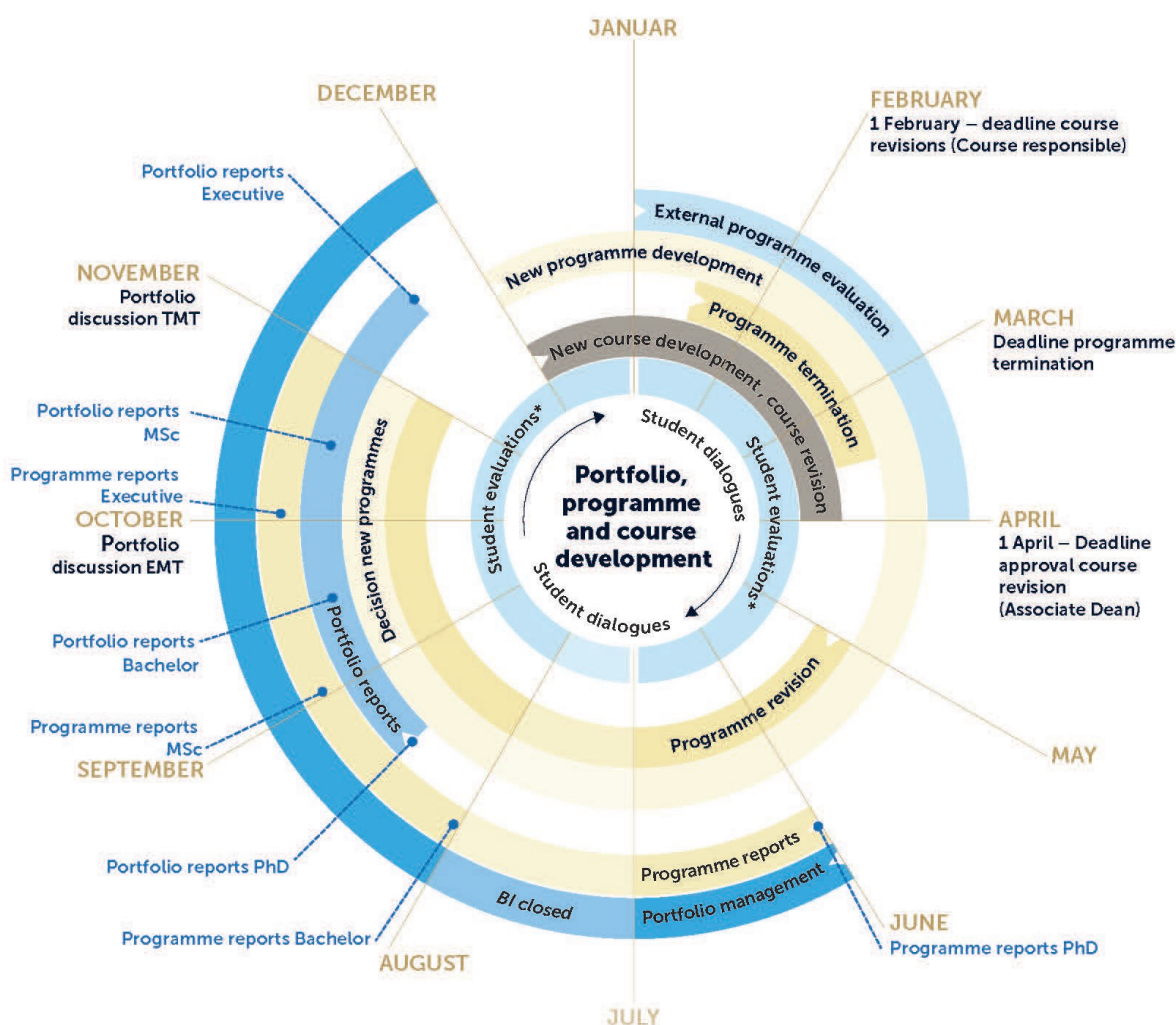
Student evaluations, each semester:
1. *Student programme evaluation: March-April and October- November*
2. *Mid-term evaluations: March-April and October- November*
3. *Summative course evaluations: March and October*

Figure 9. BI's annual cycle for portfolio, programme and course development

4 Key functions and roles in the Programme Quality System

All employees – both faculty and staff – are important for the quality of programmes and the learning environment. In this document, BI emphasizes the most important roles and processes directly associated with quality assurance and continuous improvement of courses, programmes and programme portfolios. The governance structure of BI requires extensive cooperation and dialogue between divisions and units and clear identification of roles and responsibilities are essential.

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4.1 Quality work - central arenas

BI has several arenas for quality work. The common denominator for these arenas is the involvement and engagement of the whole of BI and its students in the quality work and the securement of student rights. The most important arenas are described below[28]:

4.1.1 The Board of Trustees

The Board of Trustees is BI's highest body and has the overall responsibility for all decisions made at BI. Decision at BI made by parties other than the Board of Trustees are made based on the delegation of authority by the Board of Trustees that is ultimately accountable. The Board of Trustees adopts the foundation's by-laws and rules pursuant to the Universities and University Colleges Act.

The Board of Trustees has delegated approval and implementation of a system for ensuring academic quality at BI (the PQS) to the President. The President has delegated authority to administer and develop the PQS to the Provost Academic Programmes.

4.1.2 Senate

The BI Senate is the highest decision-making body on academic matters and operates within a framework set by the Board of Trustees. The Senate determines the academic content of BI's programmes, determines regulations for admissions and exemptions, supplementary regulations on conditions for individual examinations, grading and other administrative matters relating to study programmes and competence profiles and employment regulations for academic staff.

4.1.3 Top Management Team (TMT)

BI's Top Management Team consists of ten executives including provosts, representing all BI's organizational lines that report to the President. Under the President's chairmanship, TMT meets weekly and constitutes a forum for the major functions of BI to resolve issues, align cross-functionality and share information. TMT discusses issues of strategic importance and assures a constant exchange of information on current issues within all sections of the organization. The minutes from the meetings are public. TMT makes business decisions regarding the development of programmes and portfolio development (management) and sets standards for decisions documents.

4.1.4 Extended Management team (EMT)

EMT is an advisory body for the President and the Top Management Team (TMT) at BI with respect to strategic and operational management decisions. EMT consists of TMT including the President, all Deans (Bachelor, MSc, Executive, and PhD) as well as all Heads of Departments. EMT convenes monthly in a management meeting to review issues and ensure coordination, get insights and share information of all organizational lines, academic departments and programme levels. EMT is involved in several quality processes and is responsible for advising the TMT on proposed programme development, programme revision, portfolio management, programme distribution and termination. Every year (autumn), each Dean presents his/her portfolio-report in EMT meetings, thereby allowing for a thorough discussion of programme quality issues and strategic alignment in all portfolios with the most central stakeholders. The President chairs the EMT.

4.1.5 Programme Committee (UUV)

The Programme Committee (UUV) is the advisory board of the Dean. The Committee gives advice on academic and strategic issues, and will (without decision-making authority) discuss and handle cases

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[28] For role descriptions of all roles mentioned in this document see Appendix E. For an overview of all roles and forums in the Programme Quality System, please visit the online Programme Quality System Portal.

such as approval of study plans, new course descriptions, assessment of competence level and faculty capacity, pedagogy and teaching formats, class size in courses, admission and progression requirements for specific programmes, assessment of potential international partnerships and corporate courses and programmes (credit bearing). The committee is an important consulting partner in major development processes in the PQS and admission requirements. The Dean chairs the Programme Committee (UUV) for his/her programme portfolio.

4.1.6 Learning Environment Committee (LMU)

The Learning Environment Committee at BI is the advisory body to the Board of Trustees in questions regarding the physical and psychosocial learning environment and is established pursuant section 4-3, Universities and University Colleges Act. LMU ensures the students' influence on aspects related to the learning environment. LMU is informed about complaints BI receives from students regarding the learning environment. The Learning Environment Committee has no decision-making authority. The committee will propose, initiate measures, detect deviations and follow up complaints pertaining to students learning environment with the respective campus / departments at BI. LMU prepares an annual report which is presented to the Board of Trustees.

4.2 Quality work - central roles[29]

The main roles involved in BI's quality work are listed below.

4.2.1 Provost Academic Programmes

The Provost is responsible for the development, implementation and assessment of academic programmes and policies, and is the head of Academic Programmes division. The Provost is responsible for building an attractive and relevant programme portfolio in line with BI's strategy. The Provost works with the Deans to ensure the delivery of high-quality academic programmes and learning experiences for BI's students. He/she oversees the development and management of BI's bachelor, master, and executive programmes in collaboration with academic departments and business units. The Provost administers the PQS on delegated authority, oversees the Programme Quality Department and reports annually to the Board of Trustees on BI's programme quality. This role also includes overall responsibility for national and international accreditations and development of BI's international academic network. The Provost heads the PQS Committee and is a member of the Senate as well as the Top and Extended Management Teams.

4.2.2 Dean

The Dean has the overall academic responsibility for programme quality and market attractiveness of his/her designated programme portfolio. The Dean's responsibilities in the PQS are related to three areas: (1) development and implementation of programme portfolio strategy, (2) evaluation and follow-up of existing programmes, and (3) organizing the development of new programmes.

The Dean coordinates and manages several activities in the PQS across academic departments and market divisions, and prepares, analyses and documents for resolutions in formal committees and BI's Top management team. The Dean presents an annual portfolio report to the Top Management Team for revision or changes to the programme portfolio. This report is also discussed in the Extended Management Team. The Dean chairs the Programme Committee (UUV) of the designated programme portfolio and is a member of both the Senate and the Extended Management Team.

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[29] Clearly, the roles might have other tasks than the ones listed in this document. Here, we maintain a focus on tasks most relevant for quality work within the PQS

4.2.3 Associate Dean, Academic Coordinator and Local Programme Manager

The Associate Dean (AD) oversees a degree programme (or a substantial portfolio of courses at Executive or Corporate) and is responsible for the academic and pedagogical quality, continuous programme development, evaluations and the follow up of student-related tasks. The AD is responsible for the programme's compliance with laws and regulations including requirements of BI's international accreditations. The AD assesses whether the programme's learning outcomes and graduate profile are in accordance with BI's strategy, academic resources, and defined quality levels and ambitions. More specifically, the areas of responsibility are: programme revision, quality assurance and programme development with focus on academic, pedagogical quality and market relevance. The AD is an important liaison between the Dean and the academic departments and reports to the corresponding Dean of the programme portfolio concerned.

The Academic Coordinator (AC) is responsible for either a group of courses within a degree programme, or for a non-degree programme/course portfolio. The responsibilities of an academic coordinator are similar to that of an associate dean but apply to a group of courses (specialization or major) and not a full degree programme. *The local programme managers (LPAs)* are located at the campuses outside Oslo and ensure high quality of programme delivery of distributed bachelor programmes. The local programme managers' responsibilities are related to: (1) ensuring high academic and pedagogical quality in local programme delivery, (2) conducting local programme evaluation meetings, maintaining other relevant contact with students, and (3) ensuring local faculty's participation in annual course seminars.

4.2.4 Course responsible

The course responsible is responsible for developing and updating academic content of the course and course delivery including implementation of teaching and learning activities, and assessment formats. A course responsible evaluates and continually improves learning design and delivery and ensures constructive alignment between intended learning outcomes, assessments and learning activities in line with programme outcome. The course responsible engages the class representative (students) in constructive dialogue about course delivery through mid-term course/class evaluation. If teaching is delegated to other lecturer(s), the course responsible coordinates feedback. The course responsible reports to the Head of Department and works closely with the Associate Dean/Academic coordinator on academic matters related to the course and the programme.

4.2.5 Head of Programme Administration

The Head of Programme Administration manages the administration and processes concerning quality assurance and quality control of normal study plans, course descriptions and programme descriptions, oversees the support and on-boarding of the Deans and Associate Deans in the PQS and provides input and support for the Portfolio (Dean's report) and Programme report (Associate Dean's report on one programme). In addition, he/she supports the summative course evaluations, PQ dashboard, programme/course revision and development processes.

4.2.6 Provost Research and Academic resources

The Provost is head of Research and Academic Resources division and is responsible for developing and providing leadership to BI's research strategy and for enhancing the quality, relevance and management of research. The Provost has overall academic, financial and administrative responsibility for academic personnel, research administration and library services. The Provost is responsible for developing an attractive and internationally recognized research environment in line with BI's research ambitions and programme portfolio. The provost is responsible for securing a sustainable pedagogical transformation to strengthen students' learning outcome and progression. The Provost shall also stimulate research-based and relevant course and programme development

and oversees the development and management of BI's PhD programme in close collaboration with Dean PhD and the academic departments. The President has delegated the appointment to temporary scientific and teaching positions to the Provost. The Provost is a member of the Senate, and Top and Extended Management Team.

4.2.7 Head of Department

The Head of Department (HoD) leads, manages and develops an academic department in accordance with the Department's and BI's strategy and is head of the Department's faculty and administration.

The HoD contributes to the development of research-based and internationally competitive academic programmes in close collaboration with the Deans and Associate Deans. The HoD is an important stakeholder in several quality processes, at both the programme and course level. This includes recruitment of faculty as well as the continuous development of the faculty's pedagogical competency and teaching skills. At programme level, the HoD cooperates with the Deans and gives key input on programme content and faculty resources. At course level, the HoD is responsible for following up all course responsibles and course deliverables. The HoD heads the Department Council and is member of the Extended Management Team. As a group, the HoDs are represented in the Senate.

4.2.8 Provost Innovation and Outreach

The Provost is head of Innovation and Outreach and is responsible for strengthening BI's institutional relationships through strategic and coordinated interaction with external partners and networks.

The Provost has commercial responsibility for corporate programmes with private industry and public sector and for combining internal and external resources to strengthen relevance within corporate programme development, and deliver attractive, research-based and relevant corporate programmes in close cooperation with academic departments and faculty.

The Provost is responsible for the students within assigned programme area and their physical and psychosocial learning environment. The Provost heads the coordination and involvement of the Alumni Advisory Board and the International Advisory Board. The Provost is a member of the Senate, and the Top and Extended Management Team

4.2.9 Executive Vice President (EVP) Full-time programmes

The Executive Vice President (EVP) Full Time is responsible for the management of the business unit which consists of three departments: Operations, Shared Services, and Market and Recruitment. The EVP is responsible for the full-time students of Bachelor and Master of Science programmes. The EVP is responsible for support and services pertaining to students' physical and psychosocial learning environments, including student counselling and services that are integral to student success at all BI campuses. The EVP also oversees exchange activities, marketing, national and international student recruitment, student admission and programme distribution. The Learning Environment Committee is coordinated from this unit. The EVP is part of BI's Top and Extended Management Team.

4.2.10 Executive Vice President (EVP) Executive

The Executive Vice President (EVP) Executive is responsible for the management of the business unit Executive. The EVP is responsible for developing BI's executive Programmes and strengthening the programmes' international orientation and visibility through e.g. international rankings. The EVP is responsible for support and services that are integral to Executive student success including the physical and psychosocial learning environment. The EVP is responsible for Executive programmes

marketing, national and international student recruitment and student admission. The EVP is part of BI's Top and Extended Management Team.

4.2.11 Class representative – full-time programmes

The Class Representative is elected by and acts on behalf of all the students of a class as a link between students and course responsible/lecturer. A class representative ensures that the students' views on academic matters are put forward. The class representative is actively involved in the mid-term course evaluation, one of the most important processes for students to influence the course delivery and content during the semester. The class representative communicates with course responsible or lecturer, and/or student advisors on matters related to both academic issues and the learning environment. The class representative also takes part in the students' programme evaluation meetings with the Associate Dean of the programme (or academic coordinator or local programme manager) every semester. In addition, class representatives are invited to the annual dialogue meeting about the programme report. In these quality processes, the class representative contributes to BI continuously evolving its educational practice by highlighting issues on teaching, student learning, assessment, and academic services.

5 Quality culture and programme quality work

This chapter outlines how the tools in the PQS support quality culture and systematic quality work at BI.

5.1 Open and Transparent Culture of Programme Quality

BI's PQS (PQS portal and Programme quality Dashboard) aims to be an operational and transparent system that is easily accessible for key stakeholders to see the status and quality level of all programmes and who is responsible for what. Through transparency, all employees and students can contribute to quality work and quality culture in BI's courses and programmes.

BI aims for a quality culture characterized by:

- structured and systematic procedures with clear roles and responsibilities to support each employee's opportunity to understand their role in the quality work
- openness and transparency to support involvement and dialogue
- good balance between the formal and informal quality work

5.2 Online Programme Quality System Portal and Programme Quality Dashboard

The structural framework and content of the PQS is available at the Programme Quality System Portal[30]. The portal is BI's overall digital "quality handbook" and includes an overview of:

- ✓ Overall description of quality work
- ✓ Quality process with information on how to develop, run and terminate courses and programmes
- ✓ Quality Areas and indicators with definitions and links

Roles and forum/committees in the PQS

- ✓ Overview of the PQS annual cycle

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[30] BI's overall digital "quality handbook" available at the Program Quality System Portal online.

- ✓ BI's Programme Quality Dashboard that shows current status of each quality area with indicators at course, programme, portfolio, campus or institutional level
- ✓ BI Faculty Handbook for routines in the PQS
- ✓ BI Intranet that provides information about meetings and meeting minutes pertaining to the quality system
- ✓ Onboarding information for students with roles in PQS
- ✓ Relevant PQS reports
  - o Programme Quality Report
  - o LMU report
  - o Portfolio Report (previously known as the Dean's report)
  - o Programme Report (previously known as the Associate Dean's report)

The online handbook is a key tool in supporting BI's quality work, especially quality assurance of the course and programmes. The dashboard presents compiled and verified data from various sources[31]. The programme quality dashboard gives systematic information on several levels of the quality indicators representing the level of quality in BI's programmes and is a source used systematically as input in the quality assurance and development processes.

By accessing the dashboard, users get insight into the quality status of programmes. This leads to a cross-institutional understanding for students, faculty and administration of how BI is performing as an educational institution. Most indicators are evaluated once a semester or yearly[32]. The programme Quality Dashboard is linked to the programme quality portal.

5.3 How students, internal and external stakeholders contribute to quality work

To build attractive programmes, insight and feedback from internal and external stakeholders on the programmes' content and academic levels as well as feedback on BI's graduates, their relevance and employability in working life, is crucial. This is put in systematic order by the PQS: several stakeholders are involved in our processes and activities ensuring that BI achieves programme quality development in line with strategic ambitions.

The circle below illustrates all actors involved and synergies in place to realize programme quality development: The central internal stakeholders are BI's academic faculty with their professional insight, the business units with operational and market insight and the academic programmes division with overall insight into programme structure combined with law and regulations. These three key internal stakeholders are involved in most of BI's quality work. In addition, BI has a systematic dialogue with students and external stakeholders to ensure attractive programmes at all time. This is put in a systematic order through the PQS.

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[31] The Dashboard harvests data from other data-sources and is operational in a beta-version. It is subject to continuous improvement. Most sources of data are updated either annually or twice a year (semester-wise). See Appendix H for overview of Quality Areas and Indicators with measurements methods, data sources and measurement frequency as operationalized in the Programme Quality Dashboard.

[32] See Appendix H – Quality Areas and Corresponding Indicators, Measurements Methods, Data Sources and Measurement Frequency for more information.
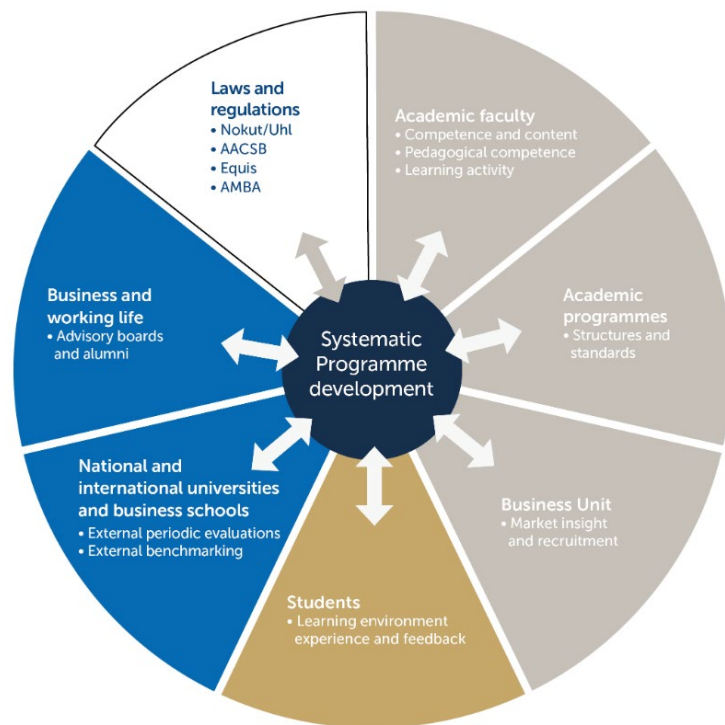
Figure 10. Overview stakeholders contributing to achieve systematic quality programme development

5.3.1 Employee and student Onboarding

Both students and employees are involved in formal committees and have a formal role in our quality work. BI has developed systematic onboarding programmes for students and employees for better understanding of their own role, tasks and how to contribute to quality work[33].

5.3.2 BI Awards

To encourage enthusiasm for programme quality and show our appreciation, BI annually hands out several awards and prizes to reward staff that have done an outstanding job in such regard. The prizes are in the categories:

- Research Award (every second year)
- Research Dissemination and Societal Impact Award (every second year)
- Pedagogical Innovation Award
- Connected Award
- Best Teacher Award
- Colleague of the Year Award

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[33] See Appendix A– Digital training and onboarding programme PQS

LIST OF APPENDICES

APPENDIX A

Digital training and onboarding PQS

Digital training and onboarding programme for the Programme Quality System

Systematic quality work does not occur by itself. To ensure a common understanding across the organisation, and increased knowledge and skills for relevant groups, we have developed a training program. The systematic training contributes to the quality culture development, with clear expectations and elements that are open and easily accessible.

As a framework, we have defined three knowledge levels, based on the level of responsibility in PQS. The training elements are tailored to meet these three levels:

Basic knowledge – all employees need to know what PQS is, why BI need a PQS, what roles and fora that are involved, and where to find more information about the system.

Knowledge and skills related to a specific role – for those who have specific role or assignment in the PQS, they need to know what they are supposed to do when and why and have the skills to execute the assignments.

Extensive knowledge related to a specific role and responsibility – Those with a key role or more general responsibility, also need to have an understanding of the interaction and dependencies in the system.

The base for all training is an e-learning course, common for all employees. The PQS portal is used as a library or knowledge base, where the employee can navigate from roles to processes and assignments. For knowledge related to a specific role, there are two types of training available. The course responsibles get an e-learning course. The other roles with this expected knowledge level go through meetings with structured presentations, where discussions play a central part to achieve understanding and address unclarities.

Training elements:

- **PQS for all** – a basic e-learning course for all employees, with links to the PQS portal and relevant resources. This is also a part of the regular onboarding programme for new employees.

- **PQS for Course coordinators** – an e-learning course for all course responsibles, focussing on their role and assignments, with links to relevant resources.

- **Meetings with a structured presentation** – Case discussions with focus on annual wheels, responsibilities, and discussing relevant cases.

APPENDIX B

BI Strategy 2025

STRATEGY 2025

*"Shaping BI
for an international, digital
and sustainable future"*

Research-based
Learning-oriented
Connected

BI NORWEGIAN
BUSINESS SCHOOL

Strategic Context – Time for Change

With very respectable results in top international research journals, with promising development on the Financial Times- and the Economist rankings, as holder of the three most prestigious international business school accreditations and with a stronger than ever financial foundation for further development, BI has established itself in the top tier of European Business Schools.

The distributed bachelor programmes have been the back bone of BI's business model for many years. During the strategic period 2018 - 2025, we will further develop the bachelor portfolio in order to secure its future attractiveness.

We are experiencing a shift in student preferences towards technology, health sciences and teacher education. Moreover, competition from public higher education institutions in Norway has increased, in terms of innovation of programme portfolios and in terms of focus on teaching quality and closer relations to business and industry. However, it must be noted that we experience an increasing interest from both international and domestic students for BI's international bachelor programme taught in English.

At the Master of Science level, BI faces increased competition from other business schools, both in Norway and internationally, but also from schools teaching other disciplines, such as engineering and computer science, that integrate business subjects into their programmes. At the same time, we experience increased interest in our MSc programmes from international students.

Feedback from students pursuing business education and employers recruiting business graduates, indicates a clear expectation that students develop the knowledge and skills related to operating in a sustainable, international and digital context. Accreditations and rankings point in the same direction.

In order to meet the shifting preferences of students and the stronger competition, BIs bachelor model and programme portfolio needs to be renewed, with an emphasis on enhanced individual learning outcome through student-centred learning models and the use of educational technology.

In addition to revising the existing bachelor portfolio, BI needs to develop programmes at the Master of Science level with an eye on attracting more international students and students with a background other than business administration.

The importance of sustainability, the impact of digital technology and the ability to work effectively in an international context have to be integrated into all programmes.

BI has a very strong position in the Norwegian market for executive programmes, especially in the leadership segment. The demand for lifelong learning is expected to increase due to the greater importance assigned to it by business and industry and government. This will also lead to stronger competition. Developing BIs executive programmes to meet future competence needs with more flexible delivery models will be necessary to further secure BI's strong position in the Executive market.

Aspirations

AS A LEADING EUROPEAN BUSINESS SCHOOL, BI

- Advances international research.

- Develops attractive and responsible graduates who combine the knowledge and skills to work effectively and successfully in an international and digital workplace.

- Contributes to innovation and value creation through sustainable business practices.

Mission

"At BI, students, academics and business professionals co-create a more sustainable future".

We do this by pursuing academic excellence and shaping future careers and businesses, through internationally acclaimed research, high quality education and close interaction with business and society.

Core values

WE ARE UNCONDITIONALLY COMMITTED TO OUR STUDENT`S SUCCESS

This means that:

- All our employees and activities are centered around students learning

- We expect commitment and dedication from our students to achieve learning outcomes

WE NURTURE AN ENTREPRENEURIAL AND AMBITIOUS MIND SET

This means that:

- We collaborate for academic excellence and nurture a culture of innovation and improvement.

- We add value for students, businesses and society at large.

WE ACT WITH RESPONSIBILITY

This means that:

- We act with responsibility, respect and ethical awareness.

- We honour academic values and promote academic integrity and freedom.

- We contribute to sustainable development and corporate responsibility by working in alignment with UN Sustainable Development Goals (SDG) and UN Principles for Responsible Management Education (PRME), and by integrating them into our research, teaching, operations and collaboration with stakeholders.

WE ACT WITH COLLEGIALITY
This means that:

- We demonstrate collegiality by contributing to an inclusive work environment in which curiosity and interest in each other are valued.

- We are respectful of colleagues' time, contributions, and opinions.

- We work collaboratively while maintaining autonomy.

- We engage in constructive dialogue and contribute to an open, honest and friendly work environment.

Strategic priority: Attractive Programmes and Quality Graduates

Framework for Developing BI's Educational Activities

- We will integrate sustainability, digitalisation and internationalisation into all programmes. BIs educational programmes will develop graduates who combine academic strength, relevant skills and motivation to drive change and create value in a sustainable, digital and international business environment.

- We will offer state-of-the-art, research-based knowledge in our programme design and delivery.

- We will integrate business practice into all programmes. We seek collaboration with complementary partners in programme development and delivery and involve lecturers from business and industry as an integrated part of programme delivery.

- We will enhance student learning outcome and progression by programme structure and by stimulating active and varied student-centred learning to support individual learning preferences and qualifications.

- We will take full advantage of educational technology to facilitate and support learning, and create attractive physical and digital learning communities.

- We will develop a more global mind-set in all BI graduates and enhance the overall international learning experience, by expanding the programme and course portfolio taught in English, attracting more international degree students, increase inbound and outbound student mobility and engage more international faculty.

The Way Forward
INNOVATE THE BACHELOR PORTFOLIO AND MODEl

- We will renew the Bachelor portfolio to secure future attractiveness by innovating all aspects of our delivery: programme and learning content, course design and distribution models.

- We will create an inclusive and supporting learning environment, with special attention to the first-year bachelor experience.

- We will expand our English programme portfolio at the Bachelor level.

FURTHER BROADEN MASTER OF SCIENCE

- We will expand our MSc portfolio and student body through programme innovation, new market development and multi-campus distribution.

STRENGTHEN EXECUTIVE AND INTERNATIONAL OPERATIONS

- We will reinforce our national position as a preferred partner for life-long learning and develop international markets through collaboration with selected partners.

- We will build on our strengths in leadership and strategy programmes, and develop our portfolio to meet the increasing demand for competence in innovation and the management of digital transformation.

- We will create value for the private and public sector through engagement in selected corporate programmes that build on the strengths of our faculty.

- We will build on and strengthen our activities in China.

Strategic priority: Faculty Excellence

Framework for Developing Faculty Excellence

- We will foster a world-class faculty with significant impact on international research, student learning and business practice.

- We will use innovative research to advance the academic knowledge base, develop a cutting-edge curriculum and provide solutions to key business and societal challenges.

- We will use BI`s PhD programme as a driving force in developing faculty.

- We will implement effective teaching practices and student centred learning design to secure student learning outcome and provide inspiring learning experiences.

The Way Forward

ACADEMIC RESEARCH EXCELLENCE

- We will have 2-3 academic research disciplines placed among the best in Europe.

FROM TEACHING TO LEARNING EXCELLENCE

- We will improve future teaching and learning practices through greater insight in student learning (learning analytics) and systematic pedagogical training and support (learning design).

COMMITMENT TO INVESTMENT IN RESEARCH

- We will prioritize investments in excellent research and researchers, and research-related support infrastructure, supplemented by

- Externally-funded research aimed at expanding research capacity and productivity, and

- cross-institutional and cross-disciplinary projects that addres key challenges in business and society.

FACULTY MANAGEMENT AND DEVELOPMENT

- We will strengthen faculty management and engage supporting faculty to secure a faculty composition aligned with our strategic ambitions.

- We will redesign the faculty work-load and compensation model to reward excellence in research, teaching and impact on business practice.

Strategic priority: Operational Excellence

Framework for Developing Operational Excellence

- We will promote a culture of innovation and excellence in performance, by focusing on diversity, inclusiveness, collaboration and supportive leadership practices.

- We will develop interaction and collaboration with complementary partners to strengthen innovation in research, educational programmes and operations.

- We will support and develop entrepreneurial initiatives, by connecting academia, students and businesses

- We will offer high quality support services and increase operational efficiency, through digitalisation, enhanced interaction and shared practices.

The Way Forward

EXCELLENT STUDENT SERVICES

- We will develop shared, user-friendly and efficient student services that combine self-service and automated solutions, with personal guidance and attention.

DIGITAL PLATFORMS AND BUSINESS ANALYTICS

- We will build a robust digital infrastructure and develop business insights and analytics to strengthen student learning, student recruitment, faculty management and corporate governance.

ENGAGING WITH ALUMNI AND BUSINESS PARTNERS

- We will engage with alumni and establish mutually beneficial partnerships with business and industry, and the public sector

- We will increase external funding through scholarships, chaired professors and donations.

75 years of changing lives, and keep adding to it!

BI Norwegian Business School has a proud history of changing lives. Through 75 years we have given thousands of graduates the possibility to pursue attractive careers.

Over the last years, BI has prioritised development of our faculty resources in order to be among the best business schools in Europe. We work hard to impact international research, to give our students the best possible education and to have a significant effect on business practice in both public and private sector.

What started out as evening classes in 1943, has become one of Europe's leading business schools. Throughout 2018 we celebrate the legacy of our founder, Finn Øien and our many alumni who are the testimony of our impact on business and society at large.

Inge Jan Henjesand
President

APPENDIX C

BI Branding Platform

BI'S BRAND PLATFORM

NORWEGIAN
BUSINESS SCHOOL

A STRUCTURED PLATFORM FOR:

- Brand-building activities
- Marketing & Communications Strategy
- Marketing campaigns
- Corporate branding
- Employer branding

BRAND CORE

Brand promise *Bachelor*	Brand promise *Master*	Brand promise *Executive*	Brand promise *Corporate*

Corporate Brand promise

Pillar 1 Research based	Pillar 2 Learning oriented	Pillar 3 Connected

STRATEGY & HISTORY

RESEARCH-BASED
- BI Norwegian Business School aims to be a highly respected institution in international research by publishing in the most prestigious journals
- Research forms the basis for our students' learning and should reflect everything we do as an educational institution
- Our research shall influence the way the private sector does business and the public sector manages society

LEARNING-ORIENTED
- BI works continuously to improve learning practices, learning methods and learning environments
- BI will constantly improve our students' learning through pedagogical development and analysis of student learning
- BI will develop faculty through systematic pedagogical training

CONNECTED
- BI is closly connected to business, industry and the public sector and work activly to bridge theory and research
- BI will constantly develop enriching partnerships with business, industry and the public sector
- BI maintains a close relationship with alumni who act as goodwill ambassadors for BI

STRATEGY & HISTORY

BRAND CORE

BI empowers you with the skills and knowledge you need to influence a changing world and fulfill your ambitions.

"BI cares about where you are going – not where you came from"

Brand Promise *Bachelor*	Brand Promise *Master*	Brand Promise *Executive*	Brand Promise *Corporate*

Corporate Brand Promise

BI equips you with the skills you need to meet challenges, build a career, and reach your goals. We connect business and society with excellent research and outstanding learning. This is the path to professional success, and the way BI empowers you to drive sustainable growth in an international and digital context.

RESEARCH-BASED

- BI Norwegian Business School aims to be a highly respected institution in international research by publishing in the most prestigious journals
- Research forms the basis for our students' learning and should reflect everything we do as an educational institution
- Our research shall influence the way the private sector does business and the public sector manages society

LEARNING-ORIENTED

- BI works continuously to improve learning practices, learning methods and learning environments
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CONNECTED

- BI is closly connected to business, industry and the public sector and work activly to bridge theory and research
- BI will constantly develop enriching partnerships with business, industry and the public sector
- BI maintains a close relationship with alumni who act as goodwill ambassadors for BI

STRATEGY & HISTORY

BI Norwegian School of Management has graduated thousands of professionals throughout its 75 years of history. BI is now one of Europe's most prestigious business schools. Our graduates qualify for the most attractive jobs and our alumni hold leading positions around the world. BI is the only Norwegian business school to be awarded the three most prestigious accreditations a business school can have.

Mission

"At BI students, academics and business professionals co-create a more sustainable future."
By pursuing academic excellence and shaping future careers and businesses, through internationally acclaimed research, high quality education and close interaction with business and society

OUR ASPIRATIONS
As a leading European Business School, BI:
- Advances in international research.
- Develops attractive and responsible graduates who combine the knowledge and skills to work effectively and successfully in an international and digital workplace.
- Contributes to innovation and value creation through sustainable business practices.

OUR CORE VALUES

- We are unconditionally committed to our students' success
- We nurture and entrepreneurial and ambitions mindset
- We act with responsibility
- We act with collegiality

RESEARCH-BASED

RESEARCH-BASED
- BI Norwegian Business School aims to be a highly respected institution in international research by publishing in the most prestigious journals
- Research forms the basis for our students' learning and should reflect everything we do as an educational institution
- Our research shall influence the way the private sector does business and the public sector manages society

LEARNING-ORIENTED

LEARNING-ORIENTED
- BI works continuously to improve learning practices, learning methods and learning environments
- BI will constantly improve our students' learning through pedagogical development and analysis of student learning
- BI will develop faculty through systematic pedagogical training

CONNECTED

CONNECTED
- BI is closly connected to business, industry and the public sector and work activly to bridge theory and research
- BI will constantly develop enriching partnerships with business, industry and the public sector
- BI maintains a close relationship with alumni who act as goodwill ambassadors for BI

Corporate Brand Promise

BI equips you with the skills you need to meet challenges, build a career, and reach your goals. We connect business and society with excellent research and outstanding learning. This is the path to professional success, and the way BI empowers you to drive sustainable growth in an international and digital context.

Brand Promise

Bachelor

BI will provide you with the capabilities you need to land an attractive job. This is done through inspiring lecturers, who combine research and practical execution in close connection with the industry

Brand Promise
Master

BI unites world-class research with Norwegian and international business practices. This is the path to relevant competence for your future career. The combination of outstanding teaching with knowledge and networking will give you a degree that can take you where you want to go.

Brand Promise
Executive

BI offers inspiring lecturers, flexible study programmes and a future oriented education to build professional competence. Insight and experience within the business community combined with great arenas for networking and learning from peers will prepare you for the future, and enable you to move to where you want to be.

Brand Promise
Corporate

BI offers flexible programmes that develop future leaders capable of reaching the organization's operational and strategic goals. Our teaching is based on the latest research combined with relevant knowledge about the needs and ambitions of the private and public sectors.

BRAND CORE

BI empowers you with the skills and knowledge you need to influence a changing world and fulfill your ambitions.

"BI cares about where you are going – not where you came from"

APPENDIX D

BI Delegation Regulations

BI Norwegian Business School

Delegation Regulations

Approved by the Board of Trustees on 11 June 2020

1.   PURPOSE

The purpose of these Delegation Regulations is to set out the principles governing the delegation of authority at BI Norwegian Business School and to document delegation decisions made by the Board of Trustees.

2.   SCOPE AND LIMITS

The Board of Trustees is the highest governing body at BI Norwegian Business School. BI's other bodies are the BI Senate and the Supervisory Committee.

The Act relating to universities and university colleges (Universities and University Colleges Act) provides that all decisions at BI Norwegian Business School made by parties other than the Board of Trustees must be made pursuant to authority delegated by the Board of Trustees, and that the Board of Trustees remains responsible for such decisions.

The Universities and University Colleges Act generally permits the Board of Trustees to delegate decision-making authority to others. The Board of Trustees may amend the Delegation Regulations at any time.

The Delegation Regulations and decisions made pursuant to them must comply with the legal framework conditions which govern BI's activities, including – but not limited to – the Universities and University Colleges Act, the Act relating to foundations (Foundations Act) and the Act relating to working environment, working hours and employment protection, etc. (Working Environment Act), as well as BI Norwegian Business School's by-laws and public funding conditions.

The Delegation Regulations deal only with delegation decisions by the Board of Trustees. Further delegation decisions by the President and the BI Senate are regulated in other management documents and functional specifications. However, chapter 7 discusses further delegation by the President in specific functional areas.

3.   PRINCIPLES GOVERNING OVERALL RESPONSIBILITY AND DELEGATION OF DECISION-MAKING AUTHORITY

Delegation entails leaving decision-making to a subordinate body. Delegation presupposes that the delegating body has authority to issue instructions to the subordinate body, and delegated authority can always be withdrawn if it is not exercised in accordance with imposed limits and conditions. Accordingly, all exercise of delegated authority is conditional on the existence of established systems for operational quality assurance and internal controls.

The above delegation principles imply that:

- the delegating body may restrict the scope of delegated authority

- delegated authority may be withdrawn

- the delegating body may issue instructions on the exercise of delegated decision-making authority, both generally and in individual cases

- the delegating body may make decisions in individual cases which are, in principle, covered by the delegated authority

- the delegating body may reverse a decision by a subordinate body as if it had made the decision itself

- the delegating body retains formal responsibility for the handling of the matter.

4.   PROHIBITION AGAINST DELEGATION

The Universities and University Colleges Act restricts the Board of Trustees' general power to delegate; see section 8-2.

The Universities and University Colleges Act provides that the **Board of Trustees** must make decisions relating to the following matters **itself**:

1. Decisions restricting admission to courses for capacity or resource reasons; see section 3-7(5).
2. Exceptions to the statutory rule that examination results must be made available within three weeks of the examination; see section 3-9(4), second and third sentences, see also first sentence.
3. Regulations on the taking and arrangement of examinations and tests, including conditions for resitting an examination or test or retaking a practice period, as well as registration and conditions for registration; see section 3-9(7). See the Regulations on admission to and studies and examinations at BI Norwegian Business School (https://lovdata.no/dokument/SF/forskrift/2018-06-01-1546, available in Norwegian only) and the Regulations on the degree of philosophiae doctor (PhD) at BI Norwegian Business School (https://lovdata.no/dokument/SF/forskrift/2015-06-11-924, available in Norwegian only).
4. Composition of the appointments committee (the BI Senate); see section 6-3(1), second sentence.
5. Appointment decisions relating to teaching and research positions made without prior advertisement; see section 6-3(4).

6. Decisions concerning who should issue recommendations, and the adoption of detailed rules on recommendations, etc. in connection with appointments to teaching and research positions; see section 6-3(5).
7. Decisions concerning whether it is appropriate to start a new academic year; see section 8-1(5).

Decisions of a general nature must also normally be made by the highest governing body of an undertaking, i.e. by the Board of Trustees. Among other things, this applies to decisions in the following areas:

- Decisions concerning the organisation of the undertaking.
- Decisions concerning the composition of the Board of Trustees.
- Decisions concerning the rules on election to the Board of Trustees and the election of the President.
- Decisions concerning a substitute for the President in the latter's absence.
- Overarching strategic decisions related to research and education.
- Decisions concerning BI's budget.
- Overarching supervision of BI's financial management.
- Decisions concerning the purchase or sale of real estate.

5. KEY BODIES AT BI

5.1 The Board of Trustees

The Board of Trustees is BI's highest body, and has overall responsibility for all decisions made at BI. All decision at BI made by parties other than the Board of Trustees are made pursuant to authority delegated by the Board of Trustees, and are the responsibility of the Board of Trustees. The Board of Trustees adopts the foundation's by-laws and rules which the Board of Trustees is required to adopt pursuant to the Universities and University Colleges Act. The Board of Trustees is directly responsible for ensuring that BI is run in accordance with applicable laws, regulations and other relevant rules, as well as conditions set for public grants. The Board of Trustees considers and makes decisions as specified in section 4 itself. The Board of Trustees may delegate its right to make decisions under these Delegation Regulations to the President. The Board of Trustees may not delegate if these regulations or legislation specify that the Board of Trustees must make a decision itself.

5.2 The BI Senate

The BI Senate is BI's highest scientific body, and operates within a framework set by the Board of Trustees. The Board of Trustees has delegated the following authority and authorisations to the BI Senate:

- Adopting changes to and revision of rules on matters related to the administration of the academic programme, such as admissions, exemptions, supplementary rules on circumstances specific to individual examinations, and examination results.

- Adopting changes to and revision of the appointment rules for academic staff.

- Adopting changes related to the research ethics committee.

- Approving the composition of the teaching committees.

- Approving academic programme content.

- Approving major changes to programmes.

- Approving changes entailing amendment of diplomas.

5.3   The Supervisory Committee

The Supervisory Committee supervises BI's activities, including those of the Board of Trustees. The Supervisory Committee is an independent body at BI which receives the annual accounts and the Board of Trustee's report for review, appoints an auditor on the recommendation of the Board of Trustees and conducts reviews to verify that the Board of Trustees is managing the foundation in accordance with statutory provisions, by-laws and the board instructions. The Supervisory Committee sets the fees paid to members of the Board of Trustees, receives and processes whistleblowing reports on matters related to the Board of Trustees and may also initiate investigations.

6.   THE PRESIDENT

The President is BI's general manager, and has overall responsibility for BI's academic, financial and administrative activities.

The President may delegate authority and authorisations delegated by the Board of Trustees to third parties. The President may not delegate in cases where applicable rules or mandatory legislation specify that a decision must be made by the President.

The President is appointed by the Board of Trustees directly, in accordance with the *Regulations on the nomination and appointment of the President and provosts at Stiftelsen Handelshøyskolen BI*.

7.   DELEGATED AUTHORITY AND AUTHORISATIONS RELATING TO FUNCTIONAL AREAS

7.1   Appointment of provosts

The Board of Trustees has delegated authority to evaluate candidates for the position of provost to the President personally. The Board of Trustees undertakes final approval of such appointments.

The President may issue supplementary guidelines on the areas of responsibility and tasks of provosts.

7.2   Authority to access funds belonging to BI Norwegian Business School

The President is BI's general manager, and has the right to sign on behalf of BI. The Finance Director also has the right to sign on BI's behalf. The President may delegate budgeting work, the conclusion of agreements/contracts and the approval of payments to lower-level employees. The Board of Trustees has granted the President authority to enter into agreements relating to the leasing and leasing out of land or the establishment and administration of easements and rights of use which do not affect BI's use of its own properties and spaces to any notable degree and do not raise matters of principle.

7.3   Advertisement of and appointment to scientific and teaching positions

The Board of Trustees has delegated the advertisement of and appointment of persons to scientific and teaching positions to the President. The President personally makes appointments to permanent scientific and teaching positions based on recommendations from the BI Senate and proposals from the departmental councils. The President has delegated the appointment of persons to temporary scientific and teaching positions to the Provost – Research and Academic Resources.

7.4   Advertisement of and appointment to administrative positions

The Board of Trustees has delegated the advertisement of and appointment of persons to administrative positions to the President. The President approves appointments and has delegated the conclusion of employment contracts to management level 2.

7.5   Delayed publication of research

The Board of Trustees has delegated authority to consent to delayed publication of the results of research or academic or artistic development work to the President.

7.6   Appointment of external examiners

The Board of Trustees has delegated authority to appoint external examiners to the President. The President has delegated authority to appoint external examiners to BI's departmental council.

7.7   Programme quality system

The Board of Trustees has delegated approval and implementation of a system for ensuring academic quality at BI (the programme quality system) to the President. The President has delegated authority to administer the programme quality system to the Provost – Academic Programmes Staff.

7.8   Reporting of criminal offences

The Board of Trustees has delegated responsibility for filing police reports detailing criminal offences linked to BI's operations to BI's security and emergency preparedness staff. This includes reporting students suspected of falsifying documents, break-ins, theft, etc.

7.9   Employer's liability

The Board of Trustees authorises the President to exercise and further delegate employer's liability within BI. Such delegated authority encompasses employer's liability other than in relation to the Board of Trustees' own tasks.

The President authorises members of the President's management group (management level 2) to exercise employer's liability in individual units/areas of responsibility. Such delegated authority encompasses employer's liability other than in relation to the Board of Trustees and President's own tasks. Employer's liability may be delegated further to subordinate managers with personnel responsibility, subject to the limits specified in BI's management regulations and personnel regulations.

7.10   Health, safety and environment (HSE)

The Board of Trustees has delegated to the President responsibility for following up on health, safety and environment work and emergency preparedness work at BI. The President is required to ensure compliance with statutory requirements related to the employee safety service (safety representatives and working environment committee) and the occupational health service. The President is also responsible for ensuring the development and implementation of systems and plans related to internal controls and emergency preparedness.

The President has delegated responsibility for, and authority related to, the implementation of health, safety and environment work to members of the President's management group (management level 2), with respect to their individual areas of responsibility. Further, managers with personnel responsibility are also responsible for the achievement and implementation of their units' HSE objectives, strategies and plans. This involves coordinating HSE work at unit level and verifying that such work is compliant with laws, regulations and BI's rules otherwise. Managers with personnel responsibility may further delegate – in writing – specific HSE-related tasks to other employees in their units.

7.11   The occupational health service

BI's occupational health service plays a free and independent role in relation to questions concerning the working environment at BI; see section 3-3(3) of the Working Environment Act. The Board of Trustees has delegated tasks which naturally fall within the remit of the occupational health service to the President, who has further delegated this responsibility to the occupational health service.

7.12   Data security

The Board of Trustees has delegated overall responsibility for safeguarding data security at BI to the President. The President has further delegated authority and granted authorisation to exercise day-to-day controller responsibility to the President's management group (management level 2); see Article 4(7) and Article 24 of GDPR.

8.   TASKS AND RESPONSIBILITIES OF THE APPEALS BOARD

Universities and university colleges which are subject to the Universities and University Colleges Act are required to establish an appeals board to hear appeals against individual decisions; see section 5-1(1) of the Act. The appeals board must also hear other appeals by candidates if the Board of Trustees so decides. The appeals board must function as an external, independent body.

Under the Universities and University Colleges Act, several matters must be dealt with by the Board of Trustees directly *or* by the appeals board. The Board of Trustees has delegated responsibility for dealing with the following matters pursuant to the Act to the appeals board:

1. Decisions ordering the seizure of papers and decisions imposing a disqualification period linked to the use of false documents, etc. in connection with student enrolment; see section 3-7(8).
2. Decisions ordering the annulment of an examination or test; see section 4-7(1).
3. Decisions ordering the annulment of a granted acceptance or approval of prior education, or a granted exemption from an examination or test; see section 4-7(2).

4. Decisions ordering suspension and/or expulsion; see sections 4-8(1), (2) and (3).
5. Decisions ordering a reduction of a fee claim in connection with legal assistance; see section 4-8(5).
6. Decisions establishing that a student is unsuited for a profession, and decisions ordering expulsion on this ground; see section 4-10(3).
7. Processing of appeals against formal errors in examinations; see section 5-2(2).
8. Decisions ordering suspension based on breach of the prohibition against the use of clothing which partially or fully covers the face; see section 7-9(2).

The following additional matters are specifically assigned to the appeals board by the Universities and University Colleges Act:

9. Appeals against individual decisions and, at the discretion of the Board of Trustees, other appeals by candidates; see section 5-1(1).
10. Decisions ordering that a candidate who has acted as specified in section 4-7(1) or (2) or has intentionally contributed to such conduct be expelled from the institution and be deprived of the right to take an examination at institutions subject to the act for up to one year; see section 4-8(3).
11. Hearing of appeals against decisions ordering the forced termination of doctoral studies when a candidate has materially failed to meet his/her obligations under the doctoral agreement; see section 4-13(2), second sentence.
12. Hearing of appeals concerning rejected doctoral theses; see section 4-13(4).

The Board of Trustees may issue guidelines on the work and procedures of the appeals board.

The President appoints external and employed members and deputy members of the appeals board; see section 5-1(2) of the Universities and University Colleges Act. Students elect two members with deputies to the appeals board every year.

APPENDIX E

Key Functions and Roles in PQS

BI Norwegian Business School

KEY FUNCTIONS AND ROLES IN THE PROGRAMME QUALITY SYSTEM

CONTENTS

BOARD OF TRUSTEES

Overall role description:

The Board of Trustees is BI's highest body, and has overall responsibility for all decisions made at BI. All decision at BI made by parties other than the Board of Trustees are made pursuant to authority delegated by the Board of Trustees, and are the responsibility of the Board of Trustees. The Board of Trustees adopts the foundation's by-laws and rules which the Board of Trustees is required to adopt pursuant to the Universities and University Colleges Act.

The Board of Trustees has delegated approval and implementation of a system for ensuring academic quality at BI (the programme quality system) to the President. The President has delegated authority to administer the programme quality system to the Provost – Academic Programmes Staff.

Major deliverables in PQS:

- Reviews reports concerning programme quality at BI
- Receives annual reports on programme quality, the learning environment (including status from the Appeals Committee) and from the Ombud for students
- The Board of Trustees process the reports and provides directions for the next period (year).

Link to relevant processes:

https://bikuben.bi.no/Om-BI/Styret1/Moteplan/

Members:

The Board consists of eight trustees of which four are external and four internal. The internal trustees are represented by two faculty, one administrative and one student representative. In addition there are one administrative and one student observer.

Reports to: N/A

BI SENATE

Overall role description:

The BI Senate is the highest decision-making body on scientific matters, and operates within a framework set by the Board of Trustees. The Senate determines the academic content of BI Norwegian Business School's range of programmes, determine regulations for admissions and exemptions, supplementary regulations on conditions for individual examinations, grading and other administrative matters relating to studies, and competence profiles and employment regulations for the academic staff. The BI Senate is BI's highest scientific body, and operates within a framework set by the Board of Trustees.

Major deliverables in PQS:

- Adopting changes to and revision of rules on matters related to the administration of the academic programme, such as admissions, exemptions, supplementary rules on circumstances specific to individual examinations, and examination results.

- Adopting changes to and revision of the appointment rules for academic staff.

- Adopting changes related to the research ethics committee.

- Approving the composition of the teaching committees.

- Approving academic programme content new programmes.

- Approving major changes to programmes.

- Approving changes entailing amendment of diplomas

Link to relevant processes:

- New Programme development
- Student Admission Requirements
- Extensive Programme Revision

Members:

The Senate consists of 15 members and include The President and the Provosts, four academic employees and one deputy representative, two deans, one head of department, two administrative employees and one deputy administrative representative and three student representatives.

Reports to: The Senate reports to the Board of Trustees.

TOP MANAGEMENT TEAM - TMT

Overall role description:

BI Norwegian Business School's Top Management Team consists of ten executives representing all BI's organisational lines who report to the President. TMT meets weekly and is a management meeting for the major functions of BI to resolve issues, align cross-functionality and get insights. TMT discusses issues of strategic importance and assures a constant exchange of information on current issues within all sections of the organisation, and minutes are published from the meetings. The TMT makes business decisions regarding development of programmes and portfolio development (management) and sets standards for decisions documents. The President heads the TMT.

Major deliverables in PQS:

- Final decision-maker in business related decisions as: new programmes, distribution of programmes and termination of programmes
- Provides insights and perspectives on issues from the whole organization

Link to relevant processes:

- New programme development
- Portfolio management
- Programme distribution
- Programme termination

Reports to: The BI President

EXTENDED MANAGEMENT TEAM – EMT

Overall role description:

EMT is an advisory body for the President and the Top Management Team (TMT) at BI Norwegian Business School with regards to strategic and operational management decisions. EMT consists of TMT including the President, all Deans (Bachelor, MSc, Executive, and PhD) as well as all Heads of Departments. EMT convenes monthly in a management meeting to review issues and ensure coordination, get insights and share information of all organisational lines, academic departments and programme levels. EMT is involved in several quality processes and are specifically responsible for advising the TMT on suggested programme development, revision, portfolio managements, programme distribution and termination. The President heads the EMT.

Major deliverables in PQS

- Final review in several programme development processes
- Give insight and feedback – advice TMT in programme and portfolio related issues

Link to relevant processes:

- New programme development
- Programme revision
- Portfolio managements
- Programme distribution

Reports to: The BI President heads the EMT.

PROGRAMME COMMITTEE (UUV)

Overall role description:

The Programme Committee is the advisory board to the Dean. The Committee shall give advice on academic and strategic issues, and will (without decision-making authority) discuss and handle cases such as approval of study plans, new course descriptions, assessment of competence level and faculty capacity, pedagogy and teaching formats, class size in courses, admission and progression requirements for specific programmes, assessment of potential international partnerships and corporate courses and programmes (with ECTS). The committee is an important consulting partner in major development processes in the PQS and admission requirements. The Dean heads the Programme Committee for their programme, which is composed of representatives of the associate deans, academic coordinators, student representatives, business unit and advisors from the Programme Administration.

Major deliverables in PQS:

- Advise on academic and strategic issues
- Advise on approval of study plans and new course descriptions
- Advise on assessment of competence level and faculty capacity
- Advise on pedagogy and teaching formats, class size in courses, admission and progression requirements for a specific programme
- Assess potential exchange partners and corporate courses and programmes (with ECTS)

Link to relevant processes:

- New Programme development
- Student Admission Requirements
- Programme Revision
- Portfolio Management
- Programme distribution
- Development and quality assurance of new courses (Full-time)
- New Course development Executive
- New elective courses MSc
- Extensive revision and quality assurance of course (Full-time)
- Course Termination

Members:

The Programme Committees includes at least one Head of Department, or a faculty member appointed by his/her head of department. Each Dean decides whether all or some of the Associate Deans from the programme area are members of the Programme Committee.

Each Programme Committee have 2 or 3 student representatives. In the Programme Committee for Executive education the student representatives may be represented by an alumni. The Programme Committees also include 2 (maximum) administrative representatives and observers.

THE LEARNING ENVIRONMENT COMMITTEE (LMU)

Overall role description:

The Learning Environment Committee at BI Norwegian Business School is the advisory body to the Board of Trustees in questions regarding the physical and psychosocial learning environment and is established in accordance with section 4-3, Universities and University Colleges Act. LMU ensures the students real influence on aspects related to the learning environment. LMU is informed about complaints BI receives from students regarding the learning environment. The Learning Environment Committee has no decision-making authority. The committee will propose, initiate measures, detect deviations and follow up complaints pertaining to students learning environment with the respective campus / departments at BI. LMU prepares annually a report which is presented to the Board of Trustees.

Major deliverables in PQS:

- Advise on the physical and psychosocial learning environment

Link to relevant processes:

- Student Complaint - Speak up
- Summative Course Evaluation
- Mid-term course evaluation
- Students' programme evaluation

Members:

The committee has eight members, with equal representation of students and administrative representatives, and four deputy members.

Reports to: N/A

BI PRESIDENT

Overall role description:

The President is BI's general manager, and has overall responsibility for BI's academic, financial and administrative activities. The President may delegate authority and authorisations delegated by the Board of Trustees to third parties. The President may not delegate in cases where applicable rules or mandatory legislation specify that a decision must be made by the President. The President is appointed by the Board of Trustees directly, in accordance with the *Regulations on the nomination and appointment of the President and provosts at Stiftelsen Handelshøyskolen BI*.

The president heads the Top Management Teams, the Extended Managements Team, and the Senate and is involved in all major development processes in the PQS. The President reports to the Board of Trustees.

Major deliverable in PQS:

- Has the overall responsibility for BI's academic activities
- Decision maker: new programme development, programme distribution and programme termination

Link to relevant processes:

- New programme development
- Portfolio managements
- Programme distribution
- Programme termination

Reports to: The President reports to the Board of Trustees

PROVOST ACADEMIC PROGRAMMES

Overall role description:

The Provost is responsible for the development, implementation, and assessment of academic programs and policies, and is the head of Academic Programmes. The Provosts is responsible for building an attractive and relevant programme portfolio in line with BI's strategy. The Provost works with the deans to ensure delivery of high quality academic programmes and learning experiences for BI's students, and oversees the development and management of BI's bachelor, master and executive programmes in close collaboration with academic department and business units. The provost is on delegated authority administering the Programme Quality System and oversees the Programme Quality Department, and report annually to the Board of Trustees on BI's programme quality. The role also include overall responsibility for national and international accreditations and developments of BI academic network. The Provost heads the Programme Quality System Committee and is a member of the Senate, and the Top and Extended Management Teams.

Major deliverable in PQS

- Development, implementation, and assessment of academic programs and policies
- Responsible for the overall status of the program quality and programme quality system
- Administrative responsible for the Programme Quality System

Link to relevant processes:

- New programme development
- Programme revision
- Portfolio managements
- Programme distribution
- Programme termination

Reports to: The Provost reports to the BI President

DEAN (Bachelor, Master of Science, Executive and PhD)

Overall role description:

The Dean has the overall academic responsibility for programme quality and market attractiveness of his/her designated programme portfolio. The Dean's responsibilities in the PQS are related to three areas: (1) development and implementation of programme portfolio strategy, (2) evaluation and follow-up of existing programmes, and (3) organizing the development of new programmes. The Dean coordinates and manages several activities in the PQS, across academic departments and market divisions, and prepares analyses and documents for resolutions in formal committees and BI's Top management team. The Dean presents an annual portfolio report to the Top Management Team for revision or changes to the programme, this report is also discussed in the Extended Management Team. The Dean heads the Programme Committee (UUV) of the designated programme portfolio and is a member of both the Senate and the Extended Management Team.

Major deliverable in PQS:

- Responsible for academic programme quality and quality assurance
- Responsible for continuous improvement of existing programmes and courses
- Responsible for quality across programmes and in accordance with BI's strategy
- Oversight of Associate Deans
- Involvement of stakeholders in major programme development processes

Quality Processes related to the role:

- Idea generation
- New programme development
- Student admission requirements
- Programme revision
- Portfolio management (including development of Portfolio Report)
- Programme distribution
- Programme termination
- Development and quality assurance of new courses - Full time
- New course development - Executive
- New Electives MSc.
- Extensive revision and quality assurance of courses – Full time
- Course termination – Executive
- Student complaints

Reports to: The Deans report to the Provost for Academic Programmes, with the exception of the Dean for the PhD programme who reports to the Provost for Research and Academic Resources.

ASSOCIATE DEAN

Overall role description:

The Associate Dean (AD) oversees a degree programme and is responsible for the academic and pedagogical quality, continuous programme development, evaluations and follows up on student related tasks. AD is responsible for that their programme is in line with laws and regulations including requirements for BI's accreditations. The AD assesses if the programme's learning outcomes and candidate profile is according to BI's strategy, faculty resources and defined quality levels. The areas of responsibility are specifically programme revision, quality assurance and programme development with focus on academic, pedagogical quality and market relevance. AD serves as an avenue for communication between the Dean and academic department, and reports to the Dean of their programme.

Major deliverable in PQS:

- Oversees a degree programme
- Responsible for the academic and pedagogical quality and market relevance
- Programme revision and quality assurance
- Responsible for continuous programme development and evaluation
- Follows up on student related tasks such as programme evaluation
- Assesses and adapts the programme's learning outcomes and candidate profile
- Responsible for monitoring quality status and if necessary, implementing improvement initiatives on low quality levels and deviations within academic quality, learning environment quality and relevance quality at programme level.

Link to relevant processes:

- Programme revision
- Students' programme evaluation
- Development and quality assurance of new courses - Full time
- New course development - Executive
- New Electives MSc.
- Extensive revision and quality assurance of courses – Full time
- Regular revision and quality assurance of courses
- Course termination
- Student complaints

Reports to: The Associate Dean reports to the Dean of their programme area.

ACADEMIC COORDINATOR

Overall role description:

An Academic Coordinator (AC) is responsible for either a group of courses within a degree programme, or for a non-degree programme / course portfolio. The responsibilities of an academic coordinator are similar to that of an associate dean but apply to a group of courses (specialization or major) and not a full degree programme. AC is responsible for the academic and pedagogical quality and relevance within the specialization/group of courses, evaluation, and follow-up of the specialization/group of courses and student related tasks. This role is established e.g. in connection with programmes that run with several specialisations or tracks, where each track should have an academic coordinator. The AC present annually a programme (specialisation) report to the Dean (or Associate Dean if applicable) for revision or changes to the programme or course portfolio.

Major deliverable in PQS:

See Associate Dean

Link to relevant processes and routines:

See Associate Dean

Reports to: The academic coordinator reports to the Dean or to the Associate Dean of the degree programme or programme area the role belongs to.

LOCAL PROGRAMME MANAGER AT REGIONAL CAMPUSES (LPA)

Overall role description:

The local programme manager (LPA) ensures high quality of programme delivery of distributed bachelor programmes. The local programme manager's responsibilities are related to: (1) ensuring high academic and pedagogical quality in local programme delivery, (2) conducting local formative evaluations, maintaining other relevant contact with students, and (3) ensuring local participation in annual course seminars. The local programme manager is a member of the academic staff on the regional campuses but reports to Dean.

Major deliverable in PQS:

- Ensures high quality of programme delivery of distributed bachelor programmes
- Responsible for conducting local students programme evaluation meetings.
- Maintain contact with the students

Link to relevant processes:

- Students' programme evaluation

Reports to: Dean (Bachelor and Master)

COURSE RESPONSIBLE

Overall role description:

Course responsible is responsible for developing and updating academic content of the course and course delivery including implementation of teaching (teaching and learning activities) and assessment formats. Course responsible evaluate and continually improve learning design and delivery, ensuring constructive alignment between intended learning outcomes, assessments and learning activities in line with programme outcome. Course responsible involves Class representative (students) in constructive dialogue about course delivery through mid-term class evaluation. If teaching is delegated to other lecturer(s), Course responsible coordinates feedback and coordinates course delivery across campuses. The Course responsible reports to the Head of Department and works closely with the Associate Dean/Academic coordinator on academic matters related to the course and the programme.

Major deliverable in PQS:

- Responsible for developing and updating course descriptions including content and delivery
- Assuring and implementing teaching and assessments formats
- Continuously improve learning design and delivery
- Responsible for continuously evaluate and assess feed-back of the course
- Responsible for initiating the Mid-term evaluation process
- Responsible for assuring alignment between the program and the course's learning outcome
- In cases of distributed courses, responsible for coordinating across campuses

Link to relevant processes:

- Development and quality assurance of new courses
- Revision and quality assurance of courses (regular and extensive)
- Mid-term course evaluation
- Summative course evaluation
- Student complaints

Reports to: The Course responsible reports to the Head of Department

HEAD OF PROGRAMME ADMINISTRATION

Overall role description:

The Head of Programme Administration manages the administration and processes concerning quality assurance and quality control of normal study plans, course descriptions and programme descriptions. He/she oversees the support and on-boarding of the Deans and Associate Deans in the Programme Quality system, and provide input and support for the Portfolio (Dean's report) and Programme report (Associate Deans reports – one programme). In addition, the head of programme administration supports the summative course evaluations, PQ dashboard, programme/course revision and development processes.

Major deliverable in PQS:

- Manages processes of quality assurance and quality control of normal study plans, course descriptions and programme descriptions
- Administers the programme committees for the Deans
- Manages the on-boarding process of the Deans and Associate Deans in the PQS
- Facilitates the continuous development, support and guidance of quality assurance for programmes and courses in relation with Course responsible, Associate Deans, and Deans
- Supports the summative course evaluations, PQ dashboard, programme/course revision and development processes

Link to relevant processes and routines:

- Programme revision
- Portfolio management
- Programme distribution
- Programme termination
- New programme and course development (Full-time)
- New course development Executive
- New Electives MSc
- Summative Course evaluation
- Regular revision and quality assurance of courses
- Extensive revision and quality assurance of courses (Full time)
- Course termination
- Programme Committees

Reports to: The Head of Programme Administration reports to the Director of Programme Quality.

PROVOST RESEARCH AND ACADEMIC RESOURCES

Overall role description:

The Provost is head of Research and Academic Resources and is responsible for developing and providing leadership to BI's research strategy, and for enhancing the quality, relevance and management of research. The Provost has overall academic, financial and administrative responsibility for academic personnel, research administration and library services. The Provost is responsible for developing an attractive and internationally recognized research environment in line with BI's research ambitions and program portfolio. The provost is responsible for securing a sustainable pedagogical evolution to strengthen students' learning outcome and progression. The Provost shall also stimulate to a research-based and relevant course and programme development, and oversees the development and management of BI's PhD programme in close collaboration with Dean PhD and academic departments. The President has delegated the appointment of persons to temporary scientific and teaching positions to the Provost. The Provost is a member of the Senate, and Top and Extended Management Team.

Major deliverable in PQS:

- Overall responsible for the academic personnel, research administration (including PhD administration) and library services
- Responsible for securing a sustainable pedagogical transformation to strengthen students' learning outcome and progression.
- Stimulate to a research-based and relevant course and programme development
- Oversees the development and management of BI's PhD programme

Link to relevant processes:

- New programme development
- Programme revision
- Portfolio management
- Programme distribution
- Programme termination
- Student Admission Requirements
- Resource Allocation
- Student complaints

Reports to: The Provost reports to the President.

HEAD OF DEPARTMENT

Overall role description:

The Head of Department (HoD) leads, manages, and develops an academic department in accordance with the Department's and BI's strategy, and is head of the Department's faculty and administration.

The HoD contributes to the development of research-based and internationally competitive academic programmes in close collaboration with the Deans and Associate Deans. The HoD is an important stakeholder in several quality processes, at both the programme and course level.

This includes recruitment of faculty as well as the continuous development of faculty's pedagogical competency and teaching skills. At programme level, the HoD cooperates with the Deans and gives key input on programme content, and faculty resources. At course level, the HoD is responsible for following up all course responsibles and course deliverables, and allocates faculty resources. The HoD heads the Department Council and is member of the Extended Management Team. As a group, the HoDs are represented in the Senate with X members.

Major deliverables in PQS:

- Responsible for faculty recruitment and development of pedagogical competency and teaching skills
- Allocation of faculty resources to programmes and courses
- Responsible for all course responsibles, including academic course content and deliverables i.e. teaching, and follow up course evaluations
- Responsible for monitoring quality status and if necessary, implementing improvement measures on low quality levels and deviations for academic quality, learning outcome quality and learning outcome quality at course level.

Quality Processes related to the role:

- Idea generation
- New programme development
- Programme revision –regular and extensive
- Portfolio management
- Programme distribution
- Programme termination
- Development and quality assurance of new courses – Full time, elective and Executive
- Resource allocation
- Mid-term course evaluation – (Academic department administration)
- Summative course evaluation
- Revision and quality assurance of courses (regular and extensive)
- Student complaints

Reports to: The Head of Department reports to the Provost for Research and Academic Resources.

PROVOST INNOVATION AND OUTREACH

Overall role description:

The Provost is head of Innovation and Outreach and is responsible for strengthening BI's institutional relationships through strategic and coordinated interaction with external partners and networks.

The Provost has commercial responsibility for corporate programmes with private industry and public sector for combining internal and external resources to strengthen relevance within corporate programme development, and deliver attractive, research-based and relevant corporate programmes in close cooperation with academic departments and faculty.

The Provost is responsible for the students within assigned programme area and their physical and psychosocial learning environment.

The Provost heads the coordination and involvement of the Alumni Advisory Board and the International Advisory Board.

The Provost is a member of the Senate, and the Top and Extended Management Team.

Major deliverables in PQS

- Responsible for strengthening BI's institutional relationships through strategic and coordinated interaction with external partners and networks
- Commercial responsibility for corporate programmes for private industry and public sector
- Responsible for developing and deliver attractive research-based and relevant corporate programmes
- Responsible for the students within assigned programme area and their physical and psychosocial learning environment

Link to relevant processes:

- New programme development
- Programme revision
- Portfolio managements
- Programme distribution
- Programme termination
- Student Admission Requirements

Reports to: The Provost reports to the BI President.

EXECUTIVE VICE PRESIDENT (EVP) FULL TIME PROGRAMMES

Overall role description:

The Executive Vice President (EVP) Full Time is responsible for the management of the business unit Full Time, which consist of three departments: Operations, Shared Services, and Market and recruitment. The EVP is responsible for the students at full time Bachelor and Master of Science programmes including support and services that are integral to students' success at all BI campuses (Oslo, Bergen, Trondheim, and Stavanger) pertaining to students' physical and psychosocial learning environments, including student counselling and services. The EVP also oversees exchange activities, marketing, national and international student recruitment, and student admission and programme distribution. The Learning Environment Committee is coordinated from this unit. The EVP is part of BI's Top and Extended Management Team.

Major deliverable in PQS:

- Market insight
- Recruitment
- Admission
- Programme distribution
- Student services (timetable, room planning, career services exchange etc.)
- Psychical and psychosocial learning environment

Link to relevant processes:

- Idea generation
- New programme development
- Student admission requirements
- Programme revision
- Portfolio Managements
- Programme distribution
- Programme termination
- Resource Allocation
- Mid-term course evaluation
- Summative course evaluation
- Course termination
- Student complaint

Reports to: The EVP reports to the President.

EXECUTIVE VICE PRESIDENT (EVP) EXECUTIVE

Overall role description:

The Executive Vice President (EVP) Executive is responsible for the management of the business unit Executive. The EVP is responsible for developing BI's executive programs and strengthening the programmes' international orientation and visibility such as BI's position in international rankings. EVP is responsible for support and services that are integral to Executive students' success including the physical and psychosocial learning environment. The is responsible for Executive programmes marketing, national and international student recruitment and student admission. The EVP is part of BI's Top and Extended Management Team.

Major deliverable in PQS:

- Responsible for the management of the business unit Executive
- Responsible for developing BI's executive programs and strengthening the programmes' international orientation
- Responsible for BI international visibility and position in international rankings
- Responsible for the students within assigned programme area and their physical and psychosocial learning environment

Link to relevant processes:

- New course development Executive
- Student admission requirements
- Portfolio Managements
- Programme distribution
- Resource Allocation
- Course termination
- Student complaint

Reports to The EVP is part of BI's Top Management Team and reports to the President.

CLASS REPRESENTATIVE – FULLTIME PROGRAMMES

Overall role description:

The class Representative is elected by and acts on behalf of all the students in the class as a link between students and Course responsible/lecturer. Class representative ensures that students' views on academic matters are put forward. The class representative is actively involved in the mid-term course evaluation, one of the most important processes for students to influence the course delivery and content during the semester. The Class representative communicates with course responsible or lecturer, and/or student advisors on matters related to both academic issues and the learning environment. The class representative also takes part in Students' programme evaluation meetings with Associate Dean of the programme (or academic coordinator or local programme manager) every semester. In addition, class representatives are invited to the annual dialogue meeting about the programme report. In these quality processes, the class representative contributes to BI continuously evolving is educational experience by highlighting issues on teaching, student learning, assessment and academic services.

Major deliverables in PQS:

- Contributes to BI's continuous development of education quality by highlighting issues on teaching, students learning, assessments and academic services.

Quality Processes related to the role

- Mid-term course evaluation
- Students 'programme evaluation
- Portfolio management (programme report dialogue meetings)
- Student Complaint process

Reports to: N/A

APPENDIX F

Summary of Quality Indicators and Threshold Values

Summary of Quality Indicators and Threshold Values

1.0. Background information

Workflow A is responsible for definingquality areas, quality indicators and threshold values. The quality areas follow the students' earning path from admission to graduation. The quality indicators are specific set standards used to measure the level of defined quality areas. The threshold values show the minimum level of an *approved* quality level.

Workflow A has had the following deliveries[1]:

A1: Define quality areas
A2: Define quality indicator at level: institutional, program area, program and courses
A3: Define threshold values for each quality indicator
A4: Order dashboard functionality

The purpose of workflow A is to correct discrepancies in the NOKUT supervisory report on Section 4-1(5) of the Supervision of Studies Regulations.

"Knowledge acquired through quality work shall be used to develop the quality of future study programmes and to discover quality failure. Quality failure should be corrected within a reasonable amount of time."

Feedback and recommendations from NOKUT: *Recommendations from the committee:*

1. *Define clear threshold values to make it easier to identify quality failure.*
2. *Clarify the system for rectifying minor deficiencies in education by describing where information about such problems comes from, who receives such information and how quickly they can adequate measures to rectify the problem.*

BI has defined quality areas and indicators with threshold values as a means to detect failing quality. The threshold values define the limit for when quality indicators should be re-assessed and action taken.

The indicators and threshold values are automatically updated and displayed on the Programme Quality Dashboard. The online dashboard has rationalized) and made working with with quality areas more accessible, and through this contributes to transparency as the dashboard is accessible to everyone in the organisation. All quality indicators have assigned owners who are responsible for evaluating and following up on unacceptable quality levels and making sure they are corrected (?).

The quality areas with indicators and threshold values are connected to the quality process for portfolio development that includes preparing programme reports (AD reports). The status of quality areas are reported there, forming the basis for further development of a programme (the process for reviewing programmes shall be reported). The task to identify unacceptable quality levelss must therefore be seen in context of continuous improvement of quality of education as stated in the Supervision of Studies Regulations.[2] In other words, the threshold values aids in controlling the level

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[1] Please be aware that the threshold values were originally planned to be tripartite, but they were changed to a lower threshold value. This change in the project delivery is designated decision case for SG 26.5.2020.

[2] *Section 2-1 of the Supervision of Studies Regulations states: "Universities and colleges are responsible for the quality of education through systematic quality work that ensures and contributes to the development of the quality of the study*

of quality in education and is used as a basis for decision-making to evaluate measures to improve quality.

1.1.Threshold values – purpose

The purpose of threshold values is to contribute to continuous quality development by being curious about programmes and courses that have a high level of quality indicators or implementing measures where quality indicators have threshold values that are explicitly below a defined quality level. Indicator values below a defined threshold will trigger an evaluation, a deviation report and action plans where necessary in BI's Study Quality System. Some quality indicators have several measuring points with associated threshold values that, together, show the indicator's *state of health*.

2.0.   Threshold values

The threshold values were approved by the steering committee for the QA project on 26 May 2020 and are applicable starting in the academic year 2019/20. Threshold values are set based on experience, but it should be noted that the threshold values can be adjusted after they implemented. The experience from the first year will give BI a betteridea of whether the project took the right actions and if adjustments will be required. The Department of Programme Quality manages all the threshold values and requests for changes to threshold values, which are reported to a senior adviser in BI's Study Quality System. In this case, this will be part of the continuous improvement to the QA system and is a part of standard operations outside of the project..

The threshold value is the lower limit for when the quality indicator should be assessed and necessary measures taken in order to raise quality and therby the threshold value (to a higher level). Threshold values below set limits must be monitored and documented according to the previously adopted deviation process. Values above the limit are considered of acceptable quality.

3.0.   Quality Indicators
3.1.   Quality Indicators for Admission Quality

The indicators are owned by the business units and should be monitored by them if the threshold values fall below the defined limit.

INDICATOR/ PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
GPA:	3.6/4.4*	3,5	NA	NA	NA	NA	NA
Total number of admission points	40,5/49	NA	NA	NA	NA	NA	NA
Real competence and prior learning	5%	2%	40%**	NA	NA	NA	NA
Acceptance grade	60%	45%	80%	80%	80%	80%	80%
Gender	20/80	20/80	20/80	20/80	20/80	20/80	20/80

programmes. Furthermore, the institutions shall facilitate ongoing development of the quality of education, be able to identify failing quality of a study programme and ensure satisfactory documentation of quality work."

International share	Min. 65% ***	Min. 20% ***	Norwegian share within 10-90%	Norwegian share within 10-90%	Norwegian share within 10-90%	70% inter-national /30% Nor-wegian	Chinese share within 10-90%
Student number minimum limit for commencement	50 Electoral course:25	30 Electoral course: 20	25	25	20	30	45

*Five-year for MSc in Business. **Age at admission for courses single courses and special courses is only 25 years. If you apply for the degree, five years of work experience is also required. *** international studies at bachelor and MSc

3.2. Quality Indicators for Academic Quality

. The Academic departments own the majority of indicators for Academic Quality. Programme-level indicators are marked in green and are owned by associate deans, with support from programme administration. The indicator owners shall follow up any threshold values that fall below the defined limit.

Those indicators marked with *Coming*, are not defined yet (delivery content delayed). Reasons being either the indicators are not fully developed (e.g. educational quality) or because they are being adjusted (e.g. academic vulnerability and publication).

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
AACSB: Scholarly Academics (SA)	40%	40%	40%	40%	40%	40%	40%
AACSB: SA, PA and SP	60%	60%	60%	60%	60%	60%	60%
AACSB SA, PA, IA and SP	90%	90%	90%	90%	90%	90%	90%
AACSB Others	10%	10%	10%	10%	10%	10%	10%
NOKUT: Share of first competence	20%	50%	20%	50%	50%	50%	50%
NOKUT: Share of fixed academic	50%	50%	50%	50%	50%	50%	50%

Quality indicators for Academic Quality continue on next page.

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EME	EMBA	MBA Fudan
Number of hours from part-time teachers	20%	20%	20%	20%	20%	20%	20%
Number of responsible for courses per academic *	Coming	Coming	Coming	Coming	Coming	Coming	Coming
Share over 60 years*	30%	30%	30%	30%	30%	30%	30%
Share of academic high extra load*	Coming	Coming	Coming	Coming	Coming	Coming	Coming
Gender, minimum share of women	20%	20%	20%	20%	20%	20%	20%
International employee share	15%	20%	20%	20%	20%	20%	20%
DBH points per programme	Coming	Coming	Coming	Coming	Coming	Coming	Coming
ABS rating per programme	Coming	Coming	Coming	Coming	Coming	Coming	Coming
FT publications	Coming	Coming	Coming	Coming	Coming	Coming	Coming
Different teaching methods: Teaching on campus Webinar Feedback activity Case teaching Business visit/study trip Digital learning resources with automatic feedback Students' own work with learning resources	Each programme shall have at least 30% of the programmes in which 3 different forms of teaching are used. The purpose is to show variation in teaching methods that the programme delivers.						
Different forms of assessment: Activity vs. submission. Value: **Minimum share of activity**	20%	20%	15%	0%	50%	50%	50%
Examination: Individual vs group submission. Value: **Share of individual**	50%	50%	60%	60%	50%	50%	50%
Share of courses in English	15%	100% Norwegian studies 25%	10%	15%	100%	100%	100%

■ Heltid executive   ■ Fag og forskning   ■ Studier og programmer

3.3. Quality Indicators for Learning Environment

The colour codes reflectdifferent owners of learning outcome indicators, which are base on a of 1-5, where 5 is the top score. Blue is Full Time Executive, yellow is Research and Academic Resources and green is Academic Programmes.

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Course evaluation/quality	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Programme satisfaction	3,5	3,5	4,0	4,0	4,5	4,25	4,25

Academic and social environment	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Physical learning environment and infrastructure	3,5	3,5	4,0	4,0	4,5	4,25	4,25
Psychosocial	3,5	3,5	4,0	4,0	4,5	4,25	4,25

■ Heltid executive   ■ Fag og forskning   ■ Studier og programmer

3.4.   Quality Indicators for Learning Outcome

Listed below are the Learning outcome indicator owners ; see the colour codes.

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Completion rate, normal time	30%	65%	NA	NA	90%	90%	80%
Completion rate, deadline	50%	80%	NA	NA	95%	95%	85%
Drop-out	15%	3%	NA	NA	5%	5%	5%
GPA, passed	C	C	C	B	B	B	B
Failed percentage, first attempt	15%	15%	10%	5%	5%	5%	5%
AoL – below expectation	30%	30%	30%	30%	30%	30%	30%
Students' self-assessment of learning outcome	3,5	3,5	4	4	4,5	4,25	4,25

■ Heltid executive   ■ Fag og forskning   ■ Studier og programmer

3.5.   Quality Indicators for Relevance

Recommendations for indicators level. The owner is AVDs ?/ Academic Programmes .

INDICATOR/PROGRAMME	Bachelor's degree, in general	Msc	BM	EMM	EMME	EMBA	MBA Fudan
Employment rate	75%	70%					
Internship share (Full-time)	30%	30%					
Relevant education	50%	50%					
Would choose again (Full-time)	50%	50%					
Applied learning			70%	70%	70%	70%	70%

4.0.   Definitions of Quality Indicators

Below is a list of all definitions for all indicators in the dashboard. Please be aware that the indicators *Academic Vulnerability* and *Publishing* are under development, so new definitions will be updated as soon as they are ready.

4.1   Definitions

Admission Quality

GPA: GPA for students admitted to a study

Total number of admission points: Average of competition points for admitted (enrolled) applicants (test score HS01 report). Only relevant for Bachelors.

Real competence and prior learning

The right to apply for admission on the basis of real competence for basic studies is governed by the Admission to Higher Education Regulations. This allows an opportunity to assess applicants *who have reached 25 years of age or more in the year of admission who do not have a general university admissions certification.* It is up to the individual educational institution to assess the qualifications of the applicants against the programme they wish to study. Below is an overview of the real competence requirements for the different studies at BI.

Bachelor, full-time	*Bachelor, executive*	*Special courses/ college courses*	*MM and EMME*	*EMBA*
General requirements: Must reach 25 years of age during the year of admission and not have a general university admissions certification. Academic requirements: There is a requirement for having taken Norwegian, English and Math corresponding to a high school (upper secondary) level. The math requirement varies depending on the study the applicant is applying for. Professional experience: There is a requirement for 5 years of *relevant* professional experience	General requirements: Must reach the age of 25 in the year of admission. Does not need general university admissions certification. Professional experience: There is a requirement for 5 years of work experience (anything).	The only requirement is that the applicant must reach 25 years of age in the year of admission. Does not need general university admissions certification or work experience.	The educational requirement is having a minimum of 90 credits. There are also strict requirements for different kinds of relevant work experience (manager, volunteer work, more education than required etc.). There is a separate table for converting work experience to points, and applicants with more than 15 points are considered qualified for admission.	Applicants who do not satisfy the requirement for a Bachelor's degree (180 credits or similar) are called in for an interview with the admissions committee, and will receive admission based on this interview.

Acceptance ratio: Number of applicants accepted / Number of offers sent

Student number: – i.e. the minimum number of students to start a course/programme

Share and spread, national/international: - Share of admitted (enrolled) applicants per citizenship. Share of admitted (enrolled) applicants per country using the address written on the application. Share of admitted (enrolled) applicants per municipality using the address written on the application.

4.2.   Definitions of Academic Quality

NOKUT/AACSB – scientific competence: Set by NOKUT and AACSB.

Vitenskapelig kompetanse	Andel Scholarly Academics (SA)	(Sum FTEer med kategori SA)/(Sum FTEer med kategori SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.
Vitenskapelig kompetanse	Andel Scholarly Academics (SA) + Scholarly Practitioners (SP) + Practice Academics (PA)	(Sum FTEer med kategori SA+SP+PA)/(Sum FTEer med kategori SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.
Vitenskapelig kompetanse	Andel Scholarly Academics (SA) + Practice Academics (PA) + Scholarly Practitioners (SP) + Instructional Practitioners (IP)	(Sum antall SA+SP+PA+IP)/(Sum antall SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.
Vitenskapelig kompetanse	Andel Others	(Sum FTEer med kategori Others) / (Sum FTEer med kategori SA+SP+PA+IP+Others). Basert kun på ansatte som bidrar til gjeldende kurs og som er registrert med AACSB-kvalifisering i Sedona.

Number of hours from part-time teachers: Number of hours delivered by employees with an employment contract that is different from *permanent academic position* / Number of hours delivered. Only based on employees who contribute to the courses in question.

Number of course responsibilities per academic: Number of permanent employees with 0, 1-5, 6-10, more than 10 course responsibility (categorical). Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share over 60 years: Number of permanent employees 60 years and older / Number of permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of academics with high extra load: (Number of academics with more than double the required load who contribute more than 10 hours to the course/programme in question)/(Number of academics). Only based on employees who contribute to the course in question who have *Permanent Academic* contracts, and the number from the previous year.

Gender, minimum share of women: Number of female permanent employees / Number of permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of international employees: Number of permanent employees with a nationality other than Norwegian / Number of permanent employees. Only based on employees with a *Permanent Academic* contract.

Share of first competence: NOKUT requirement. (Total FTEs for permanent employees with positions 'Professor', 'Adjunct Professor', 'Professor Chair', 'Professor emeritus', 'Docent', 'Docent emeritus', 'Senior lecturer', 'Adjunct senior lecturer', 'Associate professor', 'Adjunct associate professor', 'Senior lecturer', 'Adjunct senior lecturer' or 'PhD fellow') / Total FTEs for all permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of professors and docents: NOKUT requirement. (Total FTEs for permanent employees with positions 'Professor', 'Adjunct Professor', 'Professor Chair', 'Professor emeritus', 'Docent', 'Docent emeritus') / Total FTEs for all permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Share of permanent academic: NOKUT requirement. Total FTEs for permanent employees with more than 50% position at BI / Total FTEs for all permanent employees. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

DBH points per programme: Number of DBH points at levels 1 and 2. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

ABS rating per programme: Number of publications at ABS levels 3, 4 and 4+. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

FT publications: Number of publications on FT List and Top 10% List. Only based on employees who contribute to the courses in question with a *Permanent Academic* contract.

Different teaching methods – a variation in teaching methods is desirable: Number of a certain type of assessment methods / Total number for basis of assessment. 1) Teaching on campus 2) Webinar 3) Feedback activities 4) Case teaching 5) Business visits/study trips 6) Digital learning resources with automatic feedback 7) Students' own work with learning resources

Different forms of assessment – variation on submission vs activity*. Minimum share of activity should be set. **Submission:** Is a type of document which is to be submitted: 1) Blog 2) Multimedia package, 3) Written assignments 4) Co-worker response 5) Structured test/multiple choice. **Activity** is a 1) oral presentation 2) Class participation 3) oral game/simulations or lab experiment, 4) opponent in doctoral disputation 5) ordinary oral examination

Assessment forms individually vs group: submission/activity. Share of minimum individual

Share of courses in English: Number of courses offered in English / Total number of courses

Share of formal educational academic competence: Not set (indicators not ready)

4.3.   Definitions of Learning Environment Quality

Course satisfaction: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Programme satisfaction: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Academic and social environment: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Physical learning environment and infrastructure: Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

Psychosocial: 3.5 **(SHOT survey)** Average of responses, normalised between 1-5 (see the selection under *Survey Questions* in the dashboard)

4.4.   Definitions of Learning Outcome

Progression: Number of completed academic activities at normal time / Number of academic activities started (as of 1st semester)

Study progression – completion: Number of academic activities completed by deadline / Number of academic activities started (as of 1st semester)

Study progression – drop-out: Number of students that drop out during each academic year/number of students at the start of the current year

Grade – average: Average of all grades given in a course from A-E. Failed (F) is not included.

Grade – percent failed: Number of completed courses that were failed / Number of completed courses that were graded. Only the first completion counts.

AoL Average: Share Below anticipated, share Meets anticipated and share Above anticipated are entered as KPIs per study programme per academic year. Also indicated as text category ("below", "meets", "above") for the average. AOL-data is added to the first semester per year, which is the spring semester.

4.5.   Definitions for Relevance

<u>Full-time</u>

Employment rate: The share of students who have been offered a a job since they left BI Norwegian Business School. The numerator includes students who have received a job offer (regardless of whether they accepted or not) and students who have started their own business. The denominator includes all students who responded to the AMU.

Average salary: Does not want to use threshold value

Relevant employment: On a scale from 1-5, to what extent would you say your job is relevant in terms of your education? The numerator is the number of respondents who answered 4 or 5. The denominator is all respondents who answered the question (all employed respondents).

- I receive skills that are important for working life
- I receive good information about how my skills can be used in working life
- I receive good information about which professions/industries are relevant to me
- Good job at arranging for making contacts in working life

Employment Private Sector: The share of respondents who answered yes to the question: Do you work outside Norway?

International Employment: Does not want to use threshold value

Internship: Fraction of possible internships (as part of curriculum) actually taken by students.

Relevant education: Minimum 50% should have given a score 4 or 5

Would choose again (got job) If you could choose again. How likely is it that you would choose the same study programme

Would choose again (no job): If you could choose again. How likely is it that you would choose the same study programme

<u>Executive</u>

Applied learning
This is the share of respondents who answered 4 or 5 on the question: On a scale from 1-5 to what degree do you consider your career prospects to be, now or in the future, strengthened as a result of your completion of your executive education at BI?

5.0.   Attachment Definition of Quality Areas

5.1.   Quality indicator owners – responsibilities and tasks
Each quality indicator has an owner as shown in the model below. Each indicator owner is responsible for monitoring the quality indicators and if necessary implementing improvement measures so that quality is raised above the threshold level.
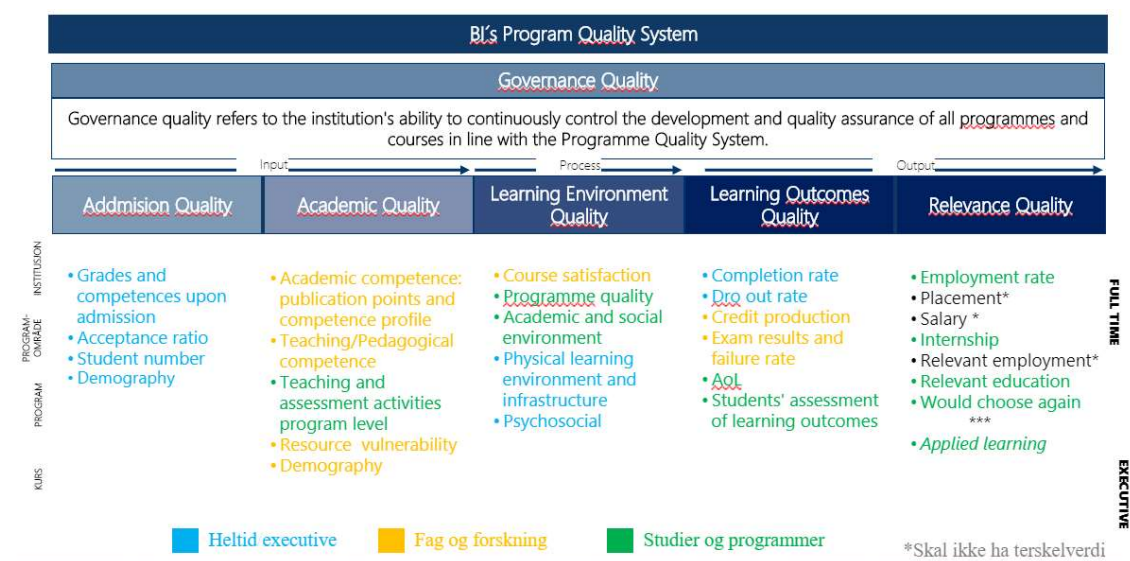
Deviation process

The general deviation process described here was developed by the steering group. However, the different quality indicators have different stakeholders who will be involved in and informed about deviations and the process to correct them. ? HUSKI tables, a responsibility assignment matrix, have been created to clarify and assign roles, including the Individual in Charge, whho is performing and supporting the process, who should be involved/consulted and informed.

Roles and responsibilities for each deviation process are shown below in the HUSKI table for each indicator:

H = Individual in charge
U = Performing
S = Support
K = Consulted
I = Informed

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Admission quality Owners = Individual in charge	Demographics	BU	Recr	Market Admission	AD	Dean
	High school GPA	BU	Recr	Market Admission	AD	Dean
	Competitive points prior learning	BU	Recr	Market Admission	AD	Dean
	Acceptance ratio	BU	Recr	Market Admission	AD	Dean
	Students number	BU	Recr	Market Admission	AD	Dean

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Academic quality **Owners =** **Individual in charge**	International faculty staff	Provost F&R	HoD	HoDA	Dean	AD, Dean,
	Resource vulnerability (Faculty over 60, number of course responsible, faculty with high extra load)	Provost F&R	HoD	HoDA	Dean	AD, Dean,
	Educational/pedagogical competence	Provost F&R	HoD	HoDA	Dean	AD, Dean,
	Part-time teachers contribution	Provost F&R	HoD	HoDA	Dean AD/AC Students	AD, Dean,
	Teaching Activities	AD	Course C.	LL	Students	AD, Dean,
	Fraction of evaluation type	AD	Course C.	LL	Students	AD, Dean,
	Fraction of evaluation group type	AD	Course C.	LL	Students	AD, Dean,
	Requirements from NOKUT and AACSB (competence profile)	Provost F&R	HoD	HoDA	Dir Accred,	AD, Dean,
	Academic publication	Provost F&R	HoD	HoDA	-	AD

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Learning-environment quality **Owners =** **Individual in charge**	Course Satisfaction	HoD	Course C.	HoDA	AD, Students, Operation BU	Dean,
	Physical environment	BU	Facility	LL, LD,	AD, CC , Students	Dean
	Programme quality	AD	Course C	PA, HoD, BU, Facility,	Students	Dean
	Social and professional environment	AD	Course C	HoD, BU, Facility	Students	Dean
	Psychosocial environment	BU	Shared Services	–	Students	Dean

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Learning outcome quality Owner(s) = Accountable(s)	Norm completion	BU	FS	AD, LL Faculty S	AD	Dean
	Limit completion	BU	FS	AD, LL Faculty S	AD	Dean
	Drop-out rate	HoD	FS	AD, LL Faculty S	AD	Dean
	Mean grade and grade distribution	HoD	Course C	Internal and external Graders	AD	Dean
	Fail rate	HoD	Course C	HoDA	AD	Dean
	Student evaluation of learning outcome	Course C	AD	PA	BU	Dean
	Assurance of learning (AOL)	Course C	AD	PA	AD	Dean

	Process "follow up threshold values" – Indicators	Individual in charge	Performing	Support	Consulted	Informed
Quality Relevance Owners= Individual in charge	Employment rate	AD	Out R	Market	HoD, AB, Dean	–
	Relevant education	AD	AD	Market	HoD, AB, Dean	–
	Internship share	AD	BU	Operations	HoD, Dean	–
	Would choose again	AD	Course C	BU, HoD	Dean	–
	Applied learning*	AD	Course C	BU, HoD	Dean	–

Applies to executive

Abbreviations:

AD = Associate Dean
AC = Academic Coordinator
CC = Course coordinator
PL = Primary lecture
PA = Programme Administration
PC= Programme Committee
LL= Learning Resources
LD=Library director
LPA = Local Programme
HoD = Head of Department
HoDA = Head of department administration
Pro R&F = Provost Research and Academic Resources
Pro P = Provost Academic Programmes

Pro O = Provost Outreach
BU = Executive director Business Unit
Recr = Recruitment
AB = Advisory boards (external)
LR = Learning Recourses
HO = Head Outreach
TF=Task Force
SU=Student Union
CR=Class Representative
M = market department
IO = Idea owner
PM = Project manager
CD= Campus Director
FS= Faculty support

APPENDIX G

Quality Indicators and Threshold Values Ph.D.

Quality indicators and threshold values PhD

Dean PhD has suggested threshold values as shown below for each quality area and indicator.

Some indicators are interesting to get PhD data for, but deemed not necessary or applicable to set threshold values for (as of now).

3.1. Admission quality

Indicators are owned by business units and should be followed up by owner if threshold values are below the set limit.

INDICATOR/ PROGRAMME	PhD	Source	Explanation / comments	Plan for implementation	Deadline
Grade Point Average / GPA:	N/A (min. B for admittance but this is only minimum requirement)	Easycruit	Admittance into PhD is not in SOPP, as it is at the same time recruitment into faculty positions. Not feasible to transfer into dashboard as of now, and also not useful.	None	
Gender	20/80	Banner	Students registered in Banner after programme enrolment	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
International share	NA	Banner	Students registered in Banner after programme enrolment. Interesting information	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct

3.2. Academic Quality

Indicators are primarily owned by Research and Academic Resources. Indicators at programme level marked in green are owned by associate deans, with support from Programme Administration. Indicator owners should follow up if value drops below the set threshold value limit.

INDICATOR/ PROGRAMME	PhD threshold value	Data source	Explanation / comments	Plan for implementation	Deadline
AACSB: Scholary Academics (SA)	40%	Sedona	Same threshold value set as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
AACSB: SA, PA og SP	60%	Sedona	Same threshold value set as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
AACSB SA, PA, IA og SP	90%	Sedona	Same threshold value set as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
AACSB Others	10%	Sedona	Same threshold value set as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
NOKUT: Share of «førstekompetanse»	100%	Banner	Threshold value = NOKUT requirement for PhD	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
NOKUT: Share of «Professor + Dosent»	50%	Banner	Threshold value = NOKUT requirement	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
NOKUT: Share of permanent academic employees	50%	Banner	Threshold value = NOKUT requirement	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct

INDICATOR/ PROGRAMME	PhD threshold values	Data source	Explanation / comments	Plan for implementation	Deadline
Hours by part-time lecturers	N/A	Banner	Data registered to be shown as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Number of course responsibilities per academic employee*	N/A	Banner	Data registered to be shown as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct

Share over 60 yrs old*	N/A	Banner	Data registered to be shown as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Share of faculty with more than maximum workload*	N/A	Banner	Data registered to be shown as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Gender - minimum female share	20%	Banner	Same threshold value set as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Share international faculty	20%	Banner	Same threshold value set as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
DBH points pr program	Kommer	Kommer			
ABS raiting pr program	Kommer	Kommer			
FT publications	Kommer	Kommer			
Varied teaching: On-campus teaching Webinar Feedback activities Case teaching Company visit / study trip Digital learning resources with automatic feedback Students´ own work with learning resources	Kommer	Kommer			
Varied assessment types: Activity vs written assignments. Value: Minimum share of activity	N/A	Emweb	Data registered to be shown as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Exam: Individual vs group assignments. Valuei: Share of individual	N/A	Emweb	Data registered to be shown as for other programme areas	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Share of courses in English	100%	Emweb	Same threshold value set as for other international programmes	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct

3.3. Learning Environment Quality

There are different owners of these indicators (see colour codes below). For these indicators there is a 1-5 scale, where 5 is top score.

INDICATOR/ PROGRAMME	PhD threshold values	Data source	Explanation / comments	Plan for implementation	Deadline
Course Satisfaction	Not set yet	Confirmit	PhD has only this year developed common survey tool for all courses, being implemented into Confirmit for evaluations Fall 2020. No aggregated results available from earlier.	UUV/Dean decides which question(s) from survey to use for indicator value 15. Oct. Transfer of data to dashboard after course evaluations are completed for Fall 2020, and UUV/Dean decides upon threshold value for this indicator.	January 2021
Programme Satisfaction	Not set yet	NEW: Annual programme evaluation student survey	PhD has not had any programme evaluation information so far. A new annual student survey is planned to be conducted each year in December/January, covering this indicator.	UUV/Dean decides which question(s) from survey to use for indicator value 15. Oct. Transfer of data to dashboard after survey has been completed for the first time, and UUV/Dean decides upon threshold value for this indicator.	March 2021
Academic and social environment	Not set yet	NEW: Annual programme evaluation student survey	PhD has not had any programme evaluation information so far. A new annual student survey is planned to be conducted each year in December/January, covering this indicator.	UUV/Dean decides which question(s) from survey to use for indicator value 15. Oct. Transfer of data to dashboard after survey has been completed for the first time, and UUV/Dean decides upon threshold value for this indicator.	March 2021
Physical learning environment and infrastructure	Not set yet	NEW: Annual programme evaluation student survey	PhD has not had any programme evaluation information so far. A new annual student survey is planned to be conducted each year in December/January, covering this indicator.	UUV/Dean decides which question(s) from survey to use for indicator value 15. Oct. Transfer of data to dashboard after survey has been completed for the first time, and UUV/Dean decides upon threshold value for this indicator.	March 2021
Psycho-social learning environment	Not set yet	NEW: Annual programme evaluation student survey	PhD has not had any programme evaluation information so far. A new annual student survey is planned to be conducted each year in December/January, covering this indicator.	UUV/Dean decides which question(s) from survey to use for indicator value 15. Oct. Transfer of data to dashboard after survey has been completed for the first time, and UUV/Dean decides upon threshold value for this indicator.	March 2021

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3.4. Learning Outcome Quality

There are different owners of these indicators (see colour codes below).

INDICATOR/ PROGRAMME	PhD threshold values	Data source	Explanation / comments	Plan for implementation	Deadline
Completion rate, norm	N/A	DBH/Banner brutto	Norm is 4 years, but threshold not set.	Not completed by Discover for PQ dashboard other areas yet. Transfer data to dashboard by December 2020? Threshold value may be set by Dean after indicator score is available for last 5 years in dashboard.	January 2021
Completion rate, deadline	N/A	DBH/Banner brutto		Not completed by Discover for PQ dashboard other areas yet. Transfer data to dashboard by December 2020? Threshold value may be set by Dean after indicator score is available for last 5 years in dashboard.	January 2021
Dropout	N/A	Banner/DBH	Quit or terminated by BI (max 8 years enrolment). Threshold not set.	Not completed by Discover for PQ dashboard other areas yet. Transfer data to dashboard by December 2020? Threshold value may be set by Dean after indicator score is available for last 5 years in dashboard.	January 2021
Grade average, Pass grades	N/A	Banner	Data registered to be shown as for other programme areas. GDPR-limit? Aggregated above course level?	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
Fail rate, first exam attempt	N/A	Banner	Data registered to be shown as for other programme areas. GDPR-limit? Aggregated above course level?	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to 15. October.	30. Oct
AoL – below expectations	30% (max)	Rubrics (Excel), manual	Overall for the programme	UUV 15. Oct 2020. Transfer into PQ dashboard by Discover from 21. September to December	January 2021
Students´ own assessment of learning outcome	N/A	NEW: Annual programme evaluation student survey			

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4.5. Relevance

Indicator owner: Associate Deans.

INDICATOR/ PROGRAMME	PhD threshold values	Data source	Explanation / comments	Plan for implementation	Deadline
Placement; academic share	75% (last 5 years)	Banner (SWAJOBS)	Data registered in Banner	UUV 15. Oct 2020. Application sent to Discover in April 2020, but needs to be specified. Transfer into PQ dashboard by Discover from 15. October to December	January 2021
Placement, international/ national	International share academic positions: 40% (non-domestic)	Banner (SWAJOBS)	Data registered in Banner	UUV 15. Oct 2020. Application sent to Discover in April 2020, but needs to be specified. Transfer into PQ dashboard by Discover from 15. October to December	January 2021

APPENDIX H

Quality Areas with Corresponding Indicators and Measurements Methods, Data Sources and Measurement Frequency

QUALITY AREAS AND QUALITY INDICATORS WITH MEASUREMENT METHODS, DATA SOURCES AND MEASUREMENT FREQUENCY AS OPERATIONALIZED IN THE PROGRAMME QUALITY DASHBOARD

The Quality Areas and corresponding Quality Indicators apply to all of BI Norwegian Business School´s programmes and degrees (Bachelor, Master of Science, Executive and PhD). In the Quality Dashboard, data may be aggregated on four levels - institutional, programme area, programme and course.

QUALITY AREA	QUALITY INDICATOR	MEASUREMENT DATA/ DATA SOURCE	MEASUREMENT FREQUENCY
Admission Quality is the prerequisites and characteristics students bring with them when starting on a programme, and the composition of the student body.	• Grades and competences upon admission	SOPP - applicant/ admission system Easycruit (PhD)	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Acceptance ratio	SOPP - applicant/ admission system Easycruit (PhD)	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Student number	SOPP - applicant/ admission system Easycruit (PhD)	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Demography	SOPP - applicant/ admission system Easycruit (PhD)	Each semester (executive) Each year (fulltime) Each year (PhD)

Academic Quality is the faculty profile, teaching competence* and collective academic qualifications linked to programme area, programme and/or course.	• Academic competence profile	BANNER - study administrative system	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Publication points	Cristin	Once a year (April)
	• Teaching and pedagogical competence	Emweb – course description system	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Teaching and assessment activities programme level	Emweb – course description system	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Resource vulnerability	BANNER - study administrative system	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Demography	BANNER - study administrative system	Each semester (executive) Each year (fulltime) Each year (PhD)
Learning Environment Quality is the students´ evaluation of a)	• Students´ course satisfaction	Confirmit - course evaluation	Each semester, year

learning activities, b) facilities/ infrastructure and c) students´ psycho-social health and how physical and organisational conditions influence their learning environment and student welfare (social and academic integration).			
	• Programme quality	Studiebarometeret Confirmit - course evaluation	Each year (Fulltime) Each year (executive and PhD)
	• Academic and social environment	Studiebarometeret Confirmit - course evaluation	Each year (Fulltime) Each year (executive and PhD)
	• Physical learning environment and infrastructure	Studiebarometeret Confirmit - course evaluatlion	Each year (Fulltime) Each year (executive and PhD)
	• Psychosocial	SHOT – studentenes helse og trivsel undersøkelse	Every fourth year (fulltime)
Learning Outcomes Quality assess students´ learning and progression, what the students know (knowledge), are able to do (skills) and the general competencies the student has acquired	• Completion rate	BANNER	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Drop-out rate	BANNER	Each semester (executive) Each year (fulltime)

			Each year (PhD)
	• ECTS credit production	BANNER	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Exam failure rate	BANNER	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Assurance of Learning	SEDONA - system for faculty administration and AoL	Each semester (executive) Each year (fulltime) Each year (PhD)
	• Students' assessment of learning outcomes	Studiebarometeret	Every other year (Fulltime)
Relevance Quality refers to society's and employers' demand and need for BI graduates' academic knowledge, skills and general competencies.	• Employment rate	Job market survey (AMU) BANNER	Each year (fulltime) Each year (PhD)
	• Placement	Job market survey (AMU) BANNER	Each year (fulltime) Each year (PhD)
	• Internship	SOPP - applicant/	Each year (fulltime)

		admission system	
	• Relevant employment	Job market survey (AMU) BANNER	Each year (fulltime) Each year (PhD)
	• Relevant education	Job market survey (AMU)	Each year (fulltime)
	• Would choose again	Job market survey (AMU)	Each year (fulltime)
	• Applied learning	Job market survey (AMU)	Each semester (executive)
Governance Quality is one of the quality assurance tools.	• No indicators		

APPENDIX I

Key Quality Processes Descriptions

KEY QUALITY PROCESSES DESCRIPTIONS

CONTENTS

Process: New programme development

1. Purpose

The purpose of the process is to ensure that BI develops new, relevant and attractive programmes in line with BI's strategy and quality requirements set by external laws and regulations or BI's accreditations and legislations. The process ensures *optimal strategic decision making* in *a systematic and transparent manner* through involvement of relevant stakeholders, and documentation of relevant arguments and facts. Quality assurance is a key part of the process and ensures that new programmes meet the *quality requirements.* New programme development is BI's internal accreditation process.

The process can be triggered either as a result of the idea generation process or as an initiative from an idea owner.

The process consists of four stages with a decision-gate at the end of each stage:

1) Develop and approve idea description.
2) Develop and approve business case.
3) Develop programme design (including approval of faculty and quality requirements.
4) Decide programme launch.

Each stage has templates to use as guidance for documentation and involvement of stakeholders, and to ensure the programme's relevance, necessary administrative and faculty resources and that defined quality levels are met.

2. Process description

Who	What
Develop and approve Idea description	
Idea Owner	• Prepare an initial idea description. • Inform relevant Head of department (s). If idea owner is not faculty, Head of Department finds an academic sponsor (a member of faculty).
Idea owner	• Inform relevant business unit about the initiative. • Prepare idea description according to template and send to Dean • Inform Programme Administration and Deans Advisor on idea descriptions in progress
Dean	• Receive idea descriptions and prepare case for EMT
EMT	• Discuss the idea description
TMT	• Assess idea description and discussion in EMT and decide on go/no-go • Document decision and inform idea owner
Develop and approve Business case	
Deans Advisor	• Initiate meeting to go through the idea, involve stakeholders (normally Idea owner, Outreach, Market & recruitment). Consider need for Task force.
Idea Owner	• Develop business case according to template and involve HoD and other stakeholders (normally Outreach, Learning Centre, EVP business unit, Dean, and Head of adm. (academic depts.)).
Dean	• Receive business case and prepare case for EMT

EMT	• Discuss the business case
TMT	• Assess business case and discussion in EMT and decide on go/no-go • Document decision and inform Idea Owner

Who	What
3. Develop programme design - approve faculty resources and quality requirements	
Dean's Advisor	• Define Task Force and initiate programme design development phase and assist through the process
Task Force	• Develop programme design in cooperation with stakeholders (normally Idea owner, Outreach, Programme Administration, Learning resources, EVP business unit, HoD, Head of adm. (academic depts.), Programme Committee (UUV), Dean's advisor and Admission office). • Ensure market attractiveness • Suggest faculty resources approved by Head of Department(s) • Quality assure quality requirements
Dean	• Receive programme design. Prepare case for Programme Committee (UUV) and EMT.
Programme Committee (UUV)	• Assess, discuss proposal and advice the Dean on decision
EMT	• Discuss academic approval on the programme design
Senate	• Assess programme design and discussion in EMT and approve quality requirement • Document decision and inform all stakeholders ((normally Idea owner, Outreach, Programme Administration, Learning resources, EVP business unit, HoD, Head of adm. (academic depts.), Programme Committee (UUV), Dean's advisor and Admission office).)
4. Decide programme launch	
TMT	• Make decision on launch of programme

3. Roles and responsibilities in the process

3.1 The Senate

The Senate assesses the proposal from the Task force, as presented by the Dean. The Senate decides whether to approve the proposed programme based on consideration of:

a. Programme (learning goals, candidate profile and academic content)
b. Programme design
c. Suggested faculty resources
d. Quality requirements
e. Market attractiveness

3.2 Top management team (TMT)

The top management team (TMT) decides if the idea for a new programme goes forward from idea description to business case and finally programme design. TMT makes the final business decision on whether or not to launch a new programme.

3.3 Extended management team (EMT)

The Extended management team (EMT) is responsible for advising the Top management team (TMT) before each decision gate (idea description, business case and proposed programme). Each member

is responsible for giving insights and provides their perspectives. EMT discusses and gives feedback on:

    a. Programme (learning goals, candidate profile and academic content)
    b. Programme design
    c. Suggested faculty resources
    d. Quality requirements
    e. Market attractiveness

3.4 Dean

The Dean has the overall responsibility for the academic quality of the programmes within his/ her programme area and is therefore accountable for the New programme development process. That means that the Dean is the one who is ultimately answerable for the deliverables in the process, and is therefore the one who ensures that the process goes as described, templates with different requirements are met and that all stakeholders are involved. The Dean is the one who presents the case for TMT and the Senate, and brings the process from one decision gate to the next.

3.5 Dean's advisor

The Dean's advisor supports the Dean throughout the process.

3.6 Programme committee (UUV)

The Programme committee (UUV) is responsible for advising the Dean on the idea description, business case and proposed programme. Each committee member is responsible for giving insights and provides perspectives of the group they represent (students, faculty/ heads of department, business unit/ market, associate deans and programme administration).

3.7 Task force

The task force is responsible for:

    a. Developing a programme proposal (learning goals, candidate profile and academic content)
    b. Developing a programme design.
    c. Ensuring market attractiveness.
    d. Suggesting faculty resources.
    e. Quality assuring quality requirements.

The Task force is established to ensure collaboration and representation of the stakeholders' views and insights. The Task force reports to the Dean.

3.8 Programme Administration

The Programme Administration's primary role is to support the Dean in the programme design phase, ensuring that the programme has a good structure and that all quality requirements are met.

3.9 Head of Department

The Heads of Department are key stakeholders in the process and play a part in all stages of the process of developing new programmes. Their main deliverables are programme content and faculty resources. Heads of Departments are also part of the Task force in stage 3, who are responsible for developing the programme design. In this stage, the Head(s) of Department provide a detailed overview of faculty resources available to each course. This ensures the right competence and capabilities are in place to run the programme within existing quality requirements. If there is a lack

of faculty resources to meet academic quality requirements, TMT can decide to either stop the process or have the relevant academic department recruit needed faculty/competence.

3. 10 Learning Center

The Learning Center gives advice on the new programme's learning design. They advise how to best achieve alignment between learning outcomes, assessments and learning activities (constructive alignment) in all courses including teaching and evaluation forms suited to fulfil the proposed course/programme's learning outcome and candidate profile.

3. 11 Outreach

Outreach provides insights on a programme's relevance and demands from working life into new programme development processes. Working life insights are collected from both international and alumni advisory boards.

3. 12 Market and recruitment, business unit

The Market and Recruitment Department's main responsibility in the process is market insight and to document whether or not new programmes have market potential. Their contribution involves both insights from existing data/sources and, if needed, collecting new data. The Market and Recruitment Department is involved in the first three stages of the process and are part of the task force.

3.13 Idea owner

An idea can come from any employee at BI that has an idea for a new programme. In order to formalize an initiative for a new programme development process, he/ she needs to have an academic sponsor (faculty member) that supports the programme idea and presents the idea as an idea owner.

The idea owner is responsible for the two first stages of the process: idea description and business case. In both stages, the idea owner is obligated to follow specified templates for documentation and presentation. Both the idea description and business case are sent to the Dean who prepares the case for discussion in the Extended Management Team (EMT). The Top Management Team (TMT) decides on go/ no-go at these stages. If the proposed programme is approved at the two first stages, the process progresses to the next step, which is developing a programme design, and the appointment of a task force wherein the idea owner becomes a member**.**

4. Process info

4.1 Definitions and abbreviations

- **Constructive alignment:** Alignment between learning outcomes, assessments and learning activities

- **TMT:** BI Norwegian Business School's Top Management Team consists of ten persons representing all BI's organisational lines who report to the President.

- **EMT:** BI Norwegian Business School's Extended Management Team consists of TMT with the addition of all the Deans (Bachelor, MSc, Executive, and PhD) as well as all Heads of Departments.

- **The Senate:** The BI Senate is the highest decision-making body on academic matters based on delegation of authority from the Board.

- **Programme Committee:** The Programme Committee is the advisory board to the Dean.

4.2 Record management
Details and more info needed

4.3 Templates and resources
Details and more info needed

4.4 Timeline/ Deadlines

Process: Programme revision

1. Purpose
The purpose of this process is to review programmes to ensure that BI has relevant and attractive programmes, and graduates in line with BI's strategy, faculty resources and defined quality levels.

This may take place either as a regular or extensive programme revision process. **The programme revision process consists of two initiating stages followed by two different revision paths, each with additional stages.**

1) Order revision of programme
2) Consider need of improvements
3) *Regular revision of programme*
   a. Propose adjusted study plan
   b. Decide on Study plan

   Regular revision is change w*ithin existing candidate profile and learning outcome, continuously improved programmes to ensure attractive programmes and graduates in line with BI's strategy, faculty resources and defined quality level.*

   Small changes in candidate profile and learning outcome, no need of changed marketing. NB Change of name= Need of approval in the Senate.

      Or
4) *Extensive revision of programme*
   a. Propose new study plan and candidate profile/ learning outcome
   b. Discuss and decide on study plan and candidate profile/ learning outcome

   Extensive revision is a major *change to the existing study plan, learning outcome or candidate profile to ensure attractive programme and graduates in line with BI's strategy, faculty resources and defined quality level.*

   Major changes in study plans can be both structural and/or replacement of many courses. A consequence of major changes to a programme is a need of new marketing or faculty resources. The Senate must approve major changes.

2. Process description

Who	What
Order revision of programme	
Programme Administration	• Order programme revision (on behalf of Dean) • Send deadlines and templates to Associate Dean.
Consider need of improvements	
Associate Dean	• Consider scope of changes needed to update the programme • Base the review on feedback from students (on course- and programme level), advisory boards Course Responsibles/ lecturers, Dean and Programme report • Consult Dean on need of regular or extensive revision of programme
Dean	• Advice Associate Dean and give a clear mandate if need of extensive revision
Regular revision of programme – propose adjusted study plan	
Associate Dean	• Review and propose programme changes within existing candidate profile and learning outcomes. • Base changes on feedback from students (on course- and programme level), Course Responsibles/ lecturers, Dean and Programme report. • Decide on which courses that needs replacement (new course), extensive revision or regular course revision. Include course descriptions of new courses. • Consult relevant HoDs and Head of administration (academic depts.) for new courses or changes in Course Responsibles. • Send proposal to the Programme Administration for quality assurance
Programme Administration	• Quality assure proposed adjustments. If OK, send to Dean
Decide on study plan	
Dean	• Discuss proposed changes with Programme Committee (UUV) • Make a decision on changes in programme. • Inform EMT in portfolio meeting.
Programme Administration	• Distribute decision and documentation to relevant stakeholders.

Who	What
Extensive revision of programme – Propose new study plan and candidate profile/learning outcome	
Associate Dean	• Consider establishing a task force to assist in revising study plan. • Adjust programme, candidate profile and learning outcomes according to mandate. • Base changes on mandate from Dean, feedback from students (on course- and programme level), advisory boards Course Responsibles/ lecturers, Dean and Programme report • Consult relevant HoDs and Head of administration (academic depts.) for new courses or changes in Course Responsibles and include course descriptions of all new courses • Send proposal to the Programme Administration for quality assurance
Programme Administration	• Quality assure proposed adjustments. If OK, send to Dean.
Discuss and decide on study plan and candidate profile/ learning outcome	
Dean	• Discuss proposed changes with Programme Committee (UUV) • Make a recommendation on approval to Senate
Senate	• Decide on revised programme (study plan, candidate programme and learning outcomes)
Programme Administration	• Distribute decision and documentation to relevant stakeholders

7

3. Roles and responsibilities in the process

3.1 The Senate

The Senate assesses the programme revisions presented by the Dean. If there is a programme name change or major revision, the Senate decides whether to approve the proposed programme revision on consideration of:

a. Programme (learning goals, candidate profile and academic content)
b. Programme design
c. Suggested faculty resources
d. Quality requirements
e. Market attractiveness

3.2 Dean

The Dean has the overall responsibility for the academic quality of the programmes within his/ her programme area and is therefore responsible for quality levels of the overall programme. This means that the Dean is the one who is ultimately answerable for review of programmes and courses and their quality assurance, and decides if a programme should go through a regular or extensive course revision. For regular revision, the Dean informs the EMT of changes at the Portfolio meeting in EMT If an extensive revision is required, the Dean needs to prepare revised programme/study plan for approval to the Senate.

3.3 The Programme committee (UUV)

The Programme committee (UUV) is responsible for advising the Dean on the programme revision. Each committee member is responsible for giving insights and provides perspectives of the group they represent (students, faculty/ Heads of Department, business unit/ market, associate deans and programme administration).

3.4 Associate Dean (or Academic Coordinator)

In this process the Associate Dean(or Academic Coordinator) is responsible for initially reviewing if a programme is in need of either regular or extensive revision by assessing all input from students and advisory boards. The Associate Dean/ Academic Coordinator has to determine if the overall programme learning outcomes and the programmes' candidate profile is according to BI's strategy, faculty resources and defined quality levels. The Associate Dean/ Academic Coordinator will work closely with the Programme Administration and Dean to ensure that all quality requirement and revision needs are met. If an extensive revision is warranted, the Associate Dean is responsible for establishing a Task Force.

3.5 Programme Administration

The Programme Administration initiates and prepares the programme description for review by making templates available for the Associate Deans and facilitates the process. The Program Administration is responsible for quality assurance and quality control of normal study plans, course descriptions and programme descriptions. For both regular and extensive revisions, the Programme Administration supports the Dean and Associate Dean by ensuring that proposed programme and course revisions meet all quality requirements. Finally, the Programme administration distributes approved changes and informs relevant stakeholders.

3.6 Head of Department

In this process, for both regular and extensive revisions, the Academic Departments are important stakeholders discussing faculty resources and course responsible.

3.7 Head of Administration (academic depts.)

In this process, the Head of Administration support the Head of Department.

3.8 Course Responsible

The Course Responsible is an important stakeholder in this process as their course might be affected by a revision. Each Course Responsible is responsible for developing and updating the course's academic content and relevance, learning design and inclusion of results from the students' evaluation. The Course Responsible works together with the Associate Deans in clarifying course developments.

3.8 Market and recruitment

The Market and Recruitment Department's main responsibility in the process is to make sure BI's programmes are advertised with updated information regarding title, courses, study plan etc.

4. Process info

4.1 Definitions and abbreviations

- **TMT:** BI Norwegian Business School's Top Management Team consists of ten persons representing all BI's organisational lines who report to the President.

- **EMT:** BI Norwegian Business School's Extended Management Team consists of TMT with the addition of all the Deans (Bachelor, MSc, Executive, and PhD) as well as all Heads of Departments.

- **The Senate:** The BI Senate is the highest decision-making body on academic matters based on delegation of authority from the Board.

- **Programme Committee (UUV):** The Programme Committee is the advisory board to the Dean.

- **Task force normally consists of:**
    - Associate Dean
    - Relevant faculty
    - Programme administration
    - Relevant business unit

4.2 Record management

Details and more info needed.

4.3 Templates and resources

Details and more info needed.

4.4 Timeline/ Deadlines

Details and more info needed.

Process: Students' programme evaluation

1. Purpose

The purpose of this process is to secure a forum for formal feedback and dialogue on programme related issues between the students and the Associate Dean (or Academic Coordinator) responsible for the programme or major. The forum discusses issues related to:

- Overall programme learning environment (social and academic environment, student participation in order to improve their own learning outcome)
- Academic composition and working/professional life relevance (mix and order of courses in the programme, balance of course workload, attractiveness to employers)
- Relevant events and activities outside the academic curriculum to improve programme quality or promote the programme

2. Process description

Who	What
Local Student Administration	• Schedule meeting and send information and template/ agenda to all participants
All meeting participants	• Prepare for meeting using defined template • If a student representative is unable to attend, he/ she can give their input in advance to the local Student Administration
Associate Dean	• Chair the meeting • Try to make all meeting participants agree on follow-up action points, or take note on any disagreements
Local Student Administration	• Produce minutes of meeting (including action points) and distribute to meeting participants, HoD, Head of administration (academic depts.), Campus director and Dean
All meeting participants	• Complete action points agreed upon in the meeting and inform as necessary.
Associate Dean	• Include outcome of meeting in the programme evaluation report (Programme evaluation report).

3. Roles and responsibilities in the process

3.1 Associate Dean (or Academic Coordinator)

In this process the Associate Dean (or Academic Coordinator if applicable) is responsible for chairing and summarizing the meeting in addition to securing that the action points from the meeting are effectuated, recorded and included in the Programme Evaluation Report (previously known as the AD reports).

3.2. Local Programme Manager

For programmes distributed to campuses outside Oslo, the Local Programme Manager is responsible for chairing and summarizing the meeting.

3.3 Local Student Administration

The Local Student Administration is the administrative unit responsible for the class representatives at each campus. The Local Student Administration is responsible for activities before and after the meeting such as scheduling, writing and distributing meeting minutes to all participants, in addition to publishing the minutes for all students belonging to the programme

3.4 The students

This is one of the most importance process for students to influence further development of a programme. Through this process, the student representatives have the possibility to give direct feedback on the overall student experience with the programme and programme specific issues related to the quality areas of academic, learning environment, learning outcome and relevance.

4. Process info

4.1 Definitions and abbreviations

- **Local student administration:**

    • The administrative unit responsible for the class representatives at each campus.

- **Meeting participants:**

    • Student Representatives (class representatives for every year and representatives from the programme association of student union)

    • Associate Dean/ Academic Coordinator/ Local Programme Manager

    • Local student administration

4.2 Record management

- Meeting Minutes are saved by the local student administration.

4.3 Templates and resources

- Programme evaluation meeting template
- Details and more info needed

4.4 Timeline/ Deadlines

Details and more info needed

Process: Portfolio management

1. Purpose

The purpose of the process is to evaluate and continuously improve, and suggest follow up action points for existing programmes and the programme portfolios overall. The process shall inform Top Management Team about portfolio statuses, in order for BI to initiate changes to ensure that BI has relevant and attractive programmes in line with BI's strategy and quality requirements.

The two first stages consist of developing reports, the last two stages involve reviewing, and deciding on suggested action points derived from status of the portfolio.

The process consists of four stages:

1) Programme report
2) Portfolio report
3) Portfolio Meeting (EMT)
4) Decision on action points suggested by Dean

2. Process description

Who	What
	Programme report
Dean	• Start evaluation process according to annual wheel by ordering programme report with specifications
Programme Administration	• Order/gather data for Associate Dean
Associate Dean	• Produce programme report with clear recommendations on action points • Conduct dialogue meetings for adjustment and input • Finalize report
Programme Administration	• Distribute report to all dialogue meeting invitees and publish on PQS portal for employees and students
	Portfolio report
Provost Academic Programmes	• Order portfolio report with specifications
Dean's Advisor	• Order/gather data for portfolio report. Consult Dean where specification is needed.
Dean	• Produce portfolio report with clear recommendations on action points • Present portfolio report to Programme Committee (UUV) for adjustment and input • Finalize the report
Dean's Advisor	• Distribute report

Who	What
Portfolio meeting (EMT)	
Dean's Advisor	• Order/gather data for portfolio presentation
Dean	• Produce portfolio presentation to give a status on the portfolio and clear recommendations on action points • Present portfolio presentation to EMT
EMT	Discuss and advise Dean on portfolio development and action points
Decision on action points for the portfolio (TMT)	

Dean	• Prepare for decisions on portfolio activities according to established processes:
	  • Extensive revision of programme
	  • New programme
	  • Distribute programme
	  • Termination of programme

TMT	• Decide on action points suggested by Dean

3. Roles and responsibilities in the process

3.1 Top management team (TMT)
The Top management team (TMT) decides on the final action points, which may trigger several other processes such as Regular revision of programme, Extensive revision of programme, New programme development, Programme distribution, and Termination of programme.

3.2 Extended management team (EMT)
The Extended management team (EMT) is responsible for advising the advising the Dean on proposed portfolio developments and suggestions. Each member is responsible for giving insights and provides their perspectives.

3.3. Provost Academic Programmes
The Provost orders the portfolio report with specifications.

3.4 Dean
The Dean has the overall responsibility for the academic quality of the programmes within his/ her programme area and is therefore responsible for the portfolio management process. That means that the Dean is the one who is ultimately answerable for the deliverables in the process, and is therefore the one who ensures the process runs as described. The Deans initiates and facilitates this process annually. The process ends with decisions on recommendations set forth by the Dean in the Portfolio Report. The Dean is the one who presents the report with action points for EMT and TMT and brings the process from one stage to the next.

3.5 Dean's advisor
The Dean's advisor supports the Dean throughout this process. The Dean´s advisor assists the Dean in gathering data for the portfolio report and presentation.

3.6 Associate Dean
In this process the Associate Dean/ Academic Coordinator is responsible for ensuring the status of the programme is accurately reflected in the report, and that input from the dialogue meetings have been included. The report should also consider status in relation to the overall programme learning outcomes and the programmes' candidate profile before sending report on to the Dean.

3.7 Programme Administration

The Program Administration is responsible for quality assurance and quality control of normal study plans, course descriptions and programme descriptions. The Programme Administration are involved in the first stage with assisting the Associate Dean with input and distribution of Programme Report, and scheduling dialogue meetings.

4 Process info

4.1 Definitions and abbreviations

- **Programme report –** Associate Deans report (Report on one programme)

- **Portfolio report** - Deans report (One per each portfolio: Bachelor, MSc, Executive, PhD)

- **TMT** = BI Norwegian Business School's Top Management Team consists of ten persons representing all BI's organisational lines who report to the President.

- **EMT** = BI Norwegian Business School's Extended Management Team consists TMT with the addition of all the Deans (Bachelor, MSc, Executive, PhD) as well as all Heads of Departments.

- **Programme Committee (UUV):** The Programme Committee is the advisory board to the Dean.
- **Dialogue meetings should normally include the following participants:**
    - Dean
    - AD
    - HoD
    - Students
    - Business units (Head of marketing and Campus Directors)
    - Director Programme Quality
    - Programme administration
-

4.2 Record management

Details and more information needed

4.3 Templates and resources
- Programme Report
- Portfolio report.

Details and more information needed

4.4 Timeline/ Deadlines

Details and more information needed

Process: Programme termination

1. Purpose

The purpose of this process is to terminate programmes that are not in line with the following defined quality levels: fails to attract students, businesses or community, lack of faculty resources or not in line with external quality requirements or BIs overall strategy.

This process consists of three stages:

1) **Suggest and consider termination**
2) **Develop grounds for decision**
3) **Make decision on termination**

2. Process description

Who	What
Suggest and consider termination	
Idea owner	• Suggest termination of programme to meet the defined quality levels (if below threshold value). Suggestion can come from: • EVP (business unit) - if programme fails to attract students. • Head of department/ Head of administration (academic depts.) - if there is lack of faculty resources • Deans/ Associate Dean/ Programme administration – if the programme fails to meet quality requirements.
Dean/ Dean's Advisor	• If there is ground for termination, present suggestion to Provost of academic programmes • Prepare suggestion for termination including Task force members and timeline for TMT
TMT	• Review possible termination • Decide on Task force and due dates
Dean	• Inform relevant stakeholders
Develop grounds for decision	
Dean's Advisor	• Develop a detailed project plan with the established Task force • Coordinate the process and ensure all stakeholders are consulted • Develop grounds for decision with recommendations • Suggest process for implementation
Dean	• Develop recommendation on termination and distribute to TMT.
Make decision on termination	
TMT	• Consider recommendations • Make decision on termination of programme • Decide process for implementation • Inform Task force and stakeholders

3. Roles and responsibilities in the process

3.1 Top Management Team

In this process the Top management team (TMT) reviews suggestions for termination of programmes. If there is grounds for considering termination, TMT appoints a task force that is responsible for developing grounds for decision with recommendations and for suggesting a process for implementation. Finally, TMT makes the final decision on termination and informs all stakeholders on the final decision.

3.2 Dean

The Dean has the overall responsibility for the academic quality of the programmes within his/ her programme area. In this process the Deans is responsible for the coordination and ensures that the process follows prescribed steps and that all stakeholders are involved. The Dean is responsible for developing a ground for decision, and presenting it to TMT according to established deadlines and templates. The Dean consults with relevant quality indicator owners, the Provost for Academic Programmes and suggests Task force members.

3.3 Dean's Advisor

The Dean's Advisor supports the Dean throughout the process by planning and coordinating the Task Force, developing a ground for decision and oversees implementation of final decision.

3.4 Programme Administration

The Program Administration is responsible for quality assurance and quality control of normal study plans, course descriptions and programme descriptions. The Program Administration provides support and advice to the Dean with input on grounds for decision.

3.5 Head of Department

In this process, the academic departments have stakeholder interest as termination of a programme changes use of faculty resources.

3. 6 Head of Administration (academic depts.)

The Head of Administration supports the Head of Department in this process.

3.7 Market and recruitment, business unit

The Market and Recruitment Department's main responsibility in the process is to provide market insight and the program is working life relevance.

4. Process info

4.1 Definitions and abbreviations

- **TMT:** BI Norwegian Business School's Top Management Team consists of ten persons representing all BI's organisational lines who report to the President.
- **Stakeholders:**
    - Associate Dean
    - Programme Administration
    - Head of Department/ Head of administration (academic depts.)
    - Business Unit
    - Student Programme Association
    - Unions (Nito, Parat, FBI)
- **Task force:**
    - Dean
    - Dean's Advisor
    - Associate Dean
    - Programme Administration
    - Head of Departments
    - Business Unit

4.2 Record management/ Templates and resources/

Details and more info needed

Process: Development and Quality Assurance of New courses (Full time)

1. Purpose

The purpose of this process is to continuously improve, update and uphold attractiveness of BI's fulltime programmes by developing new courses or/and replacing an existing course. The process quality assures that new courses support the decided course learning outcomes as defined in the revised programme/study plan, sustain high academic quality and meet formal quality requirements.

This process consists of three stages:

1. **Develop course description**
2. **Quality assure formal requirements and academic quality**
3. **Decide on new course description**

2. Process description

Who	What
Develop course description	
Programme Administration	• Make courses available for revision
Head of department and Head of administration (academic depts.)	• Ensure that the identified Course Responsible is correct
Programme Administration	• Send templates and timeline to Course Responsible
Course Responsible	• Develop course description based on students' programme evaluations and according to constructive alignment. • Involve Associate Dean and/ or other relevant stakeholders. • Finalize and send to programme administration
Quality assure formal requirements and academic quality	
Programme Administration	• Quality assure that course description is in line with quality requirements.
Associate Dean	• Quality assure that the course is in line with overall programme learning outcome and candidate profile.
Decide on new course description	
Programme Committee (UUV)	• Assess, discuss proposal and advice the Dean on decision
Dean	• Make decision to approve, not approve or give conditional approval

3. Roles and responsibilities in the process

3.1 Dean

The Dean has the overall responsibility for the academic quality of the programmes within his/ her programme area and is therefore accountable for the courses in the programme. This means that the Dean is the one who is ultimately answerable for the development of new courses and their quality assurance, and makes the final decision on approval or rejection of new courses. The Dean acts as the main decision gate in this process.

3.2 Programme committee (UUV)

The Programme committee (UUV) is responsible for advising the Dean on the course description, and /or proposed course. Each committee member is responsible for giving insights and provide

perspectives of the group they represent (students, faculty/ heads of department, business unit/ market, associate deans and programme administration).

3.3 Associate Dean (or Academic Coordinator)

The Associate Dean (or Academic Coordinator if applicable) is responsible for ensuring that the course is in line with the overall programme learning outcomes and the programme's candidate profile before the course description is sent to the Dean for approval. Likewise, the Academic Coordinator is responsible for ensuring that the course is in line with quality framework and rules set for the relevant course portfolio.

3.4 Course Responsible

The Course Responsible develops and updates the course's academic content and relevance, learning design and The Course Responsible reports to and collaborates with the Associate Dean/Academic Coordinators on academic matters related to the course. The Course Responsible works together with the Programme Administration and other stakeholders in this process.

3.5 Programme Administration

The Program Administration is responsible for quality assurance and quality control of all new courses in a study plan. The Programme Administration supports the Dean and Course Responsible by ensuring that the course has a good structure and that all quality requirements are met. The Programme Administration prepares the course description for review by making digital tools and templates available and guiding the Course Responsible through the process.

3.6 Head of Department

The academic departments appoint a Course Responsible from permanent academic staff in full time positions. In this process, the academic departments verify that the Course Responsible is correct.

3.7 Head of Administration (academic depts.)

The Head of Administration supports the Head of Department in this process.

4. Process info

4.1 Definitions and abbreviations

- **Constructive alignment:** Alignment between learning outcomes, assessments and learning activities
- **Programme Committee:** The Programme Committee is the advisory board to the Dean.
- Stakeholders:
    - Associate Dean
    - Programme Administration
    - Learning Centre
    - Head of administration (academic depts.)

4.2 Record management

Details and more info needed

4.3 Templates and resource

The digital tool enabling this process is Emweb. The Course Responsible must approve the course description in the system before it is sent on to the Associate Dean/ Academic Coordinator and Dean.

4.4 Timeline/ Deadlines

This process takes place annually, starts in the autumn semester, and finishes in the spring semester. However, the critical period is from 1 December to 1 February when the Emweb system is open for Course Responsible to make changes in the course description. All course responsible must submit their course descriptions before 1 February.

Process: Mid-term course evaluation (Fulltime)

1. Purpose

The purpose of this process is to provide a formal forum for feedback and dialogue between the students and lecturer. The aim is to:

- Identify potential areas for improvement for the lecturer and students.

- Make adjustments to improve the student's learning outcome. This may involve both changes in course delivery and in students' effort and expectations thereof.

2. Process description

Who	What
Initiate and conduct meeting	
Department admin./ Local student admin.	• Send template and information about the mid-term evaluation process to Course Responsible/ lecturer.
Course Responsible/ lecturer	• Establish contact with the class representatives. Ask him/ her to schedule a meeting for the mid-term evaluation.
Class representative	• Schedule meeting with Course Responsible/ lecturer. • Gather input from the class and prepare input to report form
Course Responsible/ lecturer and class representative	• Conduct meeting. • Fill out and sign the report form/ minutes of meeting (both parties).
Follow-up activities	
Course Responsible/ lecturer	• Finalize report/ minutes of meeting and send to HoD, AD, Campus Director and Head of administration (academic depts.)/ Local student administration.
Department admin./ Local student admin.	• Publish report/ minutes of meeting on It's learning
Course Responsible/ Lecturer	• Inform class about the mid-term evaluation meeting and what (if any) issues or action points that have been defined. • Try to resolve the defined issues/action points in class.

3. Roles and responsibilities in the process

3.1 Course Responsible / Lecturer

Course Responsible / Lecturer initiates contact with the Class Representative, chairs the meeting and summarizes the meeting including action points from the meeting in the Report. Both the Class Representative and the Course Responsible/lecturer must sign the Report/minutes to confirm that the content is agreed upon. The Course Responsible is also in charge of informing the class about the meeting, what was discussed, following up with the class on how to resolve/solve defined action points and ensuring that action points are implemented.

3.2 Academic Department Administration

The academic department administration works together with the local student administration and is in close contact with the course responsible. The academic department administration is also co-responsible for making sure the Meeting report is published on Its Learning local course site.

3.3 Local Student Administration

The local student administrations are the administrative unit responsible for the class representatives at each campus. The local student administration and academic department administration are responsible for initiating the process by contacting the Course Responsible/Lecturer, and for publishing the Meeting Report on Its Learning. The student administrative units send templates and information about the process to the Course Responsible/Lecturer in advance.

3.4 Class Representative

Mid-term course evaluation is one of the most importance processes for students to influence the course delivery and content during the semester. In this process, the Class Representative acts on behalf of all students in class. Class Representative is responsible for scheduling the meeting with the Course Responsible/lecturer. The Class Representative is also responsible for gathering feedback from the class students and preparing written input in the report template before the meeting.

4. Process info

4.1 Definitions and abbreviations

- **Local student administration:** The administrative unit responsible for the class representatives at each campus.

4.2 Record management

- Meeting Minutes - Report Form is published/saved on It's Learning.
- Details and more info needed

4.3 Templates and resources

- Midterm course evaluation report template. Word document (link will follow)
- Details and more info needed

4.4 Timeline/ Deadlines

This meeting takes place mid-term of every course, for every full-time class.

Process: Summative Course Evaluation (Fulltime)

1. Purpose

The purpose of this process is to collect feedback from students (course participants) with the aim of improving course content and delivery.

The process consists of two stages:

1) **Conduct course evaluation survey and collect responses (feedback) from course participants**
2) **Inform and follow-up on action points**

2. Process description

Who	What
Conduct course evaluation survey and collect responses from course participants	
Course Responsible/Lecturer	• Inform students of his/her class about the summative course evaluation and encourage them to respond.
Student	• Receive online questionnaire at the end of the course • Complete questionnaire
Inform and follow-up on action points	
Programmeadministration	• Distribute results from course evaluation to Course Responsible and stakeholders (Head of department, Head of administration (academic depts.), Campus director, Associate dean, Head of operations (Oslo), students)
Course Responsible	• Follow up student feedback related to course contents • Consider changes in suggested by stakeholders and discuss course improvement with AD andHoD • Discuss suggestions for improvement with teachers at course seminars • Make necessary changes and inform stakeholders • Publish on Itslearning for existing class: A summary of the summative course evaluation (including assessments made by course responsible) and, if any, adjustments made or planned in the course • Publish on Itslearning for new class at course start: A summary of the latest summative course evaluation (including assessments made by course responsible) and, if any, adjustments made in the course • Inform relevant Associate Dean about need of actions point as input to the programmeevaluation report.
Stakeholders	• Check student evaluation results of owndepartment´s courses/courses belonging to own campus or program • HoD and Campus Directorsconsider follow-up activities with Course Responsible/lecturer of own department´s courses/courses belonging to own campus orprogram • AD assess learning environment quality and learning outcome quality of ownprogrammeeach semester based on student evaluation data •

3. Roles and responsibilities in the process

3.1 Course Responsible/Lecturer

In this process, the Course Responsible is essential in seeing the process through. The Course Responsible must inform the class about the upcoming evaluation. At the end of the process the Course Responsible is responsible for summarizing the student's feedback, following up the results, recording, publishing, informing and implementing action points and changes based on the evaluation results. Before concluding on action, points and changes Course Responsible should discuss with Head of Department, Associate Dean (or Academic Coordinator) and other course lecturers.

3.2 Programme Administration

In this process, the Programme Administration is responsible for administering and distributing the survey and disseminating results to Course Responsible and other stakeholders.

3.3 Head of Departments and Campus Directors

Head of Departments (Oslo) and Campus Directors (Bergen, Stavanger and Trondheim) are responsible for following up with the Course Responsible/Lecturer on course results for courses belonging to their department /programme/campus. This is especially important for courses where quality levels are lower than set threshold levels.

3.4 The students

This is one of the most importance process for students to influence further development of a course. By responding to the survey, each student has the possibility to give direct feedback on his or her course experience with both delivery and content.

4. Process info

4.1 Definitions and abbreviations

- **Course Evaluation (summative):** Conducted by online survey questionnaire at the end of the course
-
- **Stakeholders:**

  - Head of department
  - Head of administration (academic depts.)
  - Campus director
  - Associate dean
  - Head of operations (Oslo)
  - Students

4.2 Record management

- **Excising classes:** Meeting Minutes with action points published on Its Learning
- **News class:** Meeting Minutes with action points published on Its Learning
- **Programme Evaluation Report:** Action points included

4.3 Templates and resources

Survey questionnaire for each programme area (Bachelor, Master of Science, Executive and PhD)

4.4 Timeline/ Deadlines

This evaluation takes place at the end of every full-time course.

Process: Regular revision and quality assurance of courses

1. Purpose

The purpose of this process is to continuously improve, update and uphold attractiveness of BI's fulltime programmes by reviewing courses annually. The process quality assures that courses support the decided course learning outcomes as defined in the revised programme/study plan, sustain high academic quality and meet formal quality requirements.

This process consists of two stages:

1. **Develop course description**
2. **Quality assure revised course description and approve**

2. Process description

Who	What
Develop course description	
Programme Administration	• Make courses available for revision
Head of department and Head of administration (academic depts.)	• Ensure that the identified Course Responsible is correct
Programme Administration	• Send templates and timeline to Course Responsible
Course Responsible	• Revise course description based on student evaluations and according to constructive alignment. • Involve relevant stakeholders
Quality assure revised course description and approve	
Programme Administration	• Quality assure that course description is in line with formal requirements. • Develop plan for resists
Associate Dean	• Quality assure that the course is in line with overall programme learning outcome and candidate profile. • Approve course description

3. Roles and responsibilities in the process

3.1 Associate Dean/ Academic Coordinator

In this process the Associate Dean/ Academic Coordinator is responsible for ensuring that the course is in line with the overall programme learning outcomes as defined in the revised study plan and the programmes' candidate profile. The Associate Dean is responsible for course reviews and their quality assurance and makes the final decision on approval or rejection of course revision. The Associate Dean acts as the main decision maker in this process.

3.3 Programme Administration

The Programme Administration is responsible for quality assurance and quality control of normal study plans, course descriptions and programme descriptions. The Programme Administration supports the Associate Dean and Course Responsible by ensuring that the course has a good structure and that all quality requirements are met. The Programme Administration prepares the course description for review by making digital tools and templates available and guiding the Course Responsible through the process.

3.4 Head of Department

The academic departments appoint a Course Responsible from permanent academic staff in full time positions. In this process, the academic departments verify that the Course Responsible is correct.

3.5 Head of Administration (academic depts.)

Head of Administration supports the Head of Department in this process.

3.6 Course Responsible

Course responsible develops and updates the course's academic content and relevance, learning design (constructive alignment) and takes into account results from the students' course evaluations. The Course Responsible reports to and collaborates with the Associate Dean/Academic Coordinators on academic matters related to the course. The Course Responsible works together with the Programme Administration and other stakeholders in this process.

4. Process info

4.1 Definitions and abbreviations

- **Regular revision:** Minor changes in exam form, curricula or teaching formats. Must be within the course's existing learning outcome and the course position in the study plan.
- **Constructive alignment:** Alignment between learning outcomes, assessments and learning activities
- **Stakeholders:**
  - Associate Dean
  - Programme Administration
  - Learning Centre

4.2 Record management

More details and info need.

4.3 Templates and resources

- The digital tool enabling this process is Emweb. The Course Responsible must approve the course description in the system before it is sent on to the Associate Dean/ Academic Coordinator.

4.4 Timeline/ Deadlines

This process takes place annually, starts in the autumn semester, and finishes in the spring semester. However, the critical period is from 1 December to 1 February when the Emweb system is open for Course Responsible to makes changes in the course description. All course responsible must submit their course descriptions before 1 February.

Process: Extensive revision and quality assurance of courses (Full time)

1. Purpose

The purpose of this process is to continuously improve, update and uphold attractiveness of BI's fulltime programmes by an extensive revision of existing courses. The process quality assures that existing courses support the decided course learning outcomes as defined in the revised programme/study plan, sustain high academic quality and meet formal quality requirements.

This process consists of two stages:

1) **Develop course description**
2) **Quality assure revised course description and approve**

2. Process description

Who	What
Develop course description	
Programme Administration	• Make courses available for revision
Head of department and Head of administration (academic depts.)	• Ensure that the identified Course Responsible is correct
Programme Administration	• Send templates and timeline to Course Responsible
Course Responsible	• Revise course description based on student evaluations, directions from the Associate Dean and according to constructive alignment • Suggest major changes and update the course learning outcome and/or are major changes in examination form, curricula and/or teaching format. • Changes must support the programme's learning outcome and fit well with the overall study plan. • Involve relevant stakeholders
Quality assure revised course description and approve	
Programme Administration	• Quality assure that course description is in line with formal requirements. • Develop plan for resits (according to changed exam and student rights)
Associate Dean	• Quality assure that the course is in line with overall programme learning outcome and candidate profile.
Programme Committee (UUV)	• Assess, discuss proposal and advice the Dean on decision
Dean	• Make decision to approve, not approve or give conditional approval

3. Roles and responsibilities in the process

3.1 Dean

The Dean has the overall responsibility for the academic quality of the programmes within his/ her programme area and is therefore accountable for the courses in the programme. This means that the Dean is the one who is ultimately answerable for the extensive review of courses and their quality assurance, and makes the final decision on approval or rejection of extensive course revisions. The Dean assures that the course support the decided course learning outcomes as defined in the revised study plan. The Dean acts as the main decision maker in this process.

3.2 Associate Dean/ Academic Coordinator

In this process the Associate Dean/ Academic Coordinator is responsible for ensuring that the course is in line with the overall programme learning outcomes and the programmes' candidate profile before sending the course description to the Dean for approval.

3.3 Programme committee (UUV)

The Programme committee (UUV) is responsible for advising the Dean on the course description. Each committee member is responsible for giving insights and provide perspectives of the group they represent (students, faculty/ heads of department, business unit/ market, associate deans and programme administration).

3.4 Programme Administration

The Program Administration is responsible for quality assurance and quality control of course descriptions. The Programme Administration prepares the course description for review by making digital tools and templates available and guiding the Course Responsible through the process.

3.5 Head of Department

The academic departments appoint a Course Responsible from permanent academic staff. In this process, the academic departments verify that the Course Responsible is correct

3.6 Head of Administration (academic depts.)

Head of Administration support the Head of Department in this process.

3.7 Course Responsible

Each course responsible is responsible for developing and updating the course's academic content and relevance and learning design. An important input for changes is the results from the students' evaluation. The Course Responsible reports to and collaborates with the Associate Dean or to Academic Coordinators if delegated on academic matters related to the course. The Course Responsible work together with the Programme Administration and other stakeholders in this process.

4. Process info

4.1 Definitions and abbreviations

- **Extensive revision***:* Major changes effects the course learning outcome and/or are major changes in examination form, curricula and/or teaching format.

- **Constructive alignment:** Alignment between learning outcomes, assessments and learning activities

- **Programme Committee:** The Programme Committee is the advisory board to the Dean.

- **Stakeholders:**

    - Associate Dean
    - Programme Administration
    - Learning resource

4.2 Record management

Details and more info needed

4.3 Templates and resources

The digital tool enabling this process is Emweb. The Course Responsible must approve the course description in the system before it is sent on to the Associate Dean/ Academic Coordinator and Dean.

4.4 Timeline/ Deadlines

This process takes place annually, starts in the autumn semester, and finishes in the spring semester. However, the critical period is from 1 December to 1 February when the Emweb system is open for Course Responsible to makes changes in the course description. All course responsible must submit their course descriptions before 1 February.

APPENDIX J

Student Involvement in Executive's courses and programmes

Student involvement in Executive's courses and programmes

Executive includes the following programs and areas:

- Stackables:
    1. <u>BM</u>: Bachelor of Management - BM (open enrolment, one to two-semester courses) - 7.5, 15 or 30 ECTS
    2. <u>EMM</u>: Executive Master of Management (open enrolment, one to two-semester courses) - 30 or 15 ECTS
    3. <u>Corporate</u>: Executive Master of Management or bachelor level programmes or courses for firms or public organizations - 15 or 30 ECTS
- Non-stackables:
    1. <u>EMME</u>: Executive Master of Management in Energy (1 ½ year´s part time programme) - 90 ECTS
    2. <u>EMBA</u>: Executive MBA in Norway (1 ½ year´s part time programme) - 90 ECTS
    3. <u>MBA BI-FUDAN</u> in China (1 ½ year´s part time programme) - 90 ECTS

Types of involvement

1) The Executive/Corporate Pedagogy: All the Executive offerings follow an experience-based pedagogical model. The Executive students have a very active part in their own learning path, as they are continuously involved in their entire student journey. It is a core part of the Executive courses that students should be involved so that they can influence the learning path along the way. Executive students are required to actively participate and engage in the courses and programs with their own experiences from working life. Faculty and students alike are aware of the need to make the students' work experience part of the course learning process. This is taken into account in the teaching and learning in all Executive courses and programs and formalized in all course descriptions. The summative course evaluations may be used as a tool to ensure that the Executive pedagogical approaches are applied as intended.

2) Evaluations: The tables below describe and explain all tools and procedures related to student evaluations, both formative and summative. Overall, Executive and Corporate courses and programs have a very close and continuous dialogue between the lecturer and student, between the student and the administration, and between the students. All courses and programs have formative and summative course evaluations. Formative evaluations vary according to the uniqueness and characteristics of the different courses/programs. Summative course evaluations are mainly based on the same principles with a standardized questionnaire. All student evaluations (frequency, scope, and feedback) are continuously discussed in the Executive program committee where student representatives are present. The questionnaire in the summative course evaluations is currently under revision based on results from an internal working group. Results from all evaluations are input to course and program revision, aligned with the PQS-process "Course revision".

3) Class/student representatives: In the EMBA, BI-FUDAN MBA and EMME programs (non-stackables) class representatives are selected for each class. Several activities ensure that feedback from the students via class representatives are input to further development of the courses and programs, and measures are reported back to the class representatives. In the stackable courses (BM and EMM), most students are manager-practitioner in short, intensive periods of part-time education with large, individual flexibility in their student journey, and the nature of these portfolios make it

difficult with class representatives. Executive has met this challenge by having three Alumni representatives in the Executive Program Committee. Due to the heterogeneity of both the EMM and BM portfolio, assessments and input from the Alumni representatives in the Program Committee are considered important and specific contributions to ensure relevance

Further, BI has established Alumni Boards, as the willingness to take part in systematic development activities is higher once the students are back to full-time work:

4) Alumni Boards: BI Executive has several Alumni and Student boards. BI Alumni Advisory Board is a formally established panel with the aim of strengthening the relationship between BI, business and students. Dialogue meetings and collaboration with the Alumni Advisory Board are used as input to the Executive portfolio with regard to relevance and development of new courses in the stackable portfolios (BM and EMM). The non-stackable programs (EMBA, MBA BI-FUDAN and EMME) have formed their own Student and Alumni Boards consisting of 6-8 alumni as well as student representatives from the active classes. The aim of the Student and Alumni Boards is to address issues and challenges to provide a relevant and attractive program. The boards hold regular formal meetings and prepare an annual activity report as input to further program development

5) Job Market Survey (AMU) and After Graduation Surveys: Feedback from students and market insight are sources to course and program revision, as well as development of new Executive courses. In order to ensure that the Executive courses and programs have a desired effect on relevance, career and salary development, BI Executive conducts a representative job market survey every year where the effect of the education is examined in a representative sample of BIs former students. This is an essential part of the documentation of Executive's portfolio evaluation and the marketing strategy. For the international programs, BI Executive conducts surveys after graduation in order to map the effect of the education on the students' job careers. This means that the knowledge about the effect of Executive-education is part of our brand promise to future students, and that a part of the total student journey for Executive students is how we refer to the effect of our studies for our new coming students.

6) Corporate customer dialogue: Programs and courses delivered by the Corporate division are all developed and maintained in close contact with the customer. This implies that Corporate receive instant feedback from the customer, including student feedback. Also, Corporate uses student survey evaluations after each module. In addition, the Financial Times ranking provides long-term indicators on how to run the programs and develop through student involvement / student impact. Corporate also use various groups such as steering committees and references groups appointed in collaboration between BI and the customers, to secure the relevance of the Corporate deliveries. The groups consist of students, the customer and faculty from BI. An example of this is a program committee for the Health Management Specialization. This applies in particular to the Master of Management specializations, although the format and implementations vary somewhat between the specializations.

The tables below summarize the special characteristics and details of student involvement in each of Executive's portfolios or programs: BM/EMM, EMME, EMBA, MBA BI-FUDAN and Corporate.

STACKABLES

1) Bachelor of Management and 2) Executive Master of Management

Program	Special characteristics	Type of student evaluation /-involvement
BM/EMM	Stackable 7.5, 15 or 30 ECTS One or two semester courses Open enrolment in each course Managers/ practitioners as students in intensive periods of part-time education: difficult to establish permanent student representatives due to nature of portfolio.	1) **Strategic portfolio development:** Dialogue with Alumni Advisory Board 2) **New course development**: Aligned with market assessments/market insight - adjustment of academic content and delivery form based on results from interviews or focus groups with possible target groups/students. 3) **Before the course**: Counselling of applicants and onboarding of new students. Expectation management and information to new students about course content, delivery form, practical information. New students are offered course in study technique. 4) **In early course modules and during the course:** Alignment of teaching form and academic content according to students' own experience and competence (students' experiences as part of the Executive pedagogy). 5) **During the course:** Continuous informal dialogue btw students, faculty and administration/business unit (formative course evaluations). 6) **After the course:** (a) Summative course evaluations (questionnaire) (b) Job market survey (AMU) 7) **Course revision**; based on student feedback (summative and formative), market insight, strategic alignments and academic updates. 8) **Student representatives** in the Executive Program Committee and the Senate.

3) Corporate

Corporate	Tailor-made courses from the EMM or BM portfolio, or short modules with or without ECTS.
	
	Courses are developed based on the individual needs of the customer/ students from the companies.
	
	Stackable program – subject to grade approval
		1) **Before the program***: Onboarding of participants in close collaboration with the customers dedicated staff
		   ○ Set expectations: What does it mean to be an Executive student at BI and
		   ○ Describe the goals and alignment of the program as a part of the customers organizational strategy
		
		2) **During the program:**
		(a) *Evaluation survey in every* for each module.
		(b) Structured meetings with representatives from the customer between modules with recap of previous module and planning/ information for next module.
		(c) BI staff (faculty and TA, KAM) joins participants for lunch to obtain feedback during the program.
		(d) *Student dinner*: In multiple program students are invited to dinners during each module together with staff and program management. Informal channel for picking up issues in class.
		
		3) **Course and program revision/new course development** based on student feedback (summative and formative), market insight, strategic alignments and academic updates.

NON-STACKABLE

1) Executive Master of Management in Energy

Program	Special characteristics	Type of student evaluation /-involvement
EMME	Non stackable program Consists of courses of 5 ECTS that, in addition to Consultancy Report of 30 ECTS - that in total lead to the EMME-degree of 90 ECTS. Student cohort; one class throughout the entire program with class representative.	1) **Before the program***:* Enrolment and onboarding of new students. 2) **During/after the program:** (a) *Class/student representative* selected for current class (to join Student and Alumni board). (b) *Course-evaluation survey* for individual courses. (c) *Meeting with student representative* during each module to report if any interests from the class as a whole. Minutes and action points are saved and measures are reported back to student representative. (d) *Module survey*: Track of student experiences throughout the module. (e) *Student and Alumni Board - launched November 2020*: Board consisting of 6-8 alumni and student reps from each class. Students will meet the board in the first module. Frequent formal meetings with minutes (f) *Programme management meeting* (with class): Documentation and summary of all issues raised. (g) *Student dinner;* Students are invited to two dinners during each module, together with staff and program management. 3) **Course and program revision/new course development** based on student feedback (summative and formative), market insight, strategic alignments and academic updates.

2) Executive Master of Business Administration

Program	Special characteristics	Type of student evaluation /-involvement
EMBA	Non stackable program Consists of courses of 2 to 10 ECTS in addition to Consultancy Report of 30 ECTS - that in total lead to an EMBA-degree of 90 ECTS. Student cohort; one class throughout the entire program with class representative.	**1) Before the program:** Onboarding of new students during 'orientation days' - 2 days preparation before the courses start: - Set expectations: What does it mean to be an MBA student? - Reciprocity ring - Personal development plan - Group work workshop **2) During/after the program:** (a) *Class/student representative* selected for current class (to join Student and Alumni board). (b) *Courses evaluation survey* for each course. (c) *Programme management meeting* (with class): Documentation and summary of all issues raised. (d) *Module survey*: Track of student experiences throughout the module. (e) *Student and Alumni Board*: Board consisting of 6-8 alumni and student reps from each class. Students meet the board in the first module. Frequent formal meetings with minutes. BI has its own administrative representative in the board who has stated in his/her job description that he/she reports the status from the panel to the Executive Director, who reports information further to Dean Executive. (f) *Meeting with student representative* during each module to report if any interests from the class as a whole. Minutes and action points are saved and measures are reported back to student representative. (g) *Lunch meeting* in each course with faculty, TA and student rep. (h) *Student dinner*: Students are invited to two dinners during each module together with staff and program management. Informal channel for picking up issues in class (i) *Class coordinator summary report* for each course. (j) *Personal Development Programme*: Non-credit programme consisting of two parts; career management and leadership development. (k) *After Graduation Surveys:* Mapping the effect of the program on the students' job careers. Survey sent out one year after graduation and three years after. **3) Course and program revision/new course development** based on student feedback (summative and formative), market insight, strategic alignments and academic updates. **4) Student representatives** in the Executive Program Committee and the Senate.

3) BI-FUDAN Master of Business Administration

Program	Special characteristics of program	Type of student evaluation /-involvement

BI-FUDAN MBA	Non stackable program
	
	Consists of courses of approx 6 ECTS that in total lead to an EMBA-degree of 90 ECTS.
	
	Student cohort; one class throughout the entire program with class representative.
		1) **Before the program**: Onboarding of new students during 'orientation days'- 2 days preparation before the courses start:
		   o Set expectations: What does it mean to be an MBA student
		   o Reciprocity ring
		   o Personal development plan
		   o Students meet the Alumni Board
		   o Expectation survey
		2) **During the program:**
		(a) *Class/student representative* selected for current class (to join Student and Alumni board).
		(b) *Course evaluation survey* for each course.
		(c) *Mid-term evaluation:* Students meet up mid-term and evaluate half-way. Both their own progress as well as their feelings about the programme
		(d) *Career Development Programme*: Students get dedicated career management workshops to enable students to manage their own careers successfully.
		e) *Student and Alumni board:* Board consisting of 6-8 alumni and student reps from each class. Class rep join the board in course 2 or 3. Frequent formal meetings with minutes.
		f) *Lunch meeting in each course*: Faculty meet with student's representative and TA to get students feedback half-way the course.
		g) *Student dinner*: Students are invited to two dinners during each module together with staff and program management. Informal channel for picking up issues in class.
		h) *Class coordinator summary* report for each course.
		j) *Course tracking sheet*: tracking sheet for all courses to summarize main feedback, measures and development going forward. The document helps transfer experiences across courses and overview of the course development over time.
		
		3) **After the program:**
		(a) *Life after MBA*: After the final course, the class, AD and Programme manager has a half-day workshop summarizing the students' development and feedback.
		(b) *Expectations survey after graduation* (Self Reflection form)
		
		4) **Course and program revision/new course development** based on student feedback (summative and formative), market insight, strategic alignments and academic updates.