



Copenhagen Business School
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Betinget positiv institutionsakkreditering af Copenhagen Business School

Akkrediteringsrådet har den 11. december 2014 akkrediteret Copenhagen Business School (CBS) **betinget positiv**, jf. akkrediteringslovens § 8¹. Rådet har truffet afgørelsen på baggrund af vedlagte akkrediteringsrapport fra Danmarks Akkrediteringsinstitution samt CBS' hørings svar, selvevalueringsrapport og øvrig dokumentation.

Akkrediteringsrådet har truffet afgørelsen ud fra en helhedsvurdering på grundlag af de kriterier, som fremgår af akkrediteringsbekendtgørelsen² samt retningslinjerne i "Vejledning om institutionsakkreditering" af 1. juli 2013 samt Akkrediteringsrådets notat af 20. juni 2014 "Vurdering af institutionernes kvalitetssikringssystemer".

Akkrediteringsrådet har vurderet, at CBS ikke i tilstrækkelig grad opfylder de fem kriterier i akkrediteringsbekendtgørelsens bilag 1.

Således er det rådets vurdering, at CBS delvist opfylder kravene i akkrediteringsbekendtgørelsens kriterium III.

Akkrediteringsrådet har ved helhedsvurderingen lagt vægt på, at hovedparten af universitetets kvalitetssikringssystem er velbeskrevet, velargumenteret og fungerer rimeligt i praksis, men at der er mindre velfungerende områder, som kræver opfølgning af CBS' kvalitetsindsatser. Desuden er der god kvalitet i udmøntningen af kvalitetssikringsarbejdet, som fungerer rimeligt i praksis, selvom der er mindre velfungerende områder.

Akkrediteringsrådet har vurderet, at problemerne er af en sådan karakter, at CBS vil kunne rette op på problemerne således, at rådet vil kunne træffe en fornyet afgørelse inden for to år. Danmarks Akkrediteringsinstitution vil orientere institutionen om proces herfor.

Ved afgørelsen har Rådet lagt vægt på følgende kritiske vurderinger fra akkrediteringspanelet, der er udfoldet yderligere i akkrediteringsrapporten. Rådet vil ved genakkreditering af CBS vurdere, om CBS har rettet op på disse mangler ved CBS' kvalitetssikringssystem.

¹ Lov nr. 601 af 12. juni 2013 om Akkrediteringsinstitutionen for videregående uddannelser (akkrediteringsloven)

² Bekendtgørelse nr. 745 af 24. juni 2013 om akkreditering af videregående uddannelsesinstitutioner og godkendelse af nye videregående uddannelser (akkrediteringsbekendtgørelsen)

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”Panelet bemærker (...), at andelen af forskningsbaseret undervisning ikke monitoreres i tiltrækkelig grad. Panelet har valgt at behandle dette problem specifikt under kriterium III.

(...)

Panelet vurderer, at CBS har ambitiøse politikker om at øge antallet af fastansatte forskere og dermed mindske afhængigheden af eksterne undervisere, men panelet bemærker også, at institutionen ikke har opfyldt sine egne ambitioner. Endvidere er der ikke etableret tilstrækkelige procedurer og en tilstrækkelig praksis for at sikre, at aktive forskere varetager en passende andel af undervisningen på hver enkelt uddannelse, hvorfor nogle problemer ikke synes at være blevet håndteret.

Institutionen har veletablerede procedurer for videreudvikling af de fastansatte underviseres akademiske kvalifikationer. Sådanne overordnede procedurer er ikke blevet etableret for eksterne undervisere, hvilket kan være problematisk i tilfælde, hvor de eksterne undervisere enten er tilknyttet institutionen i en længere periode eller varetager et betydeligt antal forelæsninger. Panelet har dog set eksempler på decentraliserede praksisser fra en række institutter i forhold til inddragelse af eksterne undervisere i de løbende diskussioner om sammenhængen mellem fagene på uddannelserne og i de generelle faglige og pædagogiske diskussioner. Panelet vurderer, at disse decentraliserede praksisser er vel fungerende, men bemærker også at etablering af overordnede procedurer ville kunne øge fokus på vigtigheden af, at de eksterne undervisere integreres bedre i institutternes fagmiljøer.

(...)

Beskæftigelsesgraden for CBS' kandidater er generelt tilfredsstillende, og institutionen har et tilfredsstillende system til at overvåge, om kandidaterne kommer i beskæftigelse. Panelet bemærker dog, at den tilgængelige information ville kunne anvendes i endnu højere grad i RPPR ('Recurrent Programme Peer Review', internt system til løbende evaluering af uddannelser) og i studieledernes årsrapporter til uddannelsesdekanen.”

Konsekvenser ved en betinget positiv institutionsakkreditering

En betinget positiv institutionsakkreditering medfører, at alle nye uddannelser og uddannelsesudbud skal uddannelsesakkrediteres før oprettelsen, jf. akkrediteringslovens § 10, stk. 1.

Akkrediteringsrådet vil underrette ministeren om institutionens betinget positive akkreditering.

Klagevejledning

Rådets afgørelse kan ikke indbringes for anden administrativ myndighed, jf. akkrediteringslovens § 28.



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Det betyder, at I kan klage til Styrelsen for Videregående Uddannelser, hvis I mener, at afgørelsen ikke følger de regler, som gælder for akkreditering af videregående uddannelsesinstitutioner. I kan ikke klage over de faglige vurderinger i afgørelsen, da rådets faglige vurderinger er endelige.

Fristen for at klage over retlige spørgsmål er senest 14 dage, efter at I har modtaget afgørelsen.

Hvis I ønsker at klage over afgørelsen, skal I sende klagen til:

Styrelsen for Videregående Uddannelser
Bredgade 43
1260 København K
Eller på e-mail:
uds@uds.dk

Danmarks
Akkrediteringsinstitution

I er velkomne til at kontakte direktør Anette Dørge på e-mail: akkr@akkr.dk, hvis I har spørgsmål eller behov for yderligere information.

Med venlig hilsen

Per B. Christensen
Formand
Akkrediteringsrådet

Anette Dørge
Direktør
Danmarks Akkrediteringsinstitution

Bilag:
Kopi af akkrediteringsrapport

Dette brev er også sendt til:
Styrelsen for Videregående Uddannelser, Uddannelses- og Forskningsministeriet



The Danish
Accreditation Institution

**Institutional
accreditation**

2014

ACCREDITATION REPORT

COPENHAGEN BUSINESS SCHOOL

INSTITUTIONAL ACCREDITATION



Institutional accreditation – Accreditation of Copenhagen Business School

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Introduction

This accreditation report contains an analysis and an assessment of the quality-assurance system at Copenhagen Business School.

The report assesses whether the educational institution has developed an adequately effective system for quality assurance such that in the coming accreditation period the institution itself can carry out ongoing quality assurance of its own programmes.

Institutional accreditation does not include independent assessment of the relevance and quality of the individual programmes at the educational institution. The aim of accreditation is to identify whether the institution as a whole has established a quality-assurance system that regularly and systematically can ensure and develop the quality and relevance of its programmes. However, sub-aspects of individual programmes can be included in the assessment of whether the quality-assurance system works well in practice.

About institutional accreditation

Institutional accreditation is an assessment of whether the quality-assurance system of the institution is well described and well documented and whether it works in practice. The system is to ensure that the institution has constant focus on quality, develops the system regularly and reacts when something is wrong. This applies before and after institutional accreditation has taken place.

Effective quality-assurance is characterised by being regular and systematic and by living up to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs). Quality assurance must have a clear division of duties and responsibilities and must have a strong foothold at management level. Furthermore, institutions must have an inclusive quality culture and focus on quality-assurance work for all of their programmes, the specific teaching, as well as the special problems, conditions and needs relevant for the individual institution.

On this basis, the accreditation report assesses whether the quality-assurance system of the institution lives up to the requirements placed for institutional accreditation in the Accreditation Act, including particularly the five criteria listed in the associated Executive Order.

Accreditation panel and method

In order to support assessment of the quality-assurance system, the Danish Accreditation Institution has set up an accreditation panel comprising a number of experts. Among other things, members of the panel are skilled within management and quality assurance at institution level, and they are familiar with the higher education sector and with relevant labour market conditions and student conditions.

The accreditation panel has read the documentation material, and together with employees from the Danish Accreditation Institution they have visited the institution to assess its quality-assurance system and practices.

Annex 1 in the report repeats the main features in the method used in the accreditation of the educational institution.



Decision

As an independent body, the Accreditation Council makes a decision on the accreditation of the educational institution. The Council decides whether the quality-assurance system of the institution justifies positive accreditation, conditional positive accreditation or rejection of accreditation.

This report and its assessments form the basis for the decision by the Accreditation Council.

Overall assessment and recommendation

The Copenhagen Business School (CBS) quality assurance system is well-described regarding the division of responsibility and management and it has well-established policies and procedures for quality assurance of study programmes. The system is reasonably well-functioning regarding the ongoing collection, analysis and application of relevant data in the development of the programmes. The quality assurance practice ensures that the study programmes maintain the proper academic level and that the programmes reflect the needs of the Danish labour market. The system is less well-functioning when it comes to ensuring that the students are taught by teachers that maintain active contact with the relevant research base.

Reviewing the overall strategy, the Panel finds that the institution has ambitious plans for overall quality assurance and development at the institution. CBS has a comprehensive overall quality assurance policy, with processes and procedures spelled out in a quality assurance handbook. Policies, processes and procedures for various specialised aspects of quality assurance are described in a number of self-contained policy documents. The Panel also finds that the strategy and policies cover all of the higher education programmes offered by the institution.

The Panel finds that the quality assurance system at CBS has a firm decentralised grounding through the matrix structure. This is translated into ongoing involvement of teachers, students and other key stakeholders – such as employers and alumni – in quality assurance work as well as a strong quality culture. At senior management level, the dean of education plays a key role in the QA system. As such, the system includes the relevant management levels and there is a well-described division of responsibility and labour.

There is ongoing collection, analysis and application of relevant data about programmes. Most areas relevant to quality assurance are covered – such as intake, attrition rates, completion rates, employment, etc. The Panel notes, however, that the proportion of teaching undertaken by internal full-time staff is not monitored in a sufficient way. The Panel has chosen to address this specifically in connection with Criterion III.

CBS allocates teaching through the matrix structure. This allows programmes to source teaching for a specific course from a department with academic expertise in exactly that field. Generally, departments at CBS are highly regarded within their research areas. This allows students to be exposed to new current research at an international level.

CBS has historically relied on external part-time teachers to deliver a large proportion of teaching, and this has an influence on the research basing of the programmes. The Panel finds that CBS has ambitious policies for increasing faculty staff numbers and thus decreasing the reliance on external part-time teachers, but also notes that the institution appears to be falling short of its own ambitions. In addition to this, procedures and practice for monitoring that an adequate proportion of academic staff are involved in the teaching at each specific programme are not sufficiently established, resulting in instances where concrete problems have seemingly remained unaddressed.

The institution has well-developed procedures for updating the academic qualifications of full-time teaching staff. For external part-time teachers, such institution-wide procedures are not in place, and this could be problematic in cases where part-time teachers are either affiliated



with the institution on a long-term basis or are responsible for a significant number of lectures. The Panel has, however, seen examples of decentralised practices from a number of departments regarding the involvement of external part-time teachers in the on-going discussions of coherence between courses at programme level and the academic and pedagogical discussions in general. The Panel finds that these decentralised practices are well-functioning, but notes that institution-wide procedures could further the focus on the importance of integrating the external part-time teachers into departmental life.

CBS has a well-developed system for student evaluation of teaching in which the information generated flows to the appropriate QA stakeholders, allowing for both adjustments of course content and evaluation of the performance of individual teachers. The Panel is impressed with the initiative to set up dedicated Quality Boards for all programmes so that students can provide qualitative feedback on course and programme quality. The Panel is also impressed with the decision to have Study Boards at the programme level, which ensures direct student influence at the appropriate level.

Through 'Recurrent Programme Peer Review' (RPPR) – i.e. regular evaluations of programmes using external experts – CBS has developed a system through which programmes are submitted to a comprehensive evaluation on a recurrent basis. RPPR includes a host of relevant data on the performance of programmes, their academic level and content, etc. RPPR is structured in such a way as to generate directly applicable insights for programme management. RPPR appears to be well-received among all key quality assurance stakeholders, and the Panel is convinced that it will continue to generate valuable information.

The contribution of the institution and its graduates to the wider society is solidly anchored in the 'Business in Society' strategy and is reflected throughout the QA system. Overall, CBS performs well in ensuring the relevance of the institution's programme portfolio and monitoring the needs of the labour market. The institution has established Advisory Boards with representatives from potential employers at programme, departmental and central levels. The Panel was impressed with this decentralised approach to programme relevance, and with the amount of resources CBS commits to it. The Panel saw evidence that Advisory Boards at programme level discuss concrete initiatives related to programme relevance, and that these were implemented where appropriate.

CBS graduates generally find employment to an adequate degree, and the institution has a satisfactory system in place for monitoring the employment of graduates. The Panel notes, however, that the information collected could be used to an even greater extent in RPPR and in the programme directors' annual reports to the dean of education.

The Accreditation Panel perceives that the institution's quality assurance system is well-described, well-argued and reasonably well-functioning in practice, while the monitoring and assurance of the research base of the programmes, especially regarding the large number of part-time teachers being used, demand follow-up by the institution's quality initiatives.

On the basis of these assessments, it is recommended that CBS is awarded a conditional positive accreditation.

Background information

Description of the accreditation panel

- **Chairman: Gunnar Svedberg**
Professor emeritus in Energy Technology, The Royal Institute of Technology, Stockholm. Former Rector at Mid Sweden University, former Rector at the University of Gothenburg.
- **Jan Beyer Schmidt-Sørensen**
PhD in Labour Economics, Director of Business Development, City of Aarhus, former Rector of Aarhus School of Business.
- **Anne Welle-Strand**
Professor in Education Management, Department of Leadership and Organizational Behaviour at BI Norwegian Business School
- **Geoffrey Wood**
Professor in International Business, Associate Dean (Programme Quality) at Warwick Business School, former Director of Research at Middlesex University Business School.
- **Sidsel Gro Bang-Jensen**
Full-time Master student at the University of Roskilde, Student Representative on the Board of University of Roskilde

Participants from the Danish Accreditation Institution:

- Daniel Nørgaard Bachmann, Project Manager
- Jacob Frost Szpilman, Accreditation Officer
- Kristian Klausen, Head of Section
- Anja Uglebjerg, Special Advisor (from January 2014 to April 2014)

Institution profile

Copenhagen Business School (CBS) was founded in 1917 and is located within three campus areas in Frederiksberg (Solbjerg Plads, Porcelænsøen and Dalgas Have).

The day-to-day management is carried out by the President within a framework laid down by the Board. The other members of management carry out their duties as authorised by the president.

CBS' core activities (education and research) are organised under two deans, a dean of research and a dean of education. The dean of education is responsible for all programmes; bachelor and master programmes, MBA and diploma programmes.

The business school has one faculty, and research is organised in 15 departments. The departments are administered by a head of department who is responsible to the president. The educational programmes are not organised in the departments, although the departments deliver teaching to CBS' programmes within their area of expertise.

The main subject of research and education at CBS is business economics. Languages, sociology, psychology, anthropology, political science, law, philosophy, history and intercultural understanding within business are also significant areas within the research and educational profile at CBS.



Each programme is managed by an academic programme director, and a Study Board has overall responsibility for the content and quality of the programmes. The Study Boards and the programme directors are responsible to the dean of education.

CBS offers 17 full-time bachelor programmes and 20 full-time master programmes (2013). The full-time academic staff number is 690, and the part-time academic staff number is 730¹ (2013).

CBS has a student population of 15,887 full-time students and 4,112 part-time students (2013). The majority of the student population at CBS attended study programmes within the field of Social Sciences.

Table 1: Rates of drop-out during the first year of undergraduate study, 2008-2011 (%)

		2008	2009	2010	2011
Copenhagen business school	Humanities	29	21	28	22
	Social sciences	19	20	24	20
	Total	22	20	25	20
All universities	Humanities	17	15	16	14
	Social sciences	21	17	19	16
	Health sciences	8	6	6	8
	Science and technical sciences	17	17	18	16
	Total	17	15	16	14

Source: The ministerial auditing report for Copenhagen Business School, 2013

Note: Copenhagen Business School counts students who change study programme within the institutions as drop-outs.

Table 2: Proportion of students completing undergraduate study within the prescribed period of study plus one year, 2008-2011

		2008	2009	2010	2011
Copenhagen business school	Humanities	49	57	59	57
	Social sciences	65	68	70	70
	Total	61	65	67	67
All universities	Humanities	51	53	55	53
	Social sciences	63	62	64	65
	Health sciences	68	72	73	75
	Science and technical sciences	53	56	60	59
	Total	57	59	61	61

Source: The ministerial auditing report for Copenhagen Business School, 2013

¹ In the Danish system, a distinction is made between *internal full-time staff* who have research responsibilities at the institution (VIP) and *external part-time staff* who are typically employed elsewhere on a full-time basis (DVIP). This distinction is followed in this report.

Table 3: Average length of study (bachelor + master's (FT) level), 2008-2011 (years)

		2008	2009	2010	2011
Copenhagen business school	Humanities	6.2	5.9	6.2	6.0
	Social sciences	5.7	5.7	5.7	5.6
	Total	5.8	5.8	5.7	5.7
All universities	Humanities	6.9	6.9	7.0	6.5
	Science	6.5	6.4	6.4	6.3
	Social sciences	6.2	6.2	6.1	5.9
	Health sciences	6.5	6.4	6.4	6.3
	Technical sciences	5.6	5.5	5.4	5.4
	Total	6.4	6.4	6.4	6.1

Source: The ministerial auditing report for Copenhagen Business School, 2013

Note: The prescribed length of a university degree (bachelor + master's (FT)-level) is 5 years (as study programmes begin in September and end in June the exact prescribed length of study is 4.75 years). However, for the veterinary degree it is 5.5 years and 6 years for the degree in medical studies. Non-Danish students are not included.

Table 4: Employment rates for graduates within 4 years of graduation, 2006-2011 (%)

		2006	2007	2008	2009	2010	2011
Copenhagen business school	Humanities	87	88	93	89	84	83
	Social sciences	92	93	94	92	88	89
	Total	92	93	94	92	87	88
All universities	Humanities	83	86	88	85	81	80
	Science	85	90	92	90	87	85
	Social sciences	90	92	93	92	89	88
	Health sciences	95	97	96	94	92	92
	Technical sciences	89	90	92	91	86	86
	Total	88	91	92	90	86	86

Source: The ministerial auditing report for Copenhagen Business School, 2013

See also Annex V for the history of programme accreditations carried out by The Danish Accreditation Institution and key figures related to the specific study programmes at CBS.



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Criteria I and II: Quality policy and strategy as well as management and organisation

Under the first and second criteria, the Panel looked into the structure of the matrix organisation at CBS and the division of responsibility with regard to development and quality assurance of CBS' programme portfolio. In addition, the Panel focused on how CBS' overall strategy 'Business In Society' and the ministerial Development Contract are supported by procedures and practice in the quality assurance of programmes.

The framework for the quality assurance (QA) system is described in the following three subsections:

- The organisation and division of responsibility in the senior management is described in the bylaws of CBS, whereas the coupling between senior management and decentralised programme management is structured by the matrix

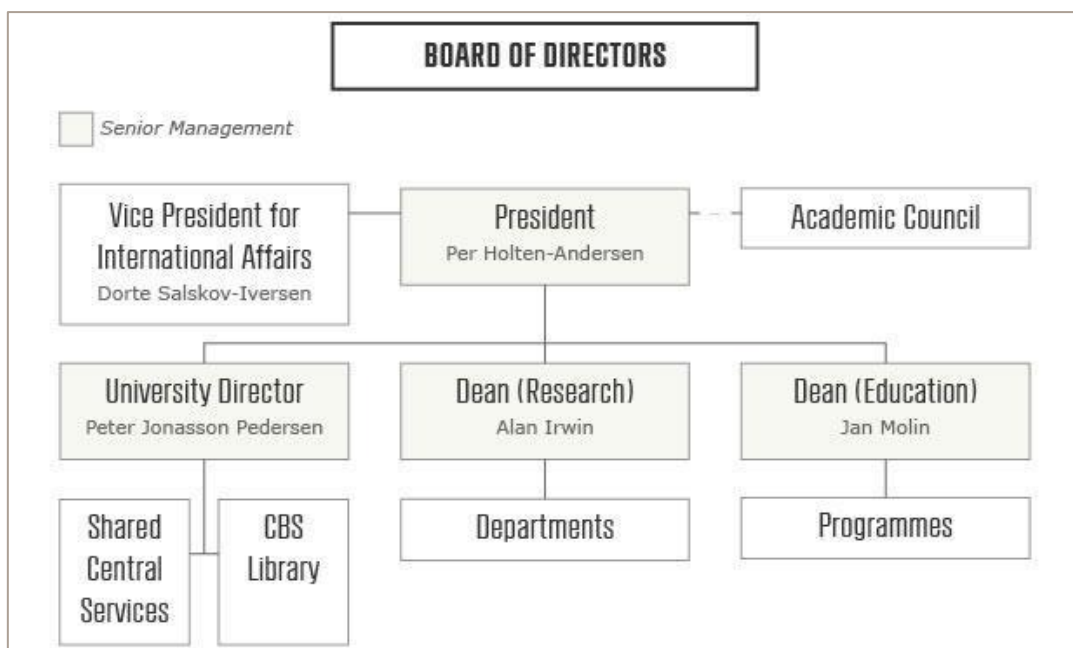
system.

- The strategies and policies at CBS regarding quality assurance and education
- The procedures and practice of QA at CBS

Organisation at CBS - Anchoring of the quality assurance system

The division of responsibility and the anchoring of the quality assurance system in the senior management at CBS is described in the bylaws of CBS and illustrated in the chart below.

As shown, CBS is governed by a board of directors and the senior management that consists of the president, the dean of education, the dean of research and the university director who is responsible for



Organisation at CBS



the shared administration.

Not explicitly included in the chart is the decentral management, which includes the programme directors, the Study Boards and the head of department. Other important QA agents and stakeholders include Quality Boards, Advisory Boards, the student union (CBS Students), course coordinators, core faculty, part-time teaching staff and alumni.

At central level there is a distinction between the board of directors and the university management; The president, the dean of education, the dean of research and the university director.

Quality assurance stakeholders at senior management level

The Board's main formal tasks are to appoint and terminate employment of the president, and, on the recommendation of the president, the university director and the vice president. The Board also approves the budget and the annual report, and it signs the development contract with the Minister of Higher Education and Research. CBS describes that in practice, the Board is engaged in all strategic decisions, including campus development, and in defining policies in all important areas, including ethical and social responsibility guidelines. CBS' Board of Directors consists of 11 persons, 6 of whom (including the chairman) are external to the school, 2 are elected from among the faculty members, 1 is elected from among the administrative staff, and 2 are elected from among the students.

The president has overall responsibility for managing the university according to guidelines set down by the Board of Directors and national legislation. This includes decisions on the organisation of CBS, codex and guidelines for staff, the programme portfolio of CBS, the establishment and dissolution of departments and the appointment of deans and heads of department.

The university director is responsible for the shared administration. Management and responsibility for the quality of research and education are delegated to the two deans. As shown in the chart above, this division of labour means that *the dean of research* has overall responsibility for the research that is organised in the departments at CBS, while *the dean of education* has overall responsibility for programmes.

The Academic Council advises the president and the deans on strategy, research and educational issues. The Council also advises the senior management on the establishment of new programmes, but it holds no decisive power. The Academic Council consists of the president (chair), 9 elected members of faculty, 2 elected members of the professional staff, and 3 elected students. The deans are delegate members of the Council.

Departments, heads of department, faculty staff and part-time teachers

CBS' faculty is organised in 15 research departments, each led by a head of department. The dean of research is responsible for the quality of the research conducted by the departments. In addition to conducting research, the departments also deliver teaching within their relevant discipline(s). All core faculty members at CBS are obliged to conduct both research and teaching. In addition to the core faculty, CBS employs professionally qualified part-time teachers, mainly from the corporate world, but also researchers at other universities. All part-time teachers are affiliated with a department that oversees their qualifications and the quality of their teaching.

Quality assurance stakeholders at programme management level

The link between the central and the decentralised management regarding programme quality is structured by the relationship between the dean of education and *the programme directors*. An aca-

demographic programme director, appointed by the dean of education, leads each programme. At CBS the programme directors all refer to the dean of education. The programme director writes an annual report, which serves as a basis for a dialogue with the dean of education regarding quality assurance and development of the programme.

Study Boards have overall responsibility for the content and quality of programmes. They must comprise an equal number of members of the academic staff and students. All members of the Study Boards are elected. Normally, but not necessarily, the programme director is chairman of the study board. A student acts as vice chairman.

CBS has provided a list of Study Boards and the programmes that they are responsible for. Overall at CBS there are 29 Study Boards; 17 covering the programmes in Economics and Business, 4 covering Business Languages, 1 covering the graduate diploma in Business Administration and 7 covering the professional master programmes.

Each programme has its own Study Board, except in cases where there is a natural and direct link between a bachelor programme and a master programme, for instance the bachelor programme in Business Administration and Psychology (HA (Psych)) and the master programme in Business Administration and Psychology (cand.merc.psych.). In such cases there is one Study Board covering both programmes. The Panel notes that the two largest programmes at CBS, the bachelor and master programme in Economics and Business Administration have separate Study Boards.

In connection with programmes, there are a number of specific employer panels, Quality Boards and alumni organisations, where stakeholders are involved in the quality assurance and development of pro-

grammes. Most of these panels are set up in connection to one study programme. These are discussed further under Criteria IV and V.

The Accreditation Panel finds it a definite strength that designated Study Boards exist at programme level. This ensures stronger and more direct input from students and academic staff into the QA process, allowing for more programme-specific adjustments of the level, content and relevance of programmes.

The matrix organisation at CBS

Programmes and departments interact through a matrix organisation at CBS. The programmes have their own budgets and buy teaching from the departments that are responsible for delivering teaching to their faculty. Most programmes buy teaching from several departments. The dean of education explained at the visit that there is a rule at CBS that programmes should buy teaching from more than one department.

In practice, the departments appoint faculty members to serve as course coordinators, who are responsible for each course. The course coordinator has a dialogue with the programme director on course learning objectives, course content, curriculum, mode of assessment, and length of the course.

At the first site visit the accreditation Panel learned that the matrix organisation seems to function well and seems fully integrated as the natural framework with both the senior management and the representatives of programme directors and teaching staff that the Panel met. All groups emphasised the dynamics created by the matrix organisation in which several departments can be relevant as a source for teaching.

Recognising the importance of the matrix organisation for the quality assurance of programmes at CBS, the Panel chose an audit trail that would give a better understanding of the division of responsibility



between teachers, course coordinators, heads of department, Study Boards, programme directors and the dean of education in the matrix system. In addition, an audit trail that would highlight the CBS quality assurance system in regard to quality assurance of whole programmes was chosen.

The institution's strategies and policies for QA

A number of documents covering the strategies and policies at CBS are relevant for quality assurance of education.

The overall CBS institutional strategy for education and research is laid out in the document 'Business in Society' (2011) and the institution's development contract with the Ministry of Higher Education and Science sets concrete development goals for the institution.

Most of the policies, though not all, that are relevant for quality assurance of education, are described in the 'Program Quality Policy' (2012). The quality policy introduces four columns that encompass the overall quality assurance activities at CBS regarding the programmes: Quality Assurance (programme-related), Knowledge sharing, Evaluation and Learning. Each column covers four activity areas. The Quality Policy also describes the roles and responsibilities of the dean of education, programme directors, Study Boards, and course coordinators.

The Quality Policy is closely connected to the 'Program Quality Handbook' (2013) where the activities from the Quality Policy are described with regard to purpose, methodology, responsibility and indicators.

The Quality Policy and Quality Handbook are also supplemented by several other documents that contain elements of strategy and policy for the CBS education portfolio and for quality assurance specifically. These include:

- **'Student learning strategy'**. CBS' overall learning philosophy. Describes also the qualities of CBS' 'ideal graduate' and the principles guiding curriculum development at CBS.
- **'Practice aspects of CBS education'**. Describes the overall aims and methods for incorporating practice into teaching and learning at CBS.
- **'CBS talent policy'**. Policy and description of goals and current activities in nurturing talents (for instance admission procedures and elite modules and programmes).
- **'Rules for planning teaching activities'**. Establishes the minimum hours at each level (for instance: 12 hours per week for bachelor students) and procedures to secure that full-time programmes are full-time studies.
- **'Research-based programmes'**. Sets concrete goals for the percentage of research-based teachers who are to teach at different programme levels (i.e. bachelor or master level).
- **'Establishment and discontinuation of programs'**. Describes the criteria for the quality, feasibility and relevance of the programmes as well as the decision process for establishing and closing down programmes.

These documents will be mentioned when relevant to the assessment of the criteria. 'Business in Society' and the 'Development Contract' will be discussed in detail below.

Business in Society

CBS has the ambitious aim of becoming 'a world-leading business university with teaching and research excellence in classical management disciplines (...) and in disciplines that place business in a wider social, political and cultural context.' (p. 7). The table below lists the objectives set in 'Business in Society'.

'Business in Society' deals with both Transformational Initiatives and Management Quality Initiatives. CBS describes Trans-

formational Initiatives as time-limited initiatives designed to move the university forward in a 'Business-in-Society' direction, while Management Quality Initiatives are described as the practices, processes and procedures for resource allocation and development.

In the table below, all of the initiatives/objectives are mentioned. The emphasised initiatives are those especially relevant for the understanding of CBS' quality assurance of education and study programmes and will thus be explained below the table. The emphasised initiatives cover the main subjects that the Panel has been especially interested in at the site visits and in the audit trails. These subjects are: part-time teachers and the research base of study programmes; the continuous programme management; and the matrix structure.

High quality education

In 'Business in Society', the 'Management Quality Initiative' for 'High Quality Educa-

tion' relates to appropriate levels of accreditation, skilled teaching staff, regular review and development of activities and teaching portfolio, input from students and close involvement of Study Boards (also elaborated under 'Partnership with our students'), continuous competence and pedagogical development for full-time and part-time faculty staff, and sustaining and developing the present network of partner universities (for double-degrees and exchange programmes).

Accreditation and ranking

In order to maintain the international accreditations awarded by EQUIS, AMBA and AACSB, as well as to obtain Danish government accreditation, CBS states in the strategy that it plans to establish a system of integrated internal assessment of education and research, which will combine quality assurance and development.

Principles for Responsible Education Management

Through the 'Principles for Responsible

'Business in Society' objectives (emphasised objectives discussed above and below)

Transformational Initiatives	Management Quality Initiatives
Departmental and cross-departmental initiatives: <ul style="list-style-type: none"> • Business-in-Society Platforms • World Class Research Environments (WCRE) 	Research and Education Essentials: <ul style="list-style-type: none"> • High quality research • High quality education • Active dissemination • Accreditation and ranking
Programme initiatives <ul style="list-style-type: none"> • Stronger focus on entrepreneurship • Programme innovation • Principles of Responsible Education Management 	Organisational and Governance Essentials: <ul style="list-style-type: none"> • Dialogue in the university • Partnership with our students • Administrative service and efficiency • Financial management • Academic organisation (research and education) • Staff development and leadership • Recruitment
Institutional initiatives: <ul style="list-style-type: none"> • Strategic partnerships • Campus development 	

Source: Business in Society



Education Management' initiative, CBS aims to improve student knowledge of ethical, environmental and social processes in business. This is to be achieved through integrating CSR courses into CBS curricula and by increasing focus on sustainability in research, as well as various on-campus events.

Partnership with our students

CBS aims at maintaining a large degree of student participation in the development of the institution and the specific programmes, and it supports extra-curricular activities through resource allocation.

Academic organisation

In terms of the organisational structure of CBS, master programmes collected in clusters and research centres have been brought within departmental structures. The matrix structure is in constant focus at CBS.

Staff development and leadership

CBS aims at developing and revising its leadership development for administrative staff, heads of department and programme directors. In the future CBS will also have stronger focus on the succession planning of heads of department and programme directors.

Recruitment

In terms of the recruitment, CBS plans to increase the number of tenured academic staff relative to academics employed on a part-time basis, with the aim of strengthening the research basis of education. The institution also plans to increase the number of PhDs hired.

Development contract

The table below lists the objectives set in the ministerial development contract for the years 2012-2014. Emphasised objectives are especially relevant for the quality assurance of study programmes.

Development contract objectives (emphasised objectives discussed below)

1. **Mandatory objective: Programme quality**
 - Employment 4-19 months after graduation
 - Student satisfaction
 - Full-time/part-time academic staff ratio
2. **Mandatory objective: Better coherence in the educational system**
 - Enrolment of master students from another university
 - Credit transfer
 - Professional bachelor degrees
3. **Mandatory objective: Faster completion**
4. **Mandatory objective: Increased innovation capacity**
 - Number of CBS graduates employed in private companies with 20 - 100 employees
 - Full-time equivalents generated through courses offered within entrepreneurship/innovation
5. **Voluntary objective: Internationalisation**
 - Exchange students inbound/outbound
 - Programmes offered in partnership with other educational institutions
6. **Voluntary objective: More research and research quality**
 - Extent of research
 - Research quality
7. **Voluntary objective: Contribution to Society**
 - Number of graduates from the master programmes
 - External funding

Source: Development Contract 2012-2014

There is an annual follow-up report on each of these goals in connection with the ministerial supervision visits.

The CBS development contract sets the specific goals in regards to the mandatory objective related to *Programme quality*.

This objective is to be achieved by:

- Improving the employment prospects for master graduates (to be on par with the average for humanities and above the average for social science in 2014),

- Increasing student satisfaction (from 51 % of programmes scoring higher than 3.8 out of 5 to 70 %), and
- Increasing the full-time academic staff/part-time academic staff ratio (10 percentage point increase 2011 to 2014) (p. 119).

Regarding the mandatory objective related to *Completion rates*, CBS has experienced significant improvements in the recent years, and CBS has an overall high completion rate compared to other Danish universities. Even so, the objective regarding completion rates is to continue this development and to increase the completion rates for bachelor programmes within the Humanities and for master programmes in general.

Regarding the voluntary objective related to *more research and research quality*, CBS uses the Danish Bibliometric Research Indicator (“BFI”) for measuring the extent of research. In 2011 (2010 figures), CBS obtained 3.32 BFI points per full-time research equivalent, which is the highest number in comparison with the other Danish universities. During the contract period, CBS wishes to retain its status as no. 1

among the providers of social science programmes.

Policy for quality assurance of programmes – Quality policy and handbook
 ‘Program Quality Policy’ (2012) introduces four columns that encompass the overall quality assurance activities at CBS. Each column covers four activity areas (see table below).

Program Quality Policy also describes the roles and responsibilities of the dean of education, programme directors, Study Boards, and course coordinators. It also describes the two cycles that structure quality assurance overall in regard to programmes: the annual ‘continuous programme management’ cycle and the Recurrent Programme Peer Review 4-year cycle.

Program Quality Policy explicitly aims at maintaining a decentralised division of responsibility:

Quality Assurance	Knowledge Sharing	Evaluation	Learning
Program regulations	Business intelligence	Student feedback	Faculty development
Student admission	Benchmarking	Alumni feedback	Staff development
Student assessment (plagiarism, appeals)	Accreditation	Examiner feedback	Student support
QA of administration	Ranking	Employer feedback	Extracurricular activities

Program Quality Policy activity areas



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“Within each column a number of formal activities have been established, detailing what to do, how to do it, who should do it, how often, and how results must be used. The activities are going to ensure the same high level of quality across all study programs while maintaining decentralized responsibility and ownership of the quality policy [...] The goal of quality assurance is to develop and maintain a quality culture where efforts are directed at social, preventive, and transparent support activities. It is CBS’ ambition to use resources on quality enhancement rather than control and sanctions.” (Program Quality Policy)

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Program Quality Policy is closely connected to the ‘Program Quality Handbook’ (2013) in which the activities from Program Quality Policy are described with regard to purpose, methodology, responsibility and indicators. Program Quality Policy also explicitly addresses the system’s alignment with the European Standards and Guidelines (ESG).

Policy coverage of Accreditation Criteria III-V

Reviewing the strategy and policy documents at CBS, the Panel finds that strategy and policy at CBS substantially cover the areas of accreditation Criteria III-V. In particular the Panel notes the following:

Criterion III – Knowledge base

In the CBS strategy, research-based education is emphasised, and seen as the main societal contribution of CBS. CBS aims to strengthen the research base of programmes through a shift towards increased hiring of full-time academic staff (relative to external lecturers), which is a positive strategic ambition. The continuous competence and pedagogical development of teaching staff qualifications is also included in the strategy.

Criterion IV – Programme level and content

The CBS strategy emphasises the role of input from students and teachers in ensuring the continuous improvement of programmes, with special emphasis placed on the Study Boards and the programme directors of individual programmes. Significant focus in the quality assurance of programmes is put on the Recurrent Programme Peer Review concept, a 4-year cycle review of programmes with the use of external experts.

Both ‘Business in Society’ and the Development Contract focus on increased international cooperation. Here CBS intends to increase the volume of exchange students, while maintaining at least parity between outgoing and incoming students.

Criterion V – Programme relevance

The main theme of the CBS strategy is locating the institution and its graduates in a wider societal context. In terms of concrete initiatives, both the strategy and the development contract contain goals to improve the entrepreneurship and innovative component in graduates. Most notable are the goals to increase the proportion of graduates employed in companies with 20-100 employees and to increase the volume of teaching in entrepreneurship/innovation.

Another objective contained in the development contract is to improve the job prospects of graduates. The relevance of educational programmes is developed through continuous dialogue with potential employers. Communication with potential employers is carried out through Advisory Boards, at institution, department and programme levels.

Overall assessment of the quality assurance policy and strategy

Reviewing the overall strategy, the Panel finds that the institution has established ambitious, comprehensive and well-

documented goals for overall quality assurance and development at the institution. The Panel also finds that the strategy and policies cover all of the higher education programmes offered by the institution.

Procedures and practice for QA

CBS has a corpus of literature describing procedures and processes concerning QA. These include:

- 'CBS Program Quality Policy'
- 'CBS Program Quality Handbook'
- 'Recurrent Program Peer Review'
- 'Standard Rules of Procedure of the Study Boards'

CBS has a clear structure and delegation of responsibility for the implementation of these procedures and processes, while there is a clear description of the information flows involved in programme management. Programme quality is ensured through 'continuous program management' carried out by the dean of education, programme directors and Study Boards, and through 'Recurrent Program Peer Review' (RPPR).

'Continuous program management' has an 'annual development cycle', while the RPPR has a 4-year cycle. These two processes are highlighted by CBS as the most important QA procedures for programme quality. Both of these processes rely heavily on the monitoring system and the evaluation procedures at CBS. Each of these elements are described and reviewed below, along with the system of information flows that makes programme management possible.

The Panel finds that although the Quality Handbook was issued recently (September 2013), the procedures described in the Handbook are related to the existing quality assurance practice at the institution. For instance, annual Programme Director Reports have been implemented at CBS since 2010. The procedures in the Quality Handbook thus seem to be fully integrated at all relevant levels of the institution.

Continuous programme management – the annual development cycle

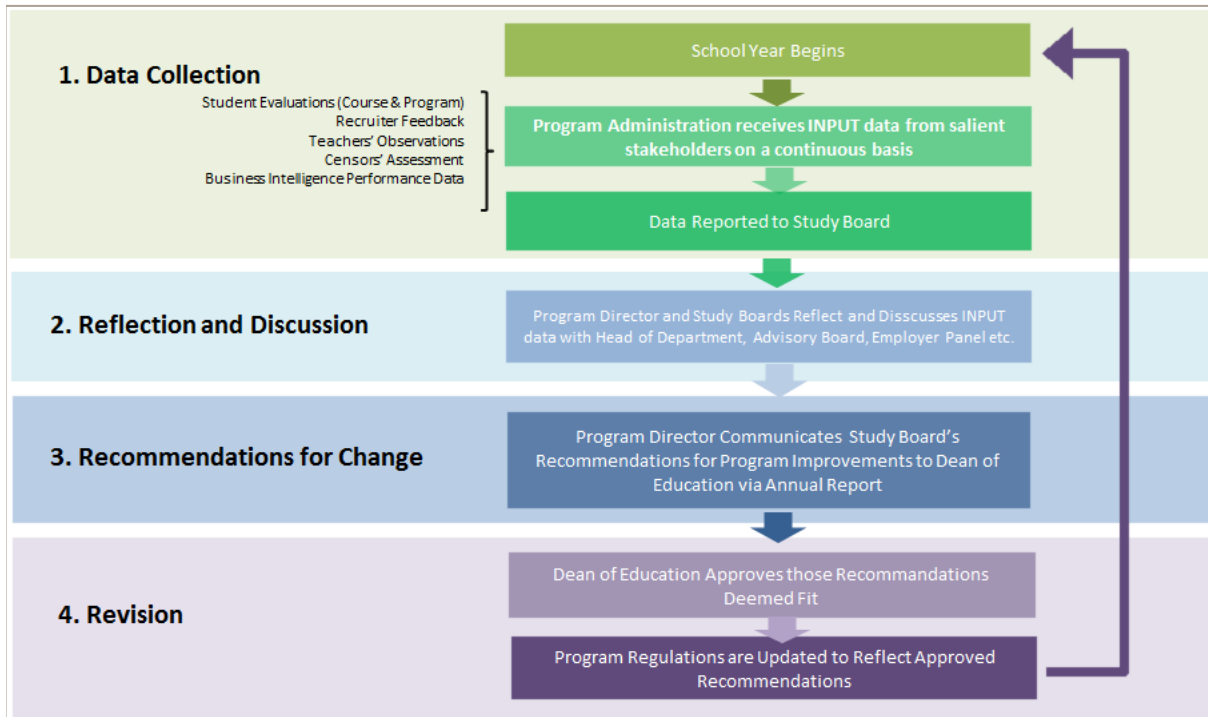
As mentioned above, the dean of education is ultimately responsible for programme quality within the CBS matrix structure. Individual programmes are managed by programme directors, who 'buy' teaching from Departments through an 'internal market'. Course coordinators are responsible for the delivery of individual courses, and for ensuring that they are research based. The internal market mechanism is intended to ensure the quality of individual courses, while the organisational structure ensures coordination and coherence for the whole programme.

CBS has a well-described system of information flow to Study Boards and programme directors, who receive yearly data packages with key figures relating to educational quality, as well as results of systematic student evaluations (both concerning questions on 'a coherent academic year' and 'subjects and teachers').

Each year, programme directors prepare annual reports, which Study Boards comment on before they serve as the basis for a meeting between the programme directors and the dean of education.

Below is a graphic display of the flow of information and decisions in the CBS QA cycle:





CBS Quality Assurance cycle

To aid development on an institution-wide basis, a number of formalised forums have been established at both the strategic and procedural level. Focusing on the strategic management of programmes, regular meetings in the following bodies are convened:

- Board meetings – 5-6 times per year
- Senior management meetings – weekly
- Academic Council meetings – 4 times per year.

The link between programme directors/Study Boards and the dean of education is maintained at the following meetings:

Study Board (once a year): Each autumn the dean (together with representatives from the dean's office) visits the Study Boards to discuss quality assurance and development together with other items that the Study Board finds relevant.

Programme management (once/twice a year): On an annual/bi-annual basis, the dean (together with representatives from the dean's office) meets the programme director and the programme administration manager to discuss the budget, quality assurance and other items that the programme management finds relevant. Depending on the scheduling of the meetings, they are planned within a time frame of 1 – 1½ years.

General meetings with all programme directors/heads of department:

- The dean together with the dean's office meets the programme directors twice per semester. At these meetings general themes are discussed and meetings are also organised in a way that allows for knowledge sharing.
- Once per semester the dean of education meets with the programme directors, the concentration coordinators and the heads of department to

discuss issues that are relevant in the broader context. These meetings are also relevant for knowledge sharing and for discussing themes that touch upon the challenges in the matrix structure.

CBS has also described that there are no minutes from the 'programme management' meetings and the 'general meetings', and that follow-up is decided with regard to the specific nature of the issues discussed (Additional information from CBS, 22.08.2014)

The Panel finds that while dealing with issues in their context is surely a good strategy, the fact that there are no minutes from these meetings makes it difficult for the Panel to assess whether relevant problems are identified at these meetings and accompanied by fit-for-purpose follow-up. There is also a risk that commitment to identified problems and the follow-up will become less systematic.

Monitoring system

CBS has a central system for monitoring and distributing data regarding programme quality to relevant bodies. The system is described in the Program Quality Handbook.

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“CBS provides a management information system and ad hoc analytical service to relevant stakeholders at CBS: general management, program directors, study boards and departments. The management information consists of e.g. key figures and indicators and standard reports. The analytical service is a targeted statistical preparedness tool to managers and committees. Program directors and committees get relevant key indicators on program performance, supporting monitoring and follow-up. The statistical preparedness tool consists of a “data pack-

age” (Excel spread sheet) including accessible data based on extracts from CBS’ administrative systems. Program administrators are trained in the use of the data materials. CBS follows the development of indicators of the study programs at CBS and is benchmarking against the Danish universities and a selection of international business schools.” (Program Quality Handbook, section 2.1 ‘Business Intelligence’)

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Reports, key figures and data packages are sent to study programmes and departments and made available to the entire organisation. The information is employed broadly at CBS and by the programme directors and the Study Boards as a source of information in their daily work and quality assurance of the programmes.

The data package that the Study Board and programme director receive consists of time series of applicants, admission, grades, failure rates, completion rates, drop-out rates, unemployment rates and number of international students.

Responsibility for preparation, development, quality assurance and distribution of the data rests with The Business Intelligence and Development (BID) unit and the IT Department, both of which are units in the Shared Central Services.

In the CBS quality assurance system, Programme Director Reports and Recurrent Programme Peer Reviews are the two most notable means of identifying and communicating problems and needs on programmes and, on that basis, choosing the relevant actions to be taken. These two documents will be discussed below.

The dean of education receives an annual Programme Director Report that sums up the most important QA issues in the last



year, including development plans for the coming year. In addition, the dean of education also receives data from the Business Intelligence Unit at CBS.

The 11 examples of the Programme Director Reports that the Accreditation Panel received as part of the audit trail material reflect that the Study Boards and programme directors do in fact receive quantitative data such as admission figures, employment rates, completion rates, drop-out rates and evaluation benchmarks, as described in the quality policy.

At the site visits, the dean of education and the programme directors explained to the Panel that there used to be a fixed Programme Director Report template that ensured consistent reporting, but that CBS had turned away from this model because the programme directors did not feel that the report templates supported the description of problems and development opportunities of the individual programmes. CBS therefore changed the concept to the current one in which the dean of education chooses a number of focus point or key performance indicators that are to be discussed in the Programme Director Reports. Apart from these, the programme director chooses the relevant points for discussion.

For instance, the reports from 2013 reflect that the focus points chosen by the dean were: admission and entry requirements, drop-out and completion rates, evaluations and (only for master programmes) employment and internationalisation. In 2012 emphasis was placed on the status of Quality Boards and evaluation.

The Panel notes that the reports received vary with regards to length and issues discussed. In general, the reviewed reports cover these elements:

- Reflections on focus areas chosen by the programme director.
- Reflections on focus areas chosen by the dean of education.

- Some, but not all, reports include development opportunities and only one of the reports contains comments regarding follow-up on previous action plans (in the specific case, an action plan following a RPPR).

Programme Director Report for the BSc Asian Business Studies Programme (ASP)

The following example illustrates the use of the Programme Director Reports: In the statistical data received from CBS, the Bachelor Programme in Asian Business Studies (ASP) is characterized by a lower completion rate and a higher drop-out rate than both the average at CBS and for social sciences as a whole. This is addressed in the Programme Director Report for 2013:

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“ASP has a rather low on time completion rate, about 52%, and a high drop-out rate after 1 year, about 48%, as well as a high drop-out rate after nominated time + 1 year, about 47%. In both cases the language courses has a rather big influence here. Japanese and Chinese are very difficult languages to deal with and many students find them much more difficult than anticipated. We are, however aware of this and have two very good language coordinators that are working hard to reduce these high rates. [...] aligning more closely the economic courses with the language ones so as to ensure that ASP is not developing a dual structure, that is, an economic string and a language string. In December 2013 we decided to integrate Japanese and Chinese written material into the bachelor projects so as to make the students integrate this kind of sources into their projects, - an initiative that will take effect in September 2014” (ASP Programme Director Report 2013) .

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Other issues addressed in the ASP report are the relatively large turnover in the administrative and teaching staff and its effect on student evaluations, the RPPR process for the programme, evaluation scores and admission/entry requirements.

In connection with a below-average satisfaction benchmark in student evaluations combined with a low percentage of student responses, mid-term

evaluations and end-of-course evaluations as parts of the final lecture are being implemented.

Source: Programme Director Report (BSc ASP)

The Panel notes that the focus points chosen by the dean support implementation of a number of strategic institutional aims and management decisions described in the development contract.

As mentioned above, the purpose of the current concept for Programme Director Reports is to encourage the discussion of identified problems and development opportunities. In most of the Programme Director Reports that the Panel has received, actions for the following year are in fact mentioned. However, since the reports include very few (only one of the reports received) follow-ups on previous action plans, the Panel notes that the reports are mostly used for identifying problems and the actions to be taken, than in ensuring that the planned actions are in fact completed (or revised if deemed necessary).

The follow-up on action plans should, according to CBS, be carried out in a dialogue between the programme director and the dean of education. This dialogue should take place in the fall, after the programme director has submitted the annual report to the dean. The Panel has looked into 4 programmes in detail (BSc and MSc in Economics and Business Administration; BSc and MSc in Business Administration and Philosophy), and regarding these programmes, the Panel has received Study Board minutes from 2012 and 2013 (and a few from 2014) and Programme Director Reports from the same years. The minutes and reports would be expected to include and point to the Dean's follow-up on action plans.

According to the Study Board minutes from 2012 and 2013 (and a few from 2014), the dean of education only visited the MSc in Economics and Business Administration Study Board once (November 2013). This

was also the case for the BSc in Economics and Business Administration Study Board (September 2013). The Panel could not find evidence that the dean visited the Business Administration and Philosophy Study Board. The Panel recognises, though that coordination between the dean of education and the programme director can indeed take place outside of Study Board meetings, and at the site visits some of the programme directors explained that they talk to the dean on a regular, but informal basis. As mentioned above, the dean and the programme director also meet on an annual/bi-annual basis, but minutes are not taken at any of these meetings.

This leads the Panel to conclude that, although the practice in regard to follow-up and revision of action plans varies, the Programme Director Report is a well-functioning basis for the dialogue between the programme management and the central management at CBS. Relevant problems and development needs are indeed identified and converted into action plans on a systematic basis. The Panel finds that the concept would be further strengthened by a more formalised and transparent practice with regard to the following up on or revision of former action plans.

As described above, the 'Recurrent Program Peer Review' that runs in a 4-year cycle is another important part of the monitoring system at CBS. The RPPR also relies heavily on information provided by the shared administration. As a point of departure for the RPPR process, the dean of education, programme directors and peer reviewers receive detailed information on:

- Applicants, graduates, completion and drop-out
- Student evaluations and exam performance
- Programme structure, pedagogical model, research base, learning goals and internal course alignment



- Employment and continuous study/employment, salary and alumni feedback
- External examiner and employer feedback

Where relevant the reports also include the CBS average and references to the 3.8 evaluation benchmark. The use of part-time teachers on the programme is, however, not included in the RPPR. The Panel also notes that, although the learning goals of each programme are included in the RPPR, the strategic aim that all students at CBS have knowledge and skills within ethics and social responsibility are not included in the discussions.

This information provides the basis for written commentaries from the Programme director and the peer reviewers and serves as the basis for discussion at the meeting between them and the dean of education. The programme director sums up the discussions and the actions to be taken in an action plan. The RPPR is discussed further in Criterion IV.

The documentation also includes an example of an ad hoc data analysis provided by the Business Intelligence Unit to the management at CBS; 'Management Information, June 2013'. This analyses the employment situation of CBS graduates in comparison with other universities and main areas, i.e. Humanities and Social Sciences.

Overall, the Panel finds that there are well functioning monitoring procedures at CBS when it comes to key point indicators such as number of applicants, number of admitted students, grade point averages, failure rates, completion rates, drop-out rates, unemployment rates and number of international students. As mentioned above, the Panel finds it a minor weakness that the practice is informal and less transparent with regard to following the success or need for revision of actions that are taken after problems and development needs

have been identified and transformed into action plans in the RPPR and the Programme Director Reports.

The Panel has not found evidence that the strategic aim of increasing the extent of full-time staff at the institution is supported by monitoring data at programme or course level in the examples of Recurrent Programme Peer Reviews or in the Programme Director Reports that the Panel has reviewed. The Panel is therefore not convinced that this issue is discussed systematically. The Panel has chosen to address this specifically in connection with Criterion III.

Course evaluations and end-of-year evaluations

CBS has set down procedures for course evaluations and end-of-year evaluations

All courses concluded by a final exam at CBS are evaluated through a questionnaire; time to fill in the questionnaire in class is allocated in all courses. All lecturers that have taught in the same course more than twice are individually evaluated; and all years of study are evaluated by means of a questionnaire distributed at the end of each study year.

In addition to the above, a Study Board, a course coordinator, a lecturer or a department head may organise supplementary evaluations as the need arises.

CBS Evaluation & Accreditation (EVA), a unit in the Shared Central Services, handles the regular survey that forms the core of student evaluation of teaching. The dean of education oversees the survey process and monitors the results. Study Boards must use the surveys in their quality work and supplement them with other evaluation formats where needed. The CBS Quality Handbook states that heads of department oversee the performance of instructors and teachers, using survey results as one important indicator. This was confirmed at the visit where the heads of department ex-

plained that they monitored all course evaluation results and took action according to the results.

As an example, the head of the Department of Organisation explained how he monitored all course evaluations for teachers affiliated with the department. Apart from reading commentaries, he contacted the teacher in cases where the evaluation benchmarks were above four, in which case he would praise the teacher for obtaining good results, and below three, in which case he would contact the teacher for comments on how to improve results.

Another head of department explained that he had delegated responsibility for monitoring and dealing with the different programmes where department staffs are involved in teaching activities. These were then responsible for the dialogue with the programme director and monitoring results and would report back to the department head if actions needed to be taken.

The students and programme directors at the visit mentioned various examples of actions that had been taken as a consequence of course evaluations. These included:

- Change in course content and pedagogical approach
- Teachers offered support for pedagogical development
- Change of teacher (examples with both external lecturers and faculty)

The Quality Handbook includes standards and a procedure for follow-up on evaluations:

- Standard: For the annual whole-year evaluation of all programmes, the goal is that it should reach at least a score of 3.8 (out of 5) for each programme year.
- Follow-up: Study Boards identify the issues that require action and initiate such action in a dialogue with departments, course coordinators and the dean. In this process, surveys are sup-

plemented with other sources of information as the basis of decisions on academic, pedagogical or staff-related measures. Study Boards are obliged to give feedback to the students on their evaluations and inform them of any consequences (staff-related decisions excluded).

CBS has noted in their Quality Handbook that response rates on student questionnaires tend to be low. According to the self-evaluation report, the average response rates for evaluations are currently around 30-40 %. Experiments with new ways of collecting data took place during 2013. The experiments included collection of data during the last lecture class, campaigns for higher student participation, information to students and teachers on the purpose and use of data, and introduction of a standard for feedback to students on decisions made on the basis of the evaluations.

The management at CBS explained that the Quality Boards have been developed as a means of coping with low response rates in the mandatory student evaluations and as a means of obtaining qualitative feedback on teaching, course and semester coherency (see also Criterion IV).

Discussion

The Accreditation Panel finds that the emphasis on the decentralised structure of quality assurance functions well at CBS, since the Study Boards and programme directors at programme level enable a strong local ownership and influence on quality assurance and development of the programmes. This organisation has several positive effects such as encouraging programme-specific definitions of quality by grounding the QA work with people who have first-hand knowledge and experience of the subject area and the problems.

Through the audit trail regarding the matrix structure, the Accreditation Panel concludes that the matrix organisation functions very well at CBS and is fully integrat-



ed as the natural framework with the senior management and the representatives of programme directors and teaching staff that the Panel met. All groups emphasised the dynamics and competitive incentives created by the matrix organisation in which several departments can be relevant as a source for teaching. For instance, heads of department emphasised that the departmental budgets are influenced by the extent of a department's success in 'selling' teaching.

Due to the division of responsibility at CBS, the Panel has taken a special interest in whether the relationship between the dean of education and programme directors works in practice, as this is the link between the senior management and decentralised management at programme level.

The Panel finds that the programme directors play a crucial role in the development and quality assurance of the programmes at CBS, since the programme director coordinates the programme-specific QA issues, i.e. negotiating with faculty, course coordinators and heads of department and acting as chairman of the Study Board.

At the visits, the programme directors mentioned that there is a large element of negotiation between programme director, the potential teacher and the head of department. On the one hand, this negotiation was described as governed by formal structures such as the programme director's budget and a set price for delivering teaching resources for a course. The regulations that serve as a basis for the course allocations are in the 'Norm Catalogue', originally drafted in 2006 and revised in 2007. The dean of education explained that the document still served as the written framework for negotiations, but is undergoing a revision that includes ongoing negotiations between CBS management and union representatives.

On the other hand the negotiation was also described as being driven by the pro-

gramme directors' personal networks and relying on informal agreements between programme directors and possible teachers. The dean of education emphasised that there is a growing awareness of the important role that the programme directors play and that it is being discussed at CBS how to strengthen the position of the programme directors and establish better career opportunities for them.

The dean of education and programme directors explained to the Panel that conflicts between programme directors, teachers and heads of department were rare and that in the few cases there had been, the dean of education had taken action to resolve the conflicts.

From the meetings with the teachers, programme directors and the dean of education, the Panel learned that the matrix structure does indeed function well as a framework of allocating the available teaching resources. All stakeholders accept this framework, and the Panel sees the 'inner market' as a dynamic and flexible system that fits the CBS culture very well.

In summary, the Panel sees the fixed norm system in combination with a strong culture of flexibility between programmes and departments as a definite strength of the CBS matrix structure.

With regard to monitoring the quality of programmes, the Panel finds that the decentralised organisation at CBS has several positive effects with regard to monitoring and developing programme quality, such as local responsibility and ownership. The Panel finds that there is a well-described division of responsibility and well-described procedures regarding evaluation, the annual development cycle and RPPR. As mentioned, the Panel finds that there is a minor weakness with regard to the transparency of the follow-up by the management on the success or need for revision of identified actions, as this follow-up is mostly informal.

The Panel notes that there is an awareness of this at the institution, as reflected in the report:

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‘In the 90s and 00s, we have been focusing more on processes for improvement as such, and less on measuring if results obtained are actually at a satisfactory level. Or in other words, we have not prioritized defining key performance indicators (KPIs) that will make it possible to monitor tangible improvements. In terms of follow up on quality processes and assess the effect of development initiatives there is still work to be done.’

(Self-evaluation report, p. 39)

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At the first visit, the dean of education stressed that a large amount of work has been put into establishing more central guidelines throughout the last couple of years. According to CBS, central guidelines for the local programme management, which have been developed over the last 3-4 years, include ‘Program Quality Policy’, ‘The Quality Handbook’, the ‘Rules for Planning of Teaching Activities’, ‘Research-Based Teaching at CBS’, ‘The Practice Dimension of Higher Education at CBS’, and ‘CBS Talent Policy’. Furthermore, a programme information system based on data packages for programmes and departments has been initiated in order to strengthen evidence-based quality assurance.

The Panel recognises the efforts made by CBS to establish more written procedures and a more formalised system for quality assurance within the last years, as reflected by the number of policies and procedures established since 2011. The Panel has found evidence that the written proce-

dures have been implemented throughout the organisation. The Panel also finds it positive that the management has focused on preserving a strong culture of local involvement in quality assurance at CBS.

The Panel concludes that there are well-functioning procedures and practice in place for quality assurance and development of programmes across the institution.

Criterion I: Assessment

Overall, CBS has a well-described system for quality assurance. The system links goals within the overarching strategy of the institution (‘Business in Society’) to well-articulated QA policies, strategies, procedures and processes.

Overall, the assessment is that CBS is compliant with the criterion.

Criterion II: Assessment

The Panel finds that the CBS QA system includes all management levels and relevant institutional levels and that there is a described and functioning division of responsibility and labour at the institution. The Panel finds that the decentralised organisation at CBS encourages strong involvement in the QA system of teachers, students and other relevant stakeholders such as employer representatives and alumni. Finally, the Panel finds that there are well-functioning procedures and practice in place for quality assurance and development of programmes across the institution.

Overall, the assessment is that CBS is compliant with the criterion



Criterion III: Programme knowledge base

Under the third criterion, the Panel looked further into the research base of programmes at CBS. As CBS is organised in a matrix structure, a special focal point was the sourcing of teaching from departments. Motivated in part by CBS' history of using a larger proportion of external part-time lecturers in teaching than other Danish universities within the field of social sciences, and in part by the institution's strategic focus on increasing the number of full-time teachers, the Accreditation Panel decided to look closer at the research base of programmes through an audit trail. The high degree of reliance on external part-time teachers has also resulted in critical assessments in the accreditation of a number of programmes at CBS. Lastly, as discussed under Criterion II, the Panel also focused on the system for monitoring programme quality and procedures for following up on identified problems in connection to the research base of the programmes.

Policies

CBS has policies covering a wide range of aspects related to the research base of programmes, specifically related to the institution's profile as a university focused on business administration and related fields.

In the document 'Rules for planning teaching activities' (2012), CBS outlines a trade-off (presumably due to budget constraints) between the three variables: teaching volume, class size and lecturer categories (i.e. internal full-time teachers versus external part-time teachers). It is up to 'the Study Board and the programme director [to] ensure that the individual variables are implemented optimally when planning the teaching activities and allocating the resources'. The document merely identifies the trade-off, and it is the opinion of the Panel that more explicit guidelines or ex-

amples concerning good implementation would be helpful for programme management.

In the planning of teaching activities, CBS management makes a distinction between research-based education and researcher-covered education. It is argued that an ideal composition of the teaching portfolio includes external part-time teachers, who provide students with an understanding of business practice and the challenges businesses are faced with (self-evaluation report p. 20/24). At the same time, CBS describes how budget constraints necessitate the use of external lecturers.

As mentioned in the section on Criterion I, the CBS development contract sets the strategic goal of increasing the number of full-time academic staff relative to part-time academic staff (10 percentage point increase 2011 to 2014). The institution's strategy, 'Business in Society', emphasises the importance of skilled teaching staff and continuous competence and pedagogical development for full-time and part-time academic staff.

The document 'Research-based education at CBS' (document not dated) sets the ambition that 50 percent of teaching at the programme level for bachelor and diploma programmes, and 70 percent of teaching for master programmes is to be covered by internal full-time staff who are active researchers. The document also describes how the 'dean of education has established a set of measures of research foundation for programs, to be applied by Study Boards in their determination of program structure and learning objectives', but these measures were not contained in any material received by the Panel.



Procedures

Programmes at CBS source teaching from the institution's 15 departments through the 'internal market' inherent in the matrix structure. Departments conduct research on various aspects of business economics and related fields. Generally, research environments at CBS are highly regarded within their respective fields, with the institution ranked sixth among business schools in Europe and 81st in the world according to *The UTD Top 100 Business School Research Rankings*.

At the second site visit, the Panel met key actors involved in the management of a range of programmes to discuss the functioning of the institution's matrix structure vis-à-vis the allocation of teaching. During these interviews, the Panel learned that programme directors are responsible for the assurance of quality and coherence within whole programmes, while heads of department are responsible for ensuring that teachers deliver research-based teaching. This includes overall responsibility for the hiring and firing of staff, and for ensuring that teaching staff possess the required academic and pedagogical skills.

As departments and programmes at CBS are organised in a matrix structure (see also Criterion I and Criterion II), the Panel took a special interest in the procedures for allocating teachers to individual courses. The Panel learned that courses are linked to teachers with expertise in the academic area through the internal market. In practice, programme directors buy teaching from relevant departments. In principle, this allows programme directors to buy teaching from the department with the strongest expertise in a given academic area. However, in the material submitted by CBS, the Panel did not see evidence of mechanisms, beyond the judgement of the programme director, aimed at assuring that teachers are sourced from the right department before teaching is delivered. Furthermore, the Panel did not see evidence that a system is in place for assuring that adequate teach-

ing resources exist for the entire portfolio of programmes and courses. As all programmes and research at CBS is focused on business administration, the Panel would not generally expect this to lead to problems. Still, CBS offers a number of niche courses – predominantly for interdisciplinary degrees – that require highly specialised teaching. With no systematic way of assuring the availability of such teaching, programme quality could be compromised.

Recurrent Programme Peer Review contains information on which departments deliver course coordinators and mentions the names of teachers for individual courses, but in very few of the reports the Panel saw, was the link between programmes and teachers discussed in any detail. These lists of teachers do not contain information on how many hours each teacher teaches. As a result, it is not possible to establish what proportion of teaching is undertaken by external part-time teachers. The Panel therefore finds that RPPR provides little evidence of whether an appropriate proportion of teaching is conducted by internal full-time staff who are active researchers. In addition to this, RPPR is an *ex post* review mechanism, which does not serve to assure the research base of programmes *ex ante*. RPPR can give programme directors a valuable outside view on what they have judged to be an adequate research base, but only intermittently.

The responsibility for ensuring the competence of individual teachers to deliver research-based education lies with heads of department. Heads of department monitor that full-time research staff are active researchers and conduct research at international level on the basis of central research statistics and employee review interviews ('MUS'). At the second site visit, heads of department explained that they ensure that external teachers are qualified by hiring the right people.

In the material submitted by CBS, the Panel was not presented with evidence that CBS systematically monitors that an adequate proportion of teaching is undertaken by full-time teachers at programme level (e.g. through the full-time teacher to external part-time teacher ratio). Such data does not appear to be included in the yearly data packages received by programme directors, and minutes from Study Board meetings available to the Panel did not contain discussions on the topic. As such, there is no visible means of monitoring the policy target, introduced above, that internal full-time teachers should provide 50/70 percent of teaching at programme level.

Another prerequisite for the students' ability to engage with researchers, which is also included in the 'Rules for Planning Teaching Activities' as introduced above, is that class sizes are not too big. Again here the Panel was not presented with evidence of an *ex ante* monitoring system—neither for data on class sizes, nor for the student to teacher ratio. RPPR does provide information on the class size of lectures and tutorials, as well as the number of contact hours within the two categories, but again, this is an *ex post* review that only occurs every four years.

The development and coordination of individual courses is delegated to designated course coordinators - while curriculum, learning objectives and examination format for courses must be approved by Study Boards. Heads of department explained that part-time staff usually works under a course coordinator, who is a full-time faculty member. To ensure coherence in teaching, part-time staff participates in coordination meetings with the course coordinator before the beginning of each semester.

In the 'CBS Program Quality Handbook', the initiative 'faculty development' is dedicated to assurance and development of the competences of teaching staff. Mandatory courses exist for PhD students and for early-career researchers with no prior teacher

training. In addition to this, CBS runs a number of speciality teacher training programmes on topics such as case teaching, multicultural classroom, and technology-enhanced teaching and learning. As part of their managerial responsibility, heads of department follow up on courses taken by their employees in annual employee review interviews (MUS interviews). The policies do not fully describe how the institution seeks to ensure that external part-time teachers are exposed to a relevant research base, e.g. through requirements for mandatory participation in research seminars or through other means. Given the high proportion of teaching undertaken by external part-time staff, the Panel expected that some consideration be afforded to the issue.

In terms of institution-wide formal evaluation of teachers, CBS has a guideline on evaluating all teachers independently in student evaluations when they have taught more than two classes during a single course. This allows course coordinators, heads of department and programme directors to evaluate their performance individually.

At the second site visit, the Panel learned that the 'internal market' implies some degree of competition among programmes for the best teachers. During interviews, from the programme directors' annual reports and from RPPR, the Panel learned that teaching resources are not always easy to secure, especially for the development of new courses. As such, the programme directors' negotiating and networking skills are important in securing access to the best teachers and course coordinators. Still, the provision of courses through the 'internal market' seems to function relatively well in practice.

From the interviews at the second site visit it was clear that heads of department feel that they have adequate means of identifying poor performance by teachers, both through student evaluations and through



feedback from Quality Boards. The Panel is also satisfied that heads of department have the required recourse to deal with poor performance by teachers. In the interviews at the second site visit they explained that they would first engage in discussions with the teacher about how to improve the quality of teaching, but could ultimately resort to the termination of employment.

Quality assurance practice related to the research base of programmes

At the second site-visit, the Panel looked closely at the role of external part-time teachers. During the visit, interviewees explained how the use of some external part-time lecturers is important for maintaining a close contact to the real world of businesses. The Panel also feels convinced that the position as an external lecturer at CBS is seen as carrying considerable prestige, while many externals are motivated by the chance to keep their own skills up-to-date through engaging with academia.

Still, as described above, increasing the share of permanent faculty members in teaching is a central goal in both the CBS strategy and in the development contract. Goal attainment in relation to the development contract is handled between CBS and the Ministry of Higher Education and Science as part of the ministerial supervision process. At the level of policy, this aim is reflected in the 50/70 percent ambition for

researcher coverage of teaching. With this ambition the Panel would expect researcher coverage to be reflected in the institution's ongoing quality assurance work. As discussed above, the Panel could not find evidence of this in the material submitted by CBS.

Before the second site visit, the Panel requested data on the proportion of teaching undertaken by internal full-time staff for a range of programmes. In the material provided, 8 of 19 bachelor programmes and 7 of 15 master programmes were not in full compliance with the 50/70 percent ambition in 2013. Of the programmes the Panel had selected for an audit trail, two bachelor and two master programmes fell short of the goal. Data on these programmes is provided in the table below.

The average researcher coverage for both bachelor and master programmes falls short of the 50/70 percent ambition. However, it should be mentioned that the large size of the BSc EBA and MSc EBA programmes necessitates the splitting of students into several smaller classes. Lectures are taught predominantly by internal full-time staff and classes are taught predominantly by external part-time lecturers, which will tend to understate the researcher coverage that students actually experience. When parallel classes are counted only once, the researcher coverage for BSc EBA and MSc EBA was 59 percent and 81 percent respectively in 2012/13. Given the

	2007	2008	2009	2010	2011	2012	2013
Bachelor level	43%	40%	43%	45%	43%	44%	48%
BSc COM	53%	51%	47%	42%	36%	32%	37%
BSc EBA	33%	29%	30%	29%	33%	36%	43%
Master level	54%	62%	60%	60%	58%	60%	61%
MSc COM	64%	59%	66%	68%	65%	55%	55%
MSc EBA	64%	66%	61%	59%	59%	63%	61%

Proportion of teaching undertaken by internal full-time staff

size of these two programmes, the mean level of all bachelor and master programmes is also understated. This difference does imply, however, that students are primarily exposed to full-time teachers in large lectures rather than in smaller class settings.

CBS has provided explanations of why a number of programmes do not comply with the 50/70 percent ambition. These explanations seem reasonable and might in some instances mean that programmes can be linked with a core research base that lies outside the scope of research conducted at CBS (in one instance the case of B.Sc. (mat), where teaching in mathematics is outsourced to the Department of Mathematics at University of Copenhagen (Comments to the Draft Report p. 2)). Another explanation is that programmes with language or professional elements do not require an equally high degree of researcher coverage, which explains some of the lack of attainment of the goals.

The institution has demonstrated awareness of the factors listed above, but this knowledge is not built into the threshold values (e.g. through differentiated goals for different programme types, such as the ones mentioned above). The result is a system where programmes can be below the threshold value despite using external part-time teachers to an extent that is appropriate for the specific programme type. As we have seen, this generates a degree of false non-compliance with standards, rather than primarily identifying programmes that are not adequately research based.

The Panel believes that this illustrates that CBS does not have a fully effective system for monitoring the research base of programmes. A more effective system might set clear standards that are differentiated between different programme types, e.g. allowing for a lower proportion of internal full-time teachers for programmes with language or professional elements. This would

then allow for appropriate action to be taken in cases where problems really exist.

More important, however, is what the institution does when programmes violate threshold values (thereby indicating potential problems with regard to their degree of researcher-coverage). From the description of the functioning of the QA system under Criteria I and II, the Panel would expect to see a critical discussion of researcher coverage of programmes in Programme Director Reports and RPPR. The Panel would also expect to see a discussion of the topic in minutes from Study Board meetings, but the Panel noted that such discussions were not recorded in the material received.

The two examples below trace the quality assurance practice concerning programme knowledge base for the two programmes BSc in Business Administration and Organisational Communication and BSc in Economics and Business Administration.

Research base of BSc in Business Administration and Organisational Communication

As illustrated in Table above, there has been a steady year-on-year decline in researcher coverage until 2013 for the BSc in Business Administration and Organisational Communication programme. This reinforces our expectation to see evidence of the high proportion being addressed through QA procedures.

Despite this, the use of external part-time lecturers is not discussed in the RPPR conducted in 2012, nor in the programme director's annual report for 2012. The issue was also not discussed at the Study Board meetings on 23 January 2012, March 2012, 24 April 2012, 21 May 2012, 18 June 2012, 7 September 2012, 11 October 2012, 12 November 2012, 10 December 2012, 23 January 2013, 8 March 2013, 23 May 2013, 24 June 2013, 3 September 2013, 10 October 2013, 11 November 2013, 17 December 2013, 3 February 2014, and 10 March 2014.

Due to the related issue of high turnover of external part-time teaching staff, the 2012 Programme Director Report discusses the opportunity of hiring an assistant education professor to coordinate teaching and thereby ensure greater continuity in teaching.



The Panel sees this as a positive initiative, but notes that it does not in itself remedy the high proportion of external part-time staff in teaching.

Source: Study Board Minutes, RPPR and Programme Director Reports

Research base of BSc in Economics and Business Administration

An RPPR was carried out for the BSc in Economics and Business Administration programme in 2012. The report contains information on whether course coordinators are affiliated with CBS as full-time or part-time staff, but does not contain information on the overall proportion of teaching actually carried out by external part-time lecturers.

In RPPR, the programme director is asked to comment on the basis of other information, such as the programme's accreditation history. The programme was accredited in 2010, receiving a partially compliant evaluation of Criterion IV (i.e. whether the programme is based on an active research environment) due to the large proportion of teaching provided by external part-time lecturers. The programme director states that:

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“The BSc programme in Economics and Business Administration is challenged as far as the research foundation is concerned - figures are missing, but a very small part of the lecturing is carried out by researchers.” The external reviewer comments, ‘In general it does not seem as if the students get a particularly strong feeling of being admitted to a research institution or being integrated into research activities.’ The internal reviewer writes, ‘It is quite probable that the lack of contact with permanent lecturers is the reason for the high failure rates during the first year, the students' lack of academic commitment, and the excessive use of coaching.’

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One explanation provided by the programme director is difficulties convincing faculty to teach at undergraduate level. In the action plan drawn up on the basis of the RPPR, the programme director writes

that the programme:

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“(…) cannot live up to the idea that all instruction be provided by active researchers. A description of the research-based aspects of [the programme] should be drawn up and it should be decided what type and extent of research basis [the programme] has realistically / can achieve / is aiming for. For example, non-researchers supervise far too many bachelor projects. At the same time, the grades for the project are low compared with other study programmes”.

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In the annual report from 2012, the programme director reiterates his stance, stating that:

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“The [programme] is a large machine and a lot of teachers are part-time teachers. This means that the students do not feel as connected to CBS as one could wish for and a lot of students develop a very pragmatic attitude towards involvement and performance”

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The issue is not followed up in the 2013 annual report.

The dean of education visited the BSc EBA Study Board at its meeting on 25 September 2013. Here again the programme director expressed his concern for the extent to which teaching is anchored in research. According to the minutes, the dean of education replied that he had faith that the challenge would be solved by the Study Board.

Surprisingly, there was no discussion of the research base of programmes at the Study Board meetings on 1 November 2013, 3 December 2013, 7 January 2014, 4 February 2014, 4 March 2014, or 1 April 2014.

Source: Study Board Minutes, RPPR and Programme Director Reports

In interviews with heads of department it was evident that the system of core-faculty acting as coordinators for most courses, with external lecturers working under them, functions well for assuring the quality of teaching. At the same time, it was pointed out that the integration of part-time teachers into departmental life and the updating of their qualifications (e.g. through attending research seminars and training) is carried out by each department individually, while an institution-wide procedure has not been established.

As examples, CBS submitted descriptions from 8 out of 15 departments of the use of external part-time lecturers and how they are involved in the internal life of the department. Two examples of practice for integrating external part-time teachers are:

- At the Department of Finance, clear goals for the level of qualification of external part-time teachers are set – a master degree with grades among the top 10 percent – while all qualified applicants will be interviewed by an associate professor or professor. For external part-time teachers, one coordination meeting is held at the beginning of the course, with one to three additional meetings during the course for exercise classes. Exam-related issues are discussed at a separate meeting. With the exception of a few highly qualified individuals, all part-time teachers at the department work under the supervision of a course coordinator, while all external part-time teachers have a senior faculty member to go to for support and annual feedback.
- At the Department of Organization, procedures include regular faculty meetings concerning development of the courses and programmes the department is involved in, as well as yearly workshops for part-time staff. The last workshop, which was held on 27 February 2014, focused on e-learning, pedagogy and academic development.

Discussion

On the whole, the Panel finds that CBS has clear and ambitious goals for the provision of research-based education and CBS departments clearly conduct research that allows for programmes to be connected to relevant academic environments, which the institution's research ranking clearly bears evidence of.

The Panel is satisfied that programmes are able to secure that teaching provided by full-time staff is adequately research-based. The matrix structure allows for teaching on specialised courses to be delivered by faculty from departments with expertise in that specific area. In the matrix structure both programme directors and heads of department jointly monitor teaching quality. The Panel saw evidence of a recent cultural change, where these agents increasingly take active responsibility for the quality of teaching. As an example, heads of department explained how there is friendly competition between them regarding student evaluations, alumni salaries and intake GPA for the programmes their department is most heavily involved in.

While the matrix structure allows for the allocation of teachers with relevant academic expertise to individual courses, the Panel finds that the CBS quality assurance system does not fully assure that teaching is research-based. Weaknesses of the current system include assuring that teaching is in fact sourced from relevant departments, that there is an appropriate balance between full-time and part-time teachers and that classes are of an appropriate size. RPPR monitors some aspects of this, but through an *ex post* review, the value of which is constrained by the lack of fully-developed *ex ante* reviews.

While the ambition set out in the institution's development contract to lift the academic staff/part-time academic staff ratio by 10 percentage points from 2011 to 2014 is ambitious, the institution did not docu-



ment how this had been translated into concrete initiatives in the quality assurance system. The material received from CBS did not contain any discussion or assessment of the progress made towards meeting the target. Furthermore, the initiative to increase the proportion of full-time academic staff does not translate into systematic reflections by programme directors in their discussion of programme research base in RPPR. On this basis, the Panel is not convinced that the institutional strategies and policies formulated at the central level are consistently translated into procedures that are implemented to a satisfactory degree at decentralised levels.

Through interviews with external part-time teachers at the second site visit, it became evident to the Panel that a large proportion of them have been affiliated with CBS for a number of years and many carry out a significant proportion of teaching at specific programmes. As described above, procedures for hiring part-time academic teaching staff and their exposure to current research through involvement in department life are documented for some departments. The departments maintain decentralised practices regarding the involvement of external part-time teachers in the on-going programme-level discussions of coherence between courses and academic and pedagogical discussions in general. The Panel finds that these decentralised practices are well-functioning, but notes that institution-wide procedures could emphasise the focus on the importance of integrating the external part-time teachers into departmental life.

The Panel believes that there are justifiable reasons for using external part-time teachers—especially for a business school where they can provide valuable insights into the practical world of business—and the Panel believes that they might indeed help strengthen the research base of programmes. The Panel also recognises that there is wide diversity within the group of external part-time teachers at CBS. Some

hold PhDs and work as researchers at other institutions, while others are high-performers in Danish industry. Some external part-time lecturers do not fall into either group. Given this diversity in the backgrounds of external part-time teachers, the Panel believes that CBS would benefit from a more sophisticated system for monitoring and assuring that different types of external part-time teachers are used in suitable ways and to an appropriate extent. For example, this could include a system that distinguishes between e.g. language teachers, teachers who run practical tutorials and teachers who are responsible for lectures focused on theory and research methods.

Criterion III: Assessment

While CBS has ambitious policies on the provision of research-based education, these are constrained by shortcomings in other areas. These areas include the lack of a continuous monitoring system, the high proportion of external part-time teaching staff, and the lack of clear and transparent procedures for assuring and upgrading the skills of the part-time staff that are carrying out a significant proportion of lectures at specific programmes.

Overall, the assessment is that CBS is partially compliant with the criterion.

Criterion IV: Programme level and content

Under the fourth criterion, the Panel looked further into the assurance of the academic level of the programmes, the student evaluations of courses and programmes, and the cyclical review of programmes using external experts (RPPR). Especially the Recurrent Programme Peer Review (RPPR) concept was of special interest to the Panel, since CBS has developed an ambitious concept for this and almost all programmes have undergone such a review since the introduction in 2012. The RPPR concept was in focus in one of the audit trails and was a special theme at the second site visit. Other themes are dealt with, such as evaluation of the programme elements outside of the institution and the campus facilities, but at a general level.

Policies

Academic level

As described under Criterion II, CBS has the ambition of providing world-class programmes within the institution's academic area.

The document 'CBS Student Learning Strategy' outlines principles for the development of curriculum. These include 1) prioritising *“study methods, course activities and academic content (...) according to the qualifications that the students are expected to achieve”*, and 2) that the *“form and content of examinations are grounded in and reflect the course or programme objectives”*.

Student evaluations

The CBS strategy emphasises the importance of student involvement in the continuous improvement of programmes. The main channels through which students provide knowledge about programmes are: student evaluations, Study Boards and Quality Boards.

Recurrent Programme Peer Review (RPPR)

As discussed under Criterion II, CBS has introduced a system of rotating programme evaluations; Recurrent Programme Peer Review (RPPR). RPPRs are 4-year cycle peer reviews of all CBS programmes, and they follow these principles: Self evaluation reports for the peer reviews must be short, but comprehensive, fact-based, and make use of existing data as much as possible. They must be as little a burden to programme directors and program administrators as possible, and they must follow a standardised format in order to allow benchmarking across programmes. Finally, they must take into account programme development initiatives already taken by the programme.

Evaluation of elements of programmes held outside the institution

The CBS self-evaluation report did not contain any information on central policies for the evaluation of programme components completed outside the institution. Increasing the number of outbound exchange students is part of the CBS development contract, while the institution also encourages students to take internships. The CBS Strategy ('Business in Society') does, however, mention the maintenance of exchange programmes (from the initiative 'High quality education') and the development of Strategic Partnerships as a way of developing the existing student exchange programmes: *“Strategic Partnerships are partnerships with (primarily) other higher education institutions across the world that have the potential to transform and extend education and research at CBS ...”*.

Campus facilities

CBS acknowledges that facilities – especially teaching rooms, study rooms and offices – are limited, and that the CBS



strategy has specific focus on campus development. The campus development strategy, however, aims at improving the facilities for the institution as a whole, and there are no strategies or policies aimed at ensuring adequate facilities for individual programmes.

Procedures and Practice

Academic level

According to the self-evaluation report, learning goals at CBS follow a hierarchical structure. At the top are overall learning goals for all CBS graduates (across programme types), and these are based on the Danish Qualifications Framework. Below this are goals for the individual programme type (or “degree level”). At the next level are learning goals for individual programmes, and lastly learning objectives at course level for compulsory core courses. CBS illustrates the relationship as follows:



Learning Goals Hierarchy

Programme-level learning goals are spelled out in the programme competence profile, which is contained in the programme regulations. For each programme, a learning matrix is developed, which illustrates how

programme-level learning goals are covered by the learning objectives of the individual courses. These matrices are the subject of evaluation in RPPR. End-of-year student evaluations assess overall competences, context and coherence of the programme, while end-of-course student evaluations assess the adherence of teaching to course learning objectives.

The coherence between the academic level of programmes and the type description in the Danish Qualifications Framework, as well as between the organisation of teaching and programme objectives is ensured in the development phase of a programme, in the Study Boards and through the Recurrent Programme Peer Review.

The quality assurance process of establishment of the learning objectives is described by CBS as follows:

Establishing learning objectives

1. Program level learning goals (PLGs) – Competence Profile
Normally 4-8 program level learning goals are defined. PLGs are communicated to students, teachers, and external examiners via Program Regulations.
2. Course objectives (COs), derived from PLGs
A program consists of a number of compulsory core courses. Each course has defined a number of course objectives (COs). The COs must be measurable in order to comply with the 2007 National Grading Scale requirements.
3. Clarification of Links between PLGs and COs
Each program presents this link via a matrix describing how each course contributes to the program learning goals.
4. Selection of assessment methods related to COs
Assessment methods are decided by the Study Board and described in the Program Regulations. Assessment methods are selected in order to measure the Course Objectives. The Study Board regularly reviews and, if needed, adjusts assessment methods.

5. Grading based on the course's COs

Grading of assignments is based on the student's ability to meet the Course Objectives and Program Learning Goals. Grading is made by the teacher, in some cases also by an internal examiner, and in at least 33% of exams, also by an external examiner.

6. Feedback to Study Board on attainment of PLGs

Feedback to the Study Board is provided by teachers, internal examiners, and censors (external examiners), who are required to hand in to the Study Board a written report on the attainment of course learning objectives. Additional feedback comes from the teachers responsible for the course, from the department who is responsible for the course content, and from standard student evaluations of all courses. One standard questionnaire for all programs has been implemented. Specific questions in the standard survey address the student's perception of the degree to which the course meets the course objectives and contributes to meeting the program learning goals. Finally, feedback is provided from the recurrent programme peer reviews (see below).

7. Study Board decisions to improve learning attainment

Based on these sources of feedback the Study Board reviews and modifies the program structure. Modifications can include the redesign of a course, change of curriculum, modification of the workload, reschedule of the order of courses, modification of exam requirements and assessment method, or removal of a course from the list of core courses.

Source: Self-evaluation report, p. 26-27

The Panel notes that CBS has established quality assurance procedures for the establishment of the learning goals. However, although the learning goals of each programme are included in the RPPR, the strategic aim that all students at CBS have knowledge and skills within ethics and social responsibility is not included in the discussions.

Application of external examiner (censor) feedback

As stated in the CBS Quality Handbook and as mentioned above, the external examiners provide an annual report on the exams. According to CBS, this feedback is an important external evaluation of the programme level, and it gives the programme

director knowledge on the students' attainment of learning objectives and competence profiles.

However, from Study Board minutes from the past 2 years from a selection of programmes it is clear that, although external examiner feedback is being discussed in the Study Boards, this is not on a regular/annual basis and not in all Study Boards. The external examiner feedback is also not systematically mentioned in the Programme Director Reports. But, as mentioned in Criterion II, the programme directors are not obliged to address every feedback from every source in a fixed template, but rather they should focus on the important subjects that need to be discussed and acted upon.

The learning objectives and the external examiner feedback are examined every 4 years in the Recurrent Programme Peer Review (see below for a detailed discussion of RPPR). CBS states in the self-evaluation report that an improved system for electronic external examiner feedback is under development.

The programme directors do receive grades and failure rates as a part of the annual data package from the evaluation unit, and there are multiple examples of grades being discussed in both Study Board minutes and Programme Director Reports.

This leads the Panel to conclude that attainment of learning goals is being discussed when grades indicate a problem, and that an improved system for consistent application of external examiner reports in the assessment of the students' attainment of learning goals is under development.

Organisation of teaching and educational quality

In order to maintain an adequate academic level of the programmes, and to ensure that the above-mentioned quality processes are functioning in practice, qualified



teachers must be allocated to the courses, and programme management must be sufficiently efficient. These subjects are described in detail and assessed under Criteria II and III.

The document 'Rules for Planning of Teaching Activities' states that '*full-time programmes must be full-time studies*' meaning that an academic year must be equivalent to a workload of 1,650 student working hours. Within that framework, the responsibility for assuring an appropriate balance between large/small class sizes and permanent/external lecturers lie with the programme director and the Study Board. Annual programme teaching funds are defined in a negotiation between the programme director and the dean of education based on the guidelines in the Rules for Planning of Teaching Activities and the Norm Catalogue.

Student evaluation of programmes

Student evaluations are conducted at two levels: the level of whole academic years, and the level of individual courses and teachers. According to the CBS Program Quality Handbook, scores in student evaluations of both courses and programmes must not be consistently low. For the annual end-of-year evaluation of programmes, the goal is that satisfaction should reach at least a 3.8 score (out of 5) for each programme year – this is also a goal in the institution's Development Contract.

Course evaluations

The course evaluation report contains information on the students' overall assessment of the course, their preparation for class and frequency of attending lectures, the difficulty level of the syllabus, and teacher performance. Assessments are provided both as mean scores and as the proportion of respondents that reply within each of the five categories. In addition to this, the reports also contain written feedback.

Concerning the evaluation of the performance of individual teachers, evaluations

are conducted for anyone who has taught more than two classes. Questions include: '[Name] made the course relevant', '[Name] succeeded in explaining and giving an overview of the content of the course', '[Name] succeeded in engaging me in the course', '[Name] English language competence was sufficient for the purpose of the teaching', and '[Name] was overall a good teacher'. Both Study Boards and heads of department receive these results for the individual teacher. Based on this information, decisions concerning changes in teaching allocation for the course can be made, while the head of department has the prerogative to make decisions concerning the continued employment of the teacher.

In the section containing the overall assessment of the course, as mentioned in the section addressing academic level, students are asked whether 'The teaching was in agreement with the learning objectives of the course'.

End-of-year evaluations

The end-of-year evaluation form includes questions on whether students would recommend the programme, satisfaction with the administration, assessment of the study environment, and academic competencies and context. Every year, the programme director submits a report to the dean of education with summaries of the results of both the course and study year surveys. This report is discussed in Criterion II.

Quality Boards

In addition to student evaluations, CBS has introduced Quality Boards for all programmes. Many Quality Boards are still newly established, and they consist of 10 to 20 student representatives from the programme (1-2 representatives from each cohort). The Quality Boards discuss quality issues in broad terms, including student evaluations. The Study Boards meet with representatives from the Quality Boards once per semester and discuss themes that the Quality Boards find relevant. The Quality Boards set up the agenda for the

meetings. The Quality Boards thereby supplement quantitative data from student evaluations.

Application of student evaluations

The results of the student surveys are sent to a number of stakeholders:

- The Study Board receives reports of all evaluation results. The Board is responsible for ensuring that the results are discussed and that action is taken if needed on the basis of the results.
- The course coordinator receives reports of the evaluation results of his course. If the results so indicate, he can suggest changes for the course to the Study Board.
- The teachers receive reports of the evaluation results of their own courses and individual reports of evaluations of their own teaching. For courses with more than 2 parallel classes, the teachers also receive averages of all teacher evaluations for comparison.
- The head of department receives a copy of all evaluation reports of courses and teachers from his department. Results are discussed at the annual appraisal interview with the faculty member.
- The dean of education receives evaluation reports of all annual programme evaluations both at bachelor and master level.

Source: Self-evaluation report, p. 16

As supplementary information, prior to the second site visit the Danish Accreditation Institution received course evaluation reports for several programmes. These reports, which are prepared by the CBS Evaluation & Accreditation unit, include a clear description of how Study Boards should use the enclosed information.

In the self-evaluation report, CBS describes that it is difficult to ensure that enough students answer student evaluation questionnaires, which might mean that representativity is less than desired. In the sample of

student evaluations received before the second site visit, response rates ranged from 12.5 % to 64 %. In the interviews during the second site visit, programme directors, heads of department and course coordinators expressed that they saw low participation as a problem when using the quantitative results of student evaluations. However, there was consensus that information could be gleaned from the written comments students made in questionnaires, especially where several students described similar issues.

Teachers are also encouraged to carry out qualitative mid-term evaluations in relation to the courses they are teaching. At the site visits, the Panel learned that mid-term evaluations are not carried out systematically across all programmes. When applied, however, the teachers and the students found the mid-term evaluations a very useful tool for instant improvements to the courses still running, such as slightly altering the scope of some of the ongoing lectures to match both the overall aim of the course and the coherence between the specific lectures.

The 3.8 benchmark for student satisfaction, which is included in internal CBS policies and in the development contract with the Ministry, is seen by the programme directors as a more or less arbitrary benchmark, but the benchmark was also regarded as a useful tool for comparisons across courses and programmes.

Below is one example, chosen between several examples in the material, of the application of student evaluations to a specific programme:

Application of student evaluations to the BSc in Business Administration and Organisational Communication

The course in microeconomics at BSc in Business Administration and Organisational Communication received relatively poor student evaluations in both 2012 (response rate 31.8 percent) and 2013 (response rate 15.9 percent), with overall impressions



of the course scoring 3.2 out of 5 in both years. Text comments in evaluations mentioned the difficulty of the course, especially the 4-hour closed-book examination as problematic, forcing many students to pay for courses outside CBS to pass the examination.

At the Study Board meeting on 11 November 2013, the programme regulations were changed to make the examination in microeconomics an open-book examination. At the meeting on 3 February 2014 the Study Board decided to engage in a dialogue with the course coordinator and to look into possibilities for offering alternatives to external courses. This initiative was based on positive experiences with business economics courses at the BSc in Business Administration and Psychology. The Study Board has also started searching for a textbook in Danish that would suit the level of the course better than the current book in English.

Source: Student evaluations

Application of Quality Boards

At the second site visit, the Panel met with programme directors and student representatives from Quality Boards. The Panel learned that students and the programme directors view Quality Boards as a faster and more direct channel of information to the Study Boards than the student evaluations, which are only carried out at the end of each semester. This direct information channel enables the programme director and Study Board to act on problems during the semester. The Quality Boards are also seen as a source of more detailed and qualitative information, which is useful for the programme directors and teachers in the interpretation of the quantitative information derived from the standard questionnaires.

Student representatives from Quality Boards explained that they see their role as spokespersons for the class, and that they meet on a regular basis to discuss issues regarding constraints or problems that students experience in the courses or the programme as a whole. Quality Board and Study Board representatives explained that they experienced an attentive and positive attitude towards student feedback and

Quality Board involvement from Study Board faculty members and teachers.

Recurrent Programme Peer Review (RPPR)

As discussed under Criterion II, CBS introduced the Recurrent Programme Peer Review (RPPR) concept in 2012. RPPRs are 4-year cycle peer reviews of all CBS programmes. The programme is reviewed by both an internal and an external expert. The experts are chosen by the dean of education from a list approved by the programme director. In RPPR the following five topics are covered:

- Applicants, Graduates, Completion and Drop-out
- Student Evaluations and Exam Performance
- Programme Structure, Pedagogical Model, Research Base, Learning Goals, and Internal Course Alignment
- Employment, Salary, and Alumni Feedback
- Employer and External Examiner Feedback

The reports are structured in the following way: for each of the five topics, the programme director first comments on a number of key figures and places them within the context of programme management. Where relevant, the reports also include the CBS average and references to the 3.8 evaluation benchmark. After this, an external and an internal reviewer comment on the programme director statement and on the key figures.

The report serves as the basis for discussions at a meeting (“development seminar”) attended by the dean of education, the peer reviewers, the programme director, the Study Board, a head of department and representatives from the Dean’s Office and CBS Evaluation & Accreditation. After the meeting, the programme director writes an action plan that sums up the most pertinent issues and what actions that are to be tak-

en on these. There is a specific template for the action plan, which consists of:

- Observations, i.e. the issues raised by the reviewers, programme director and dean of education in the process
- Action plan, i.e. a detailed list of which actions are to be taken to improve the programme.
- A third section mentions briefly the next follow-up meeting, usually the annual meeting with the dean of education.

The programme director reports on progress of the action plan in his annual report to the dean of education, and feedback is discussed in the Study Board regarding possible adjustments to the action plan.

At the site visit, the programme directors mentioned that they found the concept very useful, since the concept and the reviewers' comments were mainly focused on recommendations for further development. CBS has submitted 9 reports and 5 action plans, and this written material substantiates that the RPPRs are indeed used for developing the programmes. Subjects for improvement varies from programme to programme, but examples are:

- Initiate investigation into reasons for students' delay and drop-out with the aim of improving these key figures (MBA in Accounting, Strategy and Control)
- Coordination of theory of science course with course coordinators for economics and organisational subjects (BSc in Business Economics and Administration)
- Consider possibilities for specialisation in different directions (BSc in Business Economics and Administration)
- The programme director and the Study Board will meet with the programme directors for MSc in Service Management and MSc in Creative Business Processes to work on the progression between BSc in Service Management and

the two master programmes. (BSc in Service Management)

- Programme director will remind instructors to think more about alternative teaching methods to be able to bring research into the classrooms and experiment with different teaching methods. (MSc in Advanced Economics and Finance)

In summary, the RPPR concept is valued by the Panel as a useful and efficient tool for evaluation of the programmes by the use of external experts.

The RPPR concept is no more than 2 ½ years old, and most of the actions planned and implemented since the first RPPRs may not yet have been evaluated. This may explain why there is no evidence of a systematic following up on the action plans. The follow-up is carried out at the dean's visit, but at this point there are no examples of concrete actions being followed up or revised.

The Panel also notes that the description of the learning objectives in the RPPR reports in at least one case are not recognised by the programme director (MSc in Economics and Business Administration (EBA) - Concentration in Accounting, Strategy and Control (ASC)), which the Panel interprets as a drawback of the efficient, but strictly formalised concept, and the fact that it is the centralised Business Intelligence and Development Unit (BID) that provides the information in the report as a way of lessening of the programme directors' administrative burden of taking part in the process.

Evaluation of elements of programmes held outside the institution

The CBS self-evaluation report did not contain any information on central policies for the evaluation of programme components completed outside the institution. Increasing the number of outbound exchange students is part of the CBS development contract, while the institution also encourages students to take internships. These activi-



ties do not, however, appear to be covered directly by central quality assurance policies.

The CBS Strategy ('Business in Society') does, however, mention the maintenance of exchange programmes (from the 'High Quality Education' initiative) and the development of Strategic Partnerships as a way of developing the existing student exchange programmes:

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“Strategic Partnerships are partnerships with (primarily) other Higher Education institutions across the world that have the potential to transform and extend education and research at CBS ... For several years CBS has been successful in maintaining and developing student exchange programmes with some of the best universities in the world. This is still a very important and valuable asset to CBS, but to increase the value of internationalisation we need to develop the connection with selected partners even further.”

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CBS states that the possibility for internships is included in most CBS programmes, and in most cases it requires a special effort by interested students. The students themselves have to find the internship position, have to apply for approval from the Study Board and produce an analytical report of the experience. The Study Board holds the ultimate responsibility for ensuring that the internship or studies abroad are approved according to the programmes' learning goals.

RPPR contains information from graduate surveys on the extent to which graduates find that experience from internships or studying abroad is a decisive factor in finding their first job. Graduates are also asked

whether improved internship or exchange opportunities would have strengthened them in their meeting with the job market. Internships and studying abroad are thereby evaluated, although this evaluation focuses on job prospects and not on whether the element outside the institution is coherent with the rest of the programme.

It follows from this that there are only few central procedures explicitly aimed at ensuring that learning during internships and studying abroad is integrated into degree programmes in a systematic manner.

However, the Panel emphasises that the Study Boards hold responsibility for approving internships and study periods abroad and that the Study Boards thereby ensure that the element outside the institution is of an adequate quality and that it supports the learning goals of the specific programme.

Campus facilities

CBS acknowledges that facilities – especially teaching rooms, study rooms and offices – are severely limited. There do not appear to be procedures in place at the level of the individual programme to ensure that adequate facilities and resources are available. Regarding the facilities to be shared by the whole institution, however, the CBS strategy has a specific focus on campus development, and the aim is to improve existing student facilities in terms of ICT-based teaching areas and modern study rooms and to attract external private funding for the establishment of new buildings. Furthermore, CBS has decided to bring the recent years' growth in the annual student admittance to a halt. Finally, the Panel acknowledges that scarce facilities is a general challenge to Higher Education Institutions in Denmark, and that campus development strategies in general are often directed at the whole institution's campus and not on specific programmes.

Discussion

In course evaluation reports, programmes have a robust and well-developed tool for managing individual courses. In some instances, low response rates might result in low validity of quantitative assessments. The institution is trying to raise response rates. At the same time, programme directors and heads of department tend to rely more on patterns in written comments, while Quality Boards are also a source of rich student input.

Along with the 'CBS average' (on for example drop-out rates and completion rates), the 3.8 benchmark is used as the benchmark that the programme directors have to address in the annual Programme Director Report to the dean of education. Apart from these benchmarks, there is, however, less cohesion across programmes regarding exact triggers for deciding when a problem requires action from the programme management. The changes in programmes are negotiated between the programme director, Study Board and the dean of education, and although the Panel learned from the site visit that this systems works and that most problems are taken care of, the Panel also learned that the practice of following up on the action plans in the Programme Director Reports seems less clear, systematic and transparent (see also Criterion II).

Criterion IV: Assessment

It is the assessment that the institution ensures that the programmes maintain a suitable academic level and that the organisation of teaching and programme quality supports the students in achieving this level.

It is also the assessment that there are ongoing, regular student evaluations and regular evaluations of programmes with the inclusion of external experts and that the results of these evaluations are applied regarding the further development of the programmes.

The Panel notes that the external examiner feedback is not systematically discussed in the Study Boards across the institution on an annual basis. However, the feedback is discussed in the RPPRs, and CBS is developing an improved system for electronic external examiner feedback.

Overall, the assessment is that CBS is compliant with the criterion.



Criterion V: Programme relevance

Under the fifth criterion, the Panel looked further into the assurance of the relevance of the programmes through an ongoing dialogue with potential employers and graduates. Other themes were dealt with, such as the application of employment statistics and the establishment and discontinuation of programmes, but at a general level.

Policies

In the CBS strategy ('Business in Society'), a key part of the institution's identity is described as being 'to bring knowledge and new ideas to companies and business organisations, to the next generation of business leaders, and to society as a whole'.

Regarding feedback from the employers, CBS outlines in the Quality Handbook that the purpose of employer feedback is to ensure that the qualifications acquired by graduates from the programmes are relevant for the labour market.

Regarding alumni feedback, CBS outlines in the Quality Handbook that the purpose of alumni feedback at CBS is to obtain systematised, quantitative and qualitative input from CBS' graduates, to be used in the ongoing quality efforts on individual programmes and CBS at large.

Procedures and practice

CBS uses a number of different sources of market information to obtain information on relevance, e. g.:

- Advisory Boards and employer feedback
- Part-time lecturers
- Alumni and graduate surveys
- Employment and salary statistics

Advisory Boards and employer feedback

The dean of education and all Study Boards have established Advisory Boards/Employer Panels with representatives from industry, alumni and business associations—to get feedback on the quality of the graduates in terms of relevant qualifications and the level of knowledge, skills and competences.

In the CBS 'Program Quality Policy', employer feedback is located within the evaluation column. Advisory Boards exist at three different levels: institution, department and programme level. CBS has established Advisory Boards connected with all Study Boards (29 Advisory Boards). The Advisory Board members are invited by the Study Board, which selects the members from relevant businesses and/or specific companies. Programme-level Advisory Boards meet once or twice a year. The Study Boards use minutes from the meetings as input to adjust and develop programmes.

At central level, the dean of education has an Advisory Board that is consulted on matters concerning the whole institution's portfolio of programmes, and the relevance of both existing and new programmes. This includes for example strategic discussions of language programmes at CBS after declining demand for classical programmes (meeting on 22 November 2011), and the establishment of new programmes, e.g. the MSc in Public Management and Social Development (meeting on 16 May 2011).

At programme level, Advisory Boards discuss the competence profile of programmes, and various topics concerning interaction with industry, such as internships and thesis work. For the MSc. in Creative Business Processes, the Advisory



Board discussed options for a combined three-month internship and thesis work in a company. The Advisory Board also undertook to make a list of possible internship places that could be used by students looking for a position. During a substantial restructuring of the programme, the Advisory Board at the MSc in Business Administration and Philosophy spent a number of meetings on an in-depth discussion of the programme's competence profile and its match with labour market demands. Among other things, focus was on increasing integration of business economics and philosophy.

Since part-time lecturers are often chosen among the companies and business sectors that are relevant to the programmes, the programme directors mentioned at the site visits that the programmes that engage a large proportion of part-time lecturers have an opportunity of gaining insights into the practical world of the relevant labour market (see also Criterion III), even though this exchange of knowledge is also taking place through the course coordinators and is of a more informal nature.

At the site visit, the Panel met with members from a selection of Advisory Boards. These Advisory Board members, some of whom were also part-time lecturers or external examiners, confirmed that they were being actively used as a source of information for developing programmes, and that many of their suggestions had been adopted in concrete changes at programme level.

Alumni and graduate surveys

According to the 'CBS Program Quality Handbook' graduate surveys are carried out every three years at postgraduate level. Surveys contain information on the employment status of the graduate, including sector of employment and job description. The survey also contains information on graduates' perception of what competencies allowed them to secure their current job, with answer categories ranging from

academic competencies and experience from internships, to grades and personal competencies. The survey also contains information on the perceived match between skills acquired at CBS and skills used in their current job, as well as factors that graduates believe would have strengthened them further on the job market. Lastly, graduates are asked whether they would recommend CBS and their programme respectively.

Besides the institution-wide graduate surveys, the Study Board minutes received in connection to the site visits (e. g. BSc in Asian Studies Programme and BSc and MSc in Business Administration and Communication) bear evidence that each Study Board is developing their own ways to communicate with the alumni via other channels than the institution-wide, quantitative survey. These alumni forums have not yet been formalised and the outcome is still uncertain.

The Panel acknowledges that alumni in general are not easy to engage in the development of programmes after graduation, but on the basis of the Study Board minutes received and the meeting with a small group of alumni at the second site visit, the Panel notes that there is a formal and informal dialogue with the alumni, and that this dialogue is applied by the Study Boards in their discussions regarding the development of the programmes.

Employment and salary statistics

The Business Intelligence and Development Unit (BID) prepare data for the programme directors and Study Boards. Programmes receive data on graduate employment both using standard ministerial definitions (employment 4-19 months after graduation) and internal data compiled by Statistics Denmark (unemployment 3, 6, 9 and 12 months after graduation). In addition to employment data, BID also compiles salary statistics for graduates from CBS master programmes, to allow comparison across programmes. Employment and sal-

ary statistics are included as an integral part of RPPR.

It is an objective in the Development Contract 2012-14 that the CBS alumni employment rate (4-19 months after completion) should be more than the overall national average within the social sciences, and at least equal to the overall national average within the humanities.

Employment is one of the dean's focus points in the programme director reports from 2013, but employment rates, development needs and actions plans are not discussed regularly in all Study Boards. The Panel therefore notes that even though institution-wide objectives for employment are in place, and the programme directors receive regular information on employment, there is not a consistent practice of applying the employment information at specific programmes or across programmes.

Establishment and discontinuation of programs

Besides the above-mentioned sources of information regarding the development of existing programmes, CBS also has procedures for establishing and discontinuing programmes.

At the central level, these procedures are described in the document 'Establishment and discontinuation of programs'. The president makes the final decision on the establishment of new programmes after a recommendation by the Academic Council, which is based on academic assessments, a resource overview and feedback from a panel of potential employers.

Concerning the relevance of programmes, evaluation criteria include:

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“Each program must rest on an overall demand and a specific need among recruiters. A dialogue with recruiters is needed to document that

the graduates are employable, and a societal need must be demonstrated to justify the societal investment.”

“CBS is mainly financed by the Danish state. Thus, taxpayer-funded programs must be relevant to the Danish business community and young people in Denmark. Foreign students and employers are also relevant, because the labour market and the talent pool are international.”

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The same criteria are used in connection with the discontinuation of programmes.

Discussion

CBS graduates generally find employment to an adequate degree, and the institution has a satisfactory system in place for monitoring the employment of graduates. The information collected is not, however, discussed regularly in all Study Boards, and it is not mentioned in the Programme Director Reports received in relation to the site visits.

Overall, CBS performs well in ensuring the relevance of the institution's programme portfolio and monitoring the needs of the labour market. The contribution of the institution and its graduates to the wider society is solidly anchored in the 'Business in Society' strategy and is reflected throughout the quality assurance system.

The Panel finds the institution-level decision of increasing the use of decentralised Advisory Boards that report directly to the individual Study Boards especially positive. This will ensure a more in-depth discussion of the labour market facing the individual programme, as well as the skills required of graduates.



Criterion V: Assessment

It is the overall assessment that relevant external stakeholders, including graduates and potential employers, are continually and systematically included in the dialogue on the relevance of programmes. It is furthermore the assessment that the employment rates and the Danish labour market in general are monitored on an ongoing basis.

The Panel notes, however, that there is not a consistent practice of applying this detailed employment information at specific programmes or across programmes. However, in this regard the Panel has also taken into consideration that CBS's dialogue with relevant employers is applied well, and this convinces the Panel that CBS will act upon trends in the labour market for graduates. The Panel also notes that the employment rates for the programmes at CBS are at an overall satisfactory level.

Overall, the assessment is that CBS is compliant with the criterion.

Annex

I. Methodology

The objective of institutional accreditation is to enhance the educational institution's efforts to develop programmes of an ever-increasing academic quality and relevance. The institution can plan its own quality assurance initiatives as long as these initiatives meet the five criteria for quality and relevance stipulated in the Executive Order.

This section introduces the methodology that is used in connection institutional accreditation and that forms the basis for the report's assessments.

Guidelines and criteria listed in the Executive Order

The Accreditation Act and the criteria listed in the Executive Order² provide the basis for the assessment of an educational institution's efforts to develop and maintain academic quality and relevance.

The criteria describe what is expected of the institution's policies, strategies and procedures, as well as what is expected of the institution's quality assurance in practice. The Act and the Executive Order comply with the European standards for quality assurance of further and higher education (European Standards and Guidelines). The five criteria are described in more detail in the guidelines for institutional accreditation.

Criteria I and II deal with the overall framework for quality assurance at institution level. Under criterion I, the institution must describe its quality assurance policy and quality assurance strategy, as well as the procedures and processes on which the policy is based. Criterion II focuses on how quality assurance efforts are rooted at management level, and on organisation and allocation of responsibilities in quality assurance work as well as management information and quality culture.

Criteria III, IV and V deal with how the institution in practice ensures that all its programmes possess the appropriate knowledge base, academic content and level, as well as the appropriate pedagogical quality, and are relevant for the labour market and society in general.

Documentation for compliance with the five criteria should also describe the link between the different aspects of the quality-assurance system and how it is rooted in the different levels of management and the quality culture.

Process and documentation

The Danish Accreditation Institution has established an accreditation panel whose function is to assess an institution's quality assurance work. Among other things, members of this panel are skilled within management and quality assurance at institution level, and are familiar with the higher education sector and with relevant labour market conditions as well as student perspectives.

The institution provides documentation of its quality-assurance system in the form of a self-evaluation report and key figures, material for audit trails, as well as information the panel

² Act no. 601 of 12 June 2013 and Executive Order no. 745 of 24 June 2013



itself has collected during its two visits to the institution. Together, these sources form the basis of the assessment of an institution's quality assurance system.

In its *self-evaluation report*, the institution describes, documents and offers examples of its quality assurance system and its quality assurance practices.

Based on this self-evaluation report, the accreditation panel pays two *visits to the institution*. During the first visit, the panel meets with institution's management, representatives for the teachers, students, employers and administrative staff. At these meetings, the panel is briefed in more detail and the information in the institution's self-evaluation report is validated. Moreover, key issues are discussed. After speaking to representatives from the educational institution, the panel identifies a number of focus areas which the panel examines these in detail in audit trails. The objective is to illustrate the quality assurance efforts in practice in key areas. During the panel's second visit to the institution, the panel meets with the management, teachers, students, employers and others who can contribute knowledge to the identified audit trails.

Audit trails are examples based on random samples taken from a cross-section of education programmes or academic areas, or that examine in detail the quality assurance efforts of a single education programme or a group of programmes. The purpose of audit trails is to examine how the education programme's quality assurance system works in practice. Focus is on well-functioning quality assurance and on some of the challenges that quality assurance efforts are to address. The identified audit trails also examine whether the institution works with quality assurance systematically and on a regular basis, and whether there is a link between goals, measures and follow-up of the quality and relevance of the education programmes. The materials used as documentation for the audit trails already exist, e.g. the minutes from staff-student study committee meetings or education committee meetings, evaluation of the education programmes or reports from external examiners.

On the basis of an analysis of all the documentation material, the panel assesses the quality assurance system and how the institution carries out its quality assurance work in practice.

On the basis of the panel's assessments, the Danish Accreditation Institution prepares a draft accreditation report, which is submitted to the institution for consultation. The report includes the panel's assessment of each of the five criteria and the panel's overall recommendation. Following the consultation, the final accreditation report is prepared and submitted to the Accreditation Council. Based on the report, the Accreditation Council decides whether to provide the educational institution with an accreditation.

II. Audit trails

Audit trail 1: The QA system in practice, including a better understanding of the matrix structure

Purpose

The purpose of this audit trail is to gain a better understanding of the implementation of the QA system at CBS. This includes the matrix structure.

The panel wants to understand the division of QA responsibilities between the different stakeholders, including heads of departments, programme directors and study boards. The panel also wishes to gain a better understanding of how the matrix structure is functioning, especially the allocation of relevant teaching resources to each course/degree and the QA of the teaching.

In order to do this, the panel has selected four programmes, two BSc programmes and two MSc programmes, to look at in further detail. The panel has decided to look at BSc and MSc programmes which are somewhat connected in pairs. In order to get different perspectives the panel has decided to look at both small and large programmes. The selected programmes are:

- BSc in Business Administration and Philosophy (BSc Phil)
- MSc in Business Administration and Philosophy (MSc Phil)
- BSc in Economics and Business Administration (BSc EBA/HA (alm.))
- MSc in Economics and Business Administration (EBA)

Audit trail 2: Recurrent Programme Peer Review (RPPR)

Purpose

The purpose of this audit trail is to examine the experiences of external evaluation of degree programmes and how the results of the RPR feeds in to the QA system at CBS

CBS has a well-developed system of external evaluation of their degree programmes and so far most programmes have undergone a Recurrent Programme Peer Review. RPPR seems a vital part of the CBS quality assurance work. It is the intention to examine this in further detail by looking at the review of six programmes. The chosen programmes are:

- BSc in Business Administration and Organisational Communication (BSc Com)
- BSc in Business, Asian Language And Culture (BSc ASP)
- MSc.Soc in Creative Business Processes (MSc.Soc CBP)
- BSc in Service Management (BSc Sem)
- MSc in Advanced Economics and Finance (MSc Oecon (Elite))

Audit trail 3: Knowledge base of programmes

Purpose

The purpose of this audit trail is to investigate how CBS is working with QA of the research base of their degree programmes

CBS has a history of using a larger proportion of DVIP (external, part-time lecturers) in their teaching than other Danish Universities within the field of Social Sciences. CBS is working to reduce the proportion of DVIP used in teaching; this is part of their development contract with the Ministry of Higher Education and Science. Part of this audit trail is to look at how CBS is working to ensure the quality of the teaching performed by both internal (VIP) and external lecturers (DVIP). This entails looking at procedures and standards for allocation of teachers to courses and programmes and standards for proportions of part-time teachers at the programmes. It also entails looking at how programme direc-



tors are taking part in recruiting teachers, and how the responsible management level is ensuring the continuing development of the faculty staff.

The Accreditation Panel wants to look at this in all the degree programmes included in the other two audit trails:

- BSc in Business Adm. and Philosophy (BSc Phil)
- MSc in Business Adm. and Philosophy (MSc Phil)
- BSc in Economics and Business Administration (BSc EBA/HA (alm.))
- MSc in Economics and Business Administration (EBA)
- BSc in Business Administration and Organisational Communication (BSc Com)
- BSc in Business, Asian Language And Culture (BSc ASP)
- MSc.Soc in Creative Business Processes (MSc.Soc CBP)
- BSc in Service Management (BSc Sem)
- MSc in Advanced Economics and Finance (MSc Oecon (Elite))

Audit Trail 4: The monitoring of the programme quality at the management level

Purpose

The purpose of this audit trail is to look further into the management of the programme quality from a broad perspective. This audit trail is related to Audit Trail 1, but includes more programmes.

The specific purpose of looking at a selection of other programmes than the programmes included in Audit Trail 1 is to gain knowledge of the procedures for managing the programmes from a broader perspective, including which standards are being used for determining whether a programme are meeting the quality goals at CBS or not. This also includes the management procedures for initiating changes and alterations to the programmes, the teacher composition, class sizes etc.

The Accreditation Panel wants to look at this in all the degree programmes included in the other two audit trails:

- BSc in Business Adm. and Philosophy (BSc Phil)
- MSc in Business Adm. and Philosophy (MSc Phil)
- BSc in Economics and Business Administration (BSc EBA/HA (alm.))
- MSc in Economics and Business Administration (EBA)
- BSc in Business Administration and Organisational Communication (BSc Com)
- BSc in Business, Asian Language And Culture (BSc ASP)
- MSc.Soc in Creative Business Processes (MSc.Soc CBP)
- BSc in Service Management (BSc Sem)
- MSc in Advanced Economics and Finance (MSc Oecon (Elite))

III. Case log

Case process

21 January 2014	Documentation report received
24 January 2014	Received supplementary documentation regarding SPEAQ.
24 March 2014	Received supplementary documentation regarding key figures
21 August 2014	Received supplementary documentation regarding study boards and meeting structures
September 18 2014	Received supplementary documentation regarding study board minutes
27-28 March 2014	First visit to the institution by the accreditation panel
2-4 June 2014	Second visit to the institution by the accreditation panel
10 October 2014	Accreditation report submitted for hearing at the institution
31 October 2014	Hearing responses for accreditation report received from the institution
Assessment of criteria changed after hearing responses?	No
Reason (if 'Yes')	-
19 November 2014	Case processing completed
11 December 2014	Processed by the Accreditation Council at council meeting
Comments:	-



IV. Programme for visits to the institution

1st site visit

Thursday 27 March 2014		
Time	Interview persons	Subjects for interview
09.00-09.45	Rectorate and other representatives of the top management of the institution	The panel could for example address the following subjects: <ul style="list-style-type: none"> • Management reflections on the QA system • Anchoring of quality assurance • The aims of the QA system
10.00-11.15	The QA staff at the institutional level	The panel could for example address the following subjects: <ul style="list-style-type: none"> • The QA strategy • The QA system • Anchoring of quality assurance • The aims of the QA system
11.30-12.30	About 8 students from Study Boards	The panel could for example address the following subjects: <ul style="list-style-type: none"> • The functioning of the QA in practice • Inclusion in the QA • The aims of the QA system
12.30-13.30 including lunch	Internal meeting between the panel and AI.	<ul style="list-style-type: none"> • Internal recapitulation
13.30-14.45	About 8 Programme Directors with knowledge of the QA work at the institution. The Programme Directors are to be representative of the different subjects, program types and departments of CBS.	P The panel could for example address the following subjects: <ul style="list-style-type: none"> • The functioning of the QA system in practice • The aims of the QA system
15.00-16.15	About 8 teachers/researchers with knowledge of the QA work. The teachers/researchers are to be representative of the different subjects, program types and departments of CBS.	The panel could for example address the following subjects: <ul style="list-style-type: none"> • The QA system • The functioning of the QA system in practice • The aims of the QA system
16.15-17.15	Internal meeting between the panel and AI.	<ul style="list-style-type: none"> • Internal recapitulation

Friday 28 March 2014		
Time	Interview persons	Subjects for interview
9.00-10.00	External stake holders: members of Advisory Boards	The panel could for example address the following subjects: <ul style="list-style-type: none"> • The QA system • Inclusion in the QA of the study programmes
10.15-11.00	The QA staff at the institutional level	<ul style="list-style-type: none"> • Recapitulation
11.15-12.00	Representatives of the top management of the institution	<ul style="list-style-type: none"> • Recapitulation
12.00-14.00 including lunch	Internal meeting between the panel and AI.	<ul style="list-style-type: none"> • Internal recapitulation

2nd site visit

Monday 2 June 2014		
13.00-14.00	Dean of Education, Dean of Research and Heads of Departments related to the following programmes: <ul style="list-style-type: none"> • BSc in Business Administration and Organisational Communication (BSc Com) • BSc in Business, Asian Language And Culture (BSc ASP) • MSc.Soc in Creative Business Processes (MSc.Soc CBP) • BSc in Service Management (BSc Sem) • MSc in Advanced Economics and Finance (MSc Oecon (Elite)) 	<ul style="list-style-type: none"> • Recurrent programme reviews • Research base of programmes
14.30-15.15	A selection of course coordinators and/or internal full-time teachers from following programmes: <ul style="list-style-type: none"> • BSc in Business Administration and Organisational Communication (BSc Com) • BSc in Business, Asian Language And Culture (BSc ASP) • MSc.Soc in Creative Business Processes (MSc.Soc CBP) • BSc in Service Management (BSc Sem) • MSc in Advanced Economics and Finance (MSc Oecon (Elite)) 	<ul style="list-style-type: none"> • Research base of programmes
15.30-16.15	A selection of external part-time teachers from following programmes: <ul style="list-style-type: none"> • BSc in Business Administration and Organisational Communication (BSc Com) • BSc in Business, Asian Language And Culture (BSc ASP) • MSc.Soc in Creative Business Processes (MSc.Soc CBP) • BSc in Service Management (BSc Sem) • MSc in Advanced Economics and Finance 	<ul style="list-style-type: none"> • Research base of programmes



	(MSc Oecon (Elite))	
16.45-17.45	<p>Programme directors from following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Organisational Communication (BSc Com) • BSc in Business, Asian Language And Culture (BSc ASP) • MSc.Soc in Creative Business Processes (MSc.Soc CBP) • BSc in Service Management (BSc Sem) • MSc in Advanced Economics and Finance (MSc Oecon (Elite)) 	<ul style="list-style-type: none"> • Recurrent programme reviews • Research base of programmes
17.45-18.15	Expert panel and AI	<ul style="list-style-type: none"> • Internal meeting
Tuesday 3 June 2014		
Duration	Interviewees	Item on the agenda
09.00-10.00	<p>Dean of Education and Heads of Departments related to the following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	<ul style="list-style-type: none"> • QA of entire study programme
10.30-11.30	<p>Programme directors from the following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	<ul style="list-style-type: none"> • QA of entire study programme
12.00-13.00	<p>A selection of students involved in Study Boards and Quality Boards related the following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	<ul style="list-style-type: none"> • QA of entire study programme
13.00-14.00	<i>Lunch</i>	
14.00-15.00	Teachers (a selection of full-time tenured staff and part-time-lecturers) from following pro-	<ul style="list-style-type: none"> • QA of entire study programme

	<p>grammes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	
15.30-16.30	<p>A selection of both recent (1-3 years of work experience) and more experienced (5-8 years of work experience) alumni from the following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	<ul style="list-style-type: none"> • QA of entire study programme
16.30-17.00	Expert panel and AI	<ul style="list-style-type: none"> • Internal meeting
Wednesday 4 June 2014		
Duration	Interviewees	Items on the agenda
08.30-09.30	<p>Programme directors from the following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	<ul style="list-style-type: none"> • QA of entire study programme
10.00-11.00	<p>Dean of Education and Heads of Departments related to the following programmes:</p> <ul style="list-style-type: none"> • BSc in Business Administration and Philosophy (BSc Phil) • MSc in Business Administration and Philosophy (MSc Phil) • BSc in economics and business adm. (BSc EBA/HA (alm.)) • MSc in Economics and Business Adm. (MSc EBA) 	<ul style="list-style-type: none"> • QA of entire study programme
11.00-12.00	Expert panel and AI	<ul style="list-style-type: none"> • Internal meeting



V. Key figures

Table 1: Number of Applicants

Undergraduate Programs at CBS

	2011		2012		2013		Seats 1st priority/ seats	
	Total	1st priority	Total	1st priority	Total	1st priority		
Economics and Business								
BSc in economics and business adm. (BSc EBA)	2.291	1.029	2.396	1.132	2.202	900	650	1,4
BSc in International Business (BSc IB)	968	578	1.031	638	1.080	547	180	3,0
BSc in Business Adm. and Information Systems (BSc IT)	561	187	486	124	446	104	90	1,2
BSc in Business Adm. and Commercial Law (BSc Law)	1.102	293	1.076	277	1.055	236	200	1,2
BSc and MSc in Business Adm. and Management Science (BSc Math)	370	110	406	119	349	84	80	1,1
BSc in Business Adm. and Philosophy (BSc Phil)	428	103	418	107	349	52	60	0,9
BSc in Business Adm. and Organisational Communication (BSc Com)	920	275	876	289	843	199	140	1,4
BSc in Business, Language and Culture (BSc BLC)	501	188	489	194	569	179	140	1,3
BSc in Business, Asian Language and Culture (BSc ASP)	183	140	252	121	351	164	100	1,6
BSc in Business Adm. and Service Management (BSc SEM)	674	233	735	257	809	256	180	1,4
BSc and MSc in Business Adm. and Psychology (BSc Psy)	831	269	842	277	825	222	140	1,6
BSc and MSc International Business and Politics (BSc POL)	845	274	910	329	934	299	130	2,3
BSc in Business Administration and Sociology (BSc SOC)	532	82	538	120	616	119	60	2,0
BSc in Business Administration and Project Management (BSc Pro)					1.777	683	80	8,5
Total	10.206	3.761	10.455	3.984	12.205	4.044	2.230	1,8
Business Language								
BA and MA in International Business Communication (BA IVK)	1.080	231	1.219	283	-	-	-	-
English - Other Language					-	-	-	-
Language - European Studies	600	143	717	177	-	-	-	-
Language - American Studies	480	88	502	106	-	-	-	-
BA in English and Organisational Communication (BA EOK)	553	101	578	118	773	156	100	1,6
BA in Intercultural Market Communication (BA IMK)	1.140	538	1.076	504	1.050	409	240	1,7
BA in Information Management (BA IM)	368	75	367	70	385	58	40	1,5
BA and MA in International Business Communication (BA EUB)					1.089	370	180	2,1
Total	3.141	945	3.240	975	3.297	993	560	1,8
TOTAL CBS	13.347	4.706	13.695	4.959	15.502	5.037	2.790	1,8

Source: KOT (The Coordinated Enrolment System)

Table 2: Enrolment and total number of students

Undergraduate Programs at CBS

	2011				2012				2013			
	Women	Men	Total enrolment	Total number of students	Women	Men	Total enrolment	Total number of students	Women	Men	Total enrolment	Total number of students
Economics and Business												
BSc and mSc in economics and business adm. (BSc EBA)	208	417	625	1.609	188	440	628	1.608	194	410	604	1.652
BSc in International Business (IB)	52	104	156	378	73	96	169	431	59	108	167	470
BSc in Business Adm. and Information Systems (BSc IT)	11	106	117	254	8	95	103	256	10	92	102	272
BSc in Business Adm. and Commercial Law (BSc Law)	91	97	188	526	96	94	190	521	91	95	186	519
BSc and MSc in Business Adm. and Management Science (BSc Math)	41	64	105	242	39	69	108	262	29	64	93	277
BSc in Business Adm. and Philosophy (BSc Phil)	30	61	91	251	33	60	93	246	25	39	64	224
BSc in Business Adm. and Organisational Communication (BSc Com)	92	59	151	420	96	55	151	410	89	58	147	388
BSc in Business, Language and Culture (BSc BLC)	86	54	140	378	87	35	122	339	93	31	124	336
BSc in Business, Asian Language and Culture (BSc ASP)	53	63	116	207	32	44	76	216	31	38	69	232
BSc in Business Adm. and Service Management (BSc SEM)	67	53	120	297	59	55	114	298	90	83	173	359
BSc and MSc in Business Adm. and Psychology (BSc Psy)	108	40	148	368	95	51	146	378	95	52	147	384
BSc and MSc International Business and Politics (BSc POL)	55	80	135	362	43	87	130	367	58	66	124	365
BSc in Business Administration and Sociology (BSc SOC)	35	30	65	173	41	27	68	184	35	21	56	169
BSc in Business Administration and Project Management (BSc Pro)									47	42	89	89
Total	929	1.228	2.157	5.465	890	1.208	2.098	5.516	946	1.199	2.145	5.736
Business Language												
BA and MA in International Business Communication (BA IVK)	123	76	199	558	144	64	208	533			0	322
BA in English and Organisational Communication (BA EOK)	65	19	84	198	74	18	92	238	82	30	112	271
BA in Intercultural Market Communication (BA IMK)	182	66	248	571	181	70	251	631	188	60	248	662
BA in Information Management (BA IM)	42	29	71	176	25	24	49	157	31	21	52	155
BA and MA in International Business Communication (BA EUB)									103	84	187	187
Total	412	190	602	1.503	424	176	600	1.559	404	195	599	1.597
TOTAL CBS	1.341	1.418	2.759	6.968	1.314	1.384	2.698	7.075	1.350	1.394	2.744	7.333

Graduate Programs at CBS

	2011				2012				2013			
	Women	Men	Total enrolment	Total number of students	Women	Men	Total enrolment	Total number of students	Women	Men	Total enrolment	Total number of students
Economics and Business												
MSc in Economics and Business Adm. (EBA)	637	882	1.519	4.208	552	769	1.321	4.095	589	820	1.409	4.191
MSc in Business Economics and Auditing (MSc AUD)	105	143	248	868	149	215	364	977	113	166	279	1.016
MSc in Business Adm. and Information Systems (MSc IT)	21	58	79	193	31	60	91	255	37	98	135	329
MSc in Business Adm. and Philosophy (MSc Phil)	4	16	20	91	8	17	25	84	5	15	20	89
MSc in Business, Language and Culture (MSc Int./BLC)	60	33	93	313	60	30	90	334	79	29	108	352
MSc in Business Adm. and Commercial Law (MSc Law)	50	26	76	297	63	46	109	315	43	53	96	322
MSc in Business Adm. and Organisational Communication (MSc Com)	53	28	81	248	123	46	169	346	143	56	199	435
MSc in Business Adm. and Management Science (MSc Math)	18	43	61	136	19	24	43	143	14	29	43	147
MSc in Business Adm. and Psychology (MSc Psy)	45	9	54	121	43	13	56	153	49	16	65	185
MSc International Business and Politics (MSc POL)	42	33	75	178	52	42	94	253	64	62	126	313
MSc in Advanced Economics and Finance (MSc Oecon (Elite))	7	12	19	48	6	17	23	59	7	29	36	71
MSc in Business Administration and Bioentrepreneurship (MSc BIO)					8	8	16	16	13	16	29	35
MSc.Soc. Human Resource Management (MSc.soc.HRM)	61	14	75	172	63	16	79	204	87	22	109	238
MSc.Soc. Political, Communication and Management.(MSc.Soc.PKL)	37	40	77	221	43	42	85	244	49	32	81	241
MSc.Soc. Creative Business Processes (MSc.soc.CBP)	39	24	63	187	57	24	81	208	61	27	88	225
MSc.Soc. Innovation and Entrepreneurship (MSc.soc.OIE)	36	27	63	147	21	40	61	166	44	46	90	198
MSc.Soc. Service Management (MSc.soc.SEM)	48	19	67	167	55	30	85	206	61	30	91	227
MSc.Soc. Public Management and Social Development(MSc.Soc.PMSD)					4	6	10	10	8	4	12	28
Total	1.263	1.407	2.670	7.595	1.357	1.445	2.802	8.068	1.466	1.550	3.016	8.642
Business Language												
MA in International Business Communication (IBC/cand.ling.merc)	190	62	252	805	144	49	193	745	157	60	217	684
Total	190	62	252	805	144	49	193	745	157	60	217	684
CBS TOTAL	1.453	1.469	2.922	8.400	1.501	1.494	2.995	8.813	1.623	1.610	3.233	9.326

Data specification: Computed October 1st. Source: SPARC, Targit

Total CBS enrolment 2013	5.977
Total CBS total number of students 2013	16.659



Table 3: Student Dropout during first year of study

Undergraduate Programs at CBS				
Dropouts after 1 year				
Year	2009	2010	2011	2012
Year of computation	2010	2011	2012	2013
Economics and Business				
BSc in economics and business adm. (BSc EBA/HA (alm.))	17,2%	21,3%	22,1%	17,4%
BSc in International Business (BSc IB)	13,6%	13,0%	9,6%	11,2%
BSc in Business Adm. and Information Systems (BSc IT)	32,3%	25,2%	30,8%	21,4%
BSc in Business Adm. and Commercial Law (BSc Law)	18,7%	16,5%	17,6%	20,5%
BSc and MSc in Business Adm. and Management Science (BSc Math)	16,3%	16,3%	19,0%	18,5%
BSc in Business Adm. and Philosophy (BSc Phil)	18,5%	19,2%	15,1%	28,0%
BSc in Business Adm. and Organisational Communication (BSc Com)	15,1%	17,8%	22,5%	23,8%
BSc in Business, Language and Culture (BSc BLC)	14,8%	16,4%	23,6%	20,5%
BSc in Business, Asian Language and Culture (BSc ASP)	37,3%	59,0%	43,4%	48,4%
BSc in Business Adm. and Service Management (BSc SEM)	15,8%	14,3%	18,3%	22,8%
BSc and MSc in Business Adm. and Psychology (BSc Psy)	23,9%	19,3%	19,6%	21,9%
BSc and MSc International Business and Politics (BSc POL)	10,0%	8,5%	14,1%	17,7%
BSc in Business Administration and Sociology (BSc SOC)	-	-	18,5%	10,3%
Total	23,7%	19,7%	21,1%	23,2%
Business Language				
BA and MA in International Business Communication (BA IVK)	36,0%	26,6%	32,2%	26,0%
BA in English and Organisational Communication (BA EOK)	32,9%	14,3%	22,8%	14,1%
BA in Intercultural Market Communication (BA IMK)	20,6%	19,2%	19,4%	20,7%
BA in Information Management (BA IM)	13,6%	23,1%	18,3%	18,4%
Total	27,5%	21,7%	23,9%	21,3%
CBS TOTAL	24,7%	20,2%	21,8%	22,8%

Data specification: Computed October 1st, Source: SPARC, Targit

Table 4: Student Dropout after normal completion time + 1 year

Undergraduate Programs at CBS			
Dropouts after stipulated time + 1 year (4 years after enrolment)			
Year	2007	2008	2009
Year of computation	2011	2012	2013
Economics and Business			
BSc in economics and business adm. (BSc EBA/HA (alm.))	23,4%	23,7%	20,3%
BSc in International Business (BSc IB)	17,5%	16,7%	21,0%
BSc in Business Adm. and Information Systems (BSc IT)	45,0%	39,5%	42,7%
BSc in Business Adm. and Commercial Law (BSc Law)	34,8%	12,3%	28,0%
BSc and MSc in Business Adm. and Management Science (BSc Math)	28,6%	26,7%	30,0%
BSc in Business Adm. and Philosophy (BSc Phil)	31,6%	39,6%	25,9%
BSc in Business Adm. and Organisational Communication (BSc Com)	22,7%	16,7%	20,5%
BSc in Business, Language and Culture (BSc BLC)	29,1%	32,2%	17,5%
BSc in Business, Asian Language and Culture (BSc ASP)	56,8%	63,2%	46,7%
BSc in Business Adm. and Service Management (BSc SEM)	19,8%	25,0%	30,7%
BSc and MSc in Business Adm. and Psychology (BSc Psy)	18,5%	16,2%	29,1%
BSc and MSc International Business and Politics (BSc POL)	21,3%	19,1%	20,9%
BSc in Business Administration and Sociology (BSc SOC)	-	-	-
Total	29,6%	30,6%	28,6%
Business Language			
BA and MA in International Business Communication (BA IVK)	42,4%	34,3%	41,7%
BA in English and Organisational Communication (BA EOK)	-	-	46,1%
BA in Intercultural Market Communication (BA IMK)	-	-	25,9%
BA in Information Management (BA IM)	27,6%	12,1%	27,1%
Total	40,8%	32,1%	34,8%
CBS TOTAL	32,9%	31,0%	29,9%

Graduate Programs at CBS			
Dropout after stipulated time + 1 year			
Year	2008	2009	2010
Year of computation	2011	2012	2013
Economics and Business			
MSc in Economics and Business Adm. (MSc EBA)	20,8%	12,4%	9,8%
MSc in Business Economics and Auditing (MSc AUD)	18,6%	21,0%	14,7%
MSc in Business Adm. and Information Systems (MSc IT)	23,1%	28,4%	15,7%
MSc in Business Adm. and Philosophy (MSc Phil)	22,7%	22,2%	18,5%
MSc Business, Language and Culture (MSc Int./BLC)	24,5%	19,8%	17,4%
MSc in Business Adm. and Commercial Law (MSc Law)	12,8%	8,0%	14,2%
MSc in Business Adm. and Organisational Communication (MSc Com)	14,5%	12,5%	3,6%
MSc in Business Adm. and Management Science (MSc Math)	13,0%	7,1%	3,6%
MSc in Business Adm. and Psychology (MSc Psy)	11,5%	11,8%	0,0%
MSc International Business and Politics (MSc POL)	-	16,7%	10,3%
MSc in Advanced Economics and Finance (MSc Oecon (Elite))	-	5,6%	14,3%
MSc.Soc. Human Resource Management (MSc.soc.HRM)	9,8%	18,8%	15,6%
MSc.Soc Political, Communication and Management. (MSc.soc.PKL)	26,7%	19,1%	17,8%
MSc.Soc. Creative Business Processes (MSc.soc.CBP)	30,5%	14,3%	35,0%
MSc.Soc. Service Management (MSc.soc.SEM)	-	20,3%	32,3%
Total	21,5%	14,6%	12,9%
Business Language			
MA in International Business Communication (IBC/CLM)	25,9%	26,3%	28,0%
Total	25,9%	26,3%	28,0%
CBS TOTAL	21,9%	16,0%	14,6%

Data specification: Computed October 1st, Source: SPARC, Targit



Table: 5. Completion at normal time (pct.)**Undergraduate Programs at CBS****Completion on stipulated time (3 years after enrolment)**

Year	2008	2009	2010
Year of computation	2011	2012	2013
Economics and Business			
BSc in economics and business adm. (BSc EBA)	68,3%	71,9%	57,3%
BSc in International Business (BSc IB)	75,9%	73,1%	77,4%
BSc in Business Adm. and Information Systems (BSc IT)	46,9%	47,9%	48,5%
BSc in Business Adm. and Commercial Law (BSc Law)	49,0%	64,2%	50,2%
BSc and MSc in Business Adm. and Management Science (BSc Math)	62,4%	58,5%	45,0%
BSc in Business Adm. and Philosophy (BSc Phil)	55,4%	64,2%	47,1%
BSc in Business Adm. and Organisational Communication (BSc Com)	73,6%	71,2%	70,7%
BSc in Business, Language and Culture (BSc BLC)	60,0%	73,3%	58,9%
BSc in Business, Asian Language and Culture (BSc ASP)	56,8%	46,7%	54,5%
BSc in Business Adm. and Service Management (BSc SEM)	70,5%	75,2%	48,3%
BSc and MSc in Business Adm. and Psychology (BSc Psy)	76,2%	65,7%	63,7%
BSc and MSc International Business and Politics (BSc POL)	59,1%	66,4%	71,8%
BSc in Business Administration and Sociology (BSc SOC)	-	66,7%	76,1%
Total	64,6%	68,2%	60,2%
Business Language			
BA and MA in International Business Communication (BA IVK)	53,7%	43,9%	48,3%
BA in English and Organisational Communication (BA EOK)	-	46,1%	65,5%
BA in Intercultural Market Communication (BA IMK)	-	64,6%	63,8%
BA in Information Management (BA IM)	70,7%	64,4%	47,7%
Total	55,4%	54,2%	56,8%
CBS TOTAL	62,3%	65,9%	59,4%

Note: As a result of the development contract and the statistics for Danske Universiteter the 2008 number is first included in the 2009 completion.

Table: 5. Completion at normal time (pct.)

Graduate Programmes at CBS

Completion on stipulated time (2 years after enrollment)

Year	2009	2010	2011
Year of computation	2011	2012	2013
Economics and Business			
MSc in Economics and Business Adm. (EBA)	14,4%	16,6%	16,2%
MSc in Business Economics and Auditing (MSc AUD)	5,2%	9,6%	10,5%
MSc in Business Adm. and Information Systems (MSc IT)	9,1%	3,6%	7,6%
MSc in Business Adm. and Philosophy (MSc Phil)	3,7%	0,0%	0,0%
MSc in Business, Language and Culture (MSc Int./BLC)	1,1%	3,5%	2,2%
MSc in Business Adm. and Commercial Law (MSc Law)	10,3%	6,6%	14,5%
MSc in Business Adm. and Organisational Communication (MSc Com)	13,8%	10,8%	6,2%
MSc in Business Adm. and Management Science (MSc Math)	32,6%	0,0%	14,8%
MSc in Business Adm. and Psychology (MSc Psy)	2,9%	2,9%	5,6%
MSc International Business and Politics (MSc POL)		2,9%	4,0%
MSc in Advanced Economics and Finance (MSc Oecon (Elite))	38,9%	4,8%	21,1%
MSc.Soc. Human Resource Management (MSc.soc.HRM)	9,4%	14,1%	14,7%
MSc.Soc. Political, Communication and Management.(MSc.Soc.PKL)	1,5%	8,2%	6,5%
MSc.Soc. Creative Business Processes (MSc.soc.CBP)	4,8%	5,0%	9,5%
MSc.Soc. Service Management (MSc.soc.SEM)	10,9%	7,7%	9,0%
MSc.Soc. Innovation and Entrepreneurship (MSc.soc.OIE)	1,9%	9,4%	3,2%
Total	12,0%	12,1%	13,2%
Business Language			
MA in International Business Communication (IBC/CLM)	4,3%	3,9%	3,2%
Total	4,3%	3,9%	3,2%
CBS TOTAL	11,1%	11,2%	12,3%

Note: In connection to the development contract and the statistics for Danske Universiteter the 2008 numbers are as a result not included until the 2009 computation.

Data specification: Computed October 1st, Source: SPARC, Targit



Table 6: Completion at normal time + 1 year (pct.)

Undergraduate Programs at CBS		
Completion after stipulated time + 1 year (4 years after enrolment)		
Year	2008	2009
Year of computation	2012	2013
Economics and Business		
BSc in economics and business adm. (BSc EBA)	76,0%	77,2%
BSc in International Business (BSc IB)	84,1%	79,0%
BSc in Business Adm. and Information Systems (BSc IT)	54,7%	53,1%
BSc in Business Adm. and Commercial Law (BSc Law)	58,6%	70,5%
BSc and MSc in Business Adm. and Management Science (BSc Math)	73,5%	61,3%
BSc in Business Adm. and Philosophy (BSc Phil)	66,3%	69,1%
BSc in Business Adm. and Organisational Communication (BSc Com)	82,6%	78,8%
BSc in Business, Language and Culture (BSc BLC)	70,2%	77,8%
BSc in Business, Asian Language and Culture (BSc ASP)	61,1%	50,0%
BSc in Business Adm. and Service Management (BSc SEM)	77,4%	68,3%
BSc and MSc in Business Adm. and Psychology (BSc Psy)	87,8%	70,1%
BSc and MSc International Business and Politics (BSc POL)	71,0%	75,5%
BSc in Business Administration and Sociology (BSc SOC)	-	71,7%
Total	73,5%	69,3%
Business Language		
BA and MA in International Business Communication (BA IVK)	68,1%	55,6%
BA in English and Organisational Communication (BA EOK)	-	65,5%
BA in Intercultural Market Communication (BA IMK)	-	73,0%
BA in Information Management (BA IM)	82,8%	67,8%
Total	69,6%	62,8%
CBS TOTAL	72,6%	67,9%

Table 6: Completion at normal time + 1 year (pct.)

Graduate Programmes at CBS

Completion on stipulated time + 1 year (3 years after enrollment)

year	2008	2009	2010
year of computation	2011	2012	2013
Economics and Business			
MSc in Economics and Business Adm. (EBA)	65,9%	65,6%	68,8%
MSc in Business Economics and Auditing (MSc AUD)	40,2%	39,9%	44,1%
MSc in Business Adm. and Information Systems (MSc IT)	62,3%	54,5%	48,2%
MSc in Business Adm. and Philosophy (MSc Phil)	33,3%	55,6%	22,2%
MSc in Business, Language and Culture (MSc Int./BLC)	50,9%	38,5%	37,4%
MSc in Business Adm. and Commercial Law (MSc Law)	60,9%	62,1%	51,9%
MSc in Business Adm. and Organisational Communication (MSc Com)	68,2%	62,5%	72,3%
MSc in Business Adm. and Management Science (MSc Math)	55,6%	72,1%	60,7%
MSc in Business Adm. and Psychology (MSc Psy)	84,0%	58,8%	54,3%
MSc International Business and Politics (MSc POL)		50,0%	45,6%
MSc in Advanced Economics and Finance (MSc Oecon (Elite))		83,3%	66,7%
MSc.Soc. Human Resource Management (MSc.soc.HRM)	68,0%	78,1%	65,6%
MSc.Soc. Political, Communication and Management.(MSc.Soc.PKL)	48,3%	54,4%	54,8%
MSc.Soc. Creative Business Processes (MSc.soc.CBP)	46,4%	54,0%	43,3%
MSc.Soc. Service Management (MSc.soc.SEM)		50,0%	52,3%
MSc.Soc. Innovation and Entrepreneurship (MSc.soc.OIE)		38,9%	47,2%
Total	60,6%	59,2%	60,2%
Business Language			
MA in International Business Communication (IBC/CLM)	51,0%	43,4%	46,3%
Total	51,0%	43,4%	46,3%
CBS TOTAL	59,6%	57,5%	58,6%



Table 7: Unemployment after 3, 6, 9, 12 months

Study Program	Unemployment rate 3 months after completion	Unemployment rate 6 months after completion	Unemployment rate 9 months after completion	Unemployment rate 12 months after completion
Economics and Business BSc				
BSc in economics and business adm. (BSc EBA/HA (alm.))	2,4%	1,3%	0,0%	0,0%
BSc in International Business (BSc IB)	4,4%	1,5%	0,0%	0,0%
BSc in Business Adm. and Information Systems (BSc IT)	1,6%	0,0%	0,0%	0,0%
BSc in Business Adm. and Commercial Law (BSc Law)	0,8%	0,0%	0,0%	0,0%
BSc and MSc in Business Adm. and Management Science (BSc Math)	4,7%	1,8%	0,0%	0,0%
BSc in Business Adm. and Philosophy (BSc Phil)	3,2%	3,0%	0,0%	0,0%
BSc in Business Adm. and Organisational Communication (BSc Com)	1,9%	0,8%	0,0%	0,0%
BSc in Business, Language and Culture (BSc BLC)	4,6%	2,7%	0,0%	0,0%
BSc in Business, Asian Language and Culture (BSc ASP)	2,0%	2,7%	0,0%	0,0%
BSc in Business Adm. and Service Management (BSc SEM)	1,2%	2,3%	0,0%	0,0%
BSc and MSc in Business Adm. and Psychology (BSc Psy)	3,5%	1,0%	0,0%	0,0%
BSc and MSc International Business and Politics (BSc POL)	1,9%	1,2%	0,0%	0,0%
BSc in Business Administration and Sociology (BSc SOC)	0,0%	0,0%	0,0%	0,0%
Business Language BA				
BA and MA in International Business Communication (BA IVK)	7,5%	4,2%	1,0%	0,6%
BA in English and Organisational Communication (BA EOK)	0,0%	0,0%	0,0%	0,0%
BA in Intercultural Market Communication (BA IMK)	1,4%	1,1%	0,0%	0,0%
BA in Information Management (BA IM)	3,1%	2,5%	0,0%	0,0%
Economics and Business MSc				
MSc Applied Economics & Finance (MSc AEF)	14,9%	7,6%	3,9%	2,9%
MSc Accounting, Strategy and Control (MCs ASC)	15,0%	10,3%	6,1%	2,8%
MSc Economics and Marketing (MSc EMF)	32,6%	24,7%	17,3%	8,3%
MSc EBA in Finance and Accounting (MSc FR)	16,5%	11,0%	6,0%	2,5%
MSc Finance & Strategic Management (MSc FSM)	15,9%	9,0%	3,2%	2,4%
MSc Human Resource Management (MSc HRM)	30,3%	21,7%	15,0%	8,0%
MSc International Business (MSc IBS)	28,4%	19,1%	12,3%	4,5%
MSc International Marketing and Management (MSc IMM)	26,4%	19,1%	12,2%	9,2%
MSc Strategy, Organization and Leadership (MSc LOS)	36,4%	24,1%	17,3%	6,0%
MSc Management of Innovation & Business Development (MSc MIB),	24,8%	13,4%	11,4%	5,6%
MSc Supply Chain Management (MSc SCM)	48,5%	50,0%	50,0%	50,0%
MSc Supply Chain Management (MSc SCME)	16,1%	11,1%	4,2%	0,0%
MSc Strategic Market Creation (MSc SMC)	34,8%	14,4%	9,4%	5,9%
MSc in Business Economics and Auditing (MSc AUD)	5,2%	1,8%	1,8%	0,8%
MSc in Business Adm. and Information Systems (MSc DAT)	20,0%	20,0%	20,0%	0,0%
MSc in Business Adm. and Information Systems (MSc IT)	11,5%	0,0%	0,0%	0,0%
MSc in Business Adm. and Philosophy (MSc Phil)	33,1%	21,9%	14,4%	6,7%
MSc in Business, Language and Culture (MSc Int./BLC)	32,9%	17,7%	12,0%	6,2%
MSc in Business Adm. and Commercial Law (MSc Law)	26,0%	18,1%	5,7%	3,7%
MSc in Business Adm. and Organisational Communication (MSc Com)	29,7%	18,9%	10,9%	8,4%
MSc in Business Adm. and Management Science (MSc Math)	14,6%	12,7%	10,0%	0,0%
MSc in Business Adm. and Psychology (MSc Psy)	41,1%	16,4%	11,9%	8,7%
MSc International Business and Politics (MSc POL)	36,5%	18,5%	8,2%	2,2%
Msc in Marketing Communications Management (MSc MCM)	23,8%	12,4%	7,0%	5,9%
MSc in Advanced Economics and Finance (MSc Oecon (Elite))	0,0%	0,0%	0,0%	0,0%
MSc.Soc. Human Resource Management (MSc.soc.HRM)	28,2%	21,2%	14,9%	8,6%
MSc.Soc. Political, Communication and Management.(MSc.Soc.PKL)	32,8%	13,3%	11,2%	2,4%
MSc.Soc. Creative Business Processes (MSc.soc.CBP)	20,7%	7,3%	6,4%	1,8%
MSc.Soc. Innovation and Entrepreneurship (MSc.soc.OIE)	32,1%	18,6%	16,3%	4,3%
MSc.Soc. Service Management (MSc.soc.SEM)	27,9%	9,3%	5,0%	5,5%
Business Language CLM				
MA in International Business Communication (IBC/CLM)	46,0%	31,1%	13,8%	7,2%
CBS TOTAL				4,75%

Note: The study programme MSc SCM has a relative high rate of unemployment which is caused by a low number of graduates. In total 4 graduated out of which 2 have become employed 12 month after completion.

Accreditation history

This section reviews the accreditation history of study programmes at Copenhagen Business School.

Study programme accreditations after October 1, 2010

Since 2010 CBS has applied for accreditation of 9 new study programmes, while 18 existing study programmes have been accredited as part of the rota plan.

Of the 9 applications for new study programmes, two applications were rejected. Approximately 10 % of all applications from Danish Universities are rejected.

Of the 18 existing study programmes which have been accredited so far 6 received a conditional positive accreditation. On average 17 % of accredited university programmes receive a conditional positive accreditation

Accreditations have been based on the following five criteria since October 2010:

The five criteria

- **Criterion 1:** (Societal) demand for the study programme
- **Criterion 2:** The study programme is research-based and attached to an active research environment of a high quality
- **Criterion 3:** The academic profile of the study programme and targets for learning outcomes
- **Criterion 4:** The structure and planning of the study programme
- **Criterion 5:** Continuous quality assurance for the study programme

Below is an overview of the main reasons for rejecting accreditation of new study programmes at CBS and for conditional positive accreditation of existing programmes.

Table 1: Assessment of compliance with accreditation criteria for new study programmes that were given rejection (from October 1, 2010)

	C1	C2	C3	C4	C5
MSc in Strategic Operations Management and Innovation	No	Yes	Yes	Yes	Yes
BSc in Business Administration and Entrepreneurship and Business Development	No	Yes	Yes	Yes	Yes

For CBS, as is often the case across the sector, accreditation of new study programmes were rejected because the university failed to demonstrate a societal demand for the study programme (criterion 1).



Table 2: Assessment of compliance with accreditation criteria for existing study programmes with a conditional positive accreditation (from October 1, 2010)

	C1	C2	C3	C4	C5	Re-accreditation (year)
BSc in Business Administration and Philosophy	No	Partial	Yes	Partial	No	2013
Executive Master of Business Administration	Partial	Yes	Partial	No	Partial	2011
Master of Tax	Partial	Partial	Partial	Partial	No	2013
MSc in Business Administration and Philosophy	No	Yes	Yes	Partial	No	2013
Master of Shipping and Logistics	Yes	Partial	Partial	Partial	Yes	2013
Master of Management Development	Partial	Yes	Partial	No	Partial	2013

The study programmes received a conditional positive accreditation for different reasons, as seen in table 2. All study programmes have later received a positive re-accreditation in re-accreditations.

Accreditations before October 1, 2010

From 2007 to 2010 a different set of accreditation criteria was used, and accreditations from this period are therefore not included in the overview above. During this period 8 new study programmes received a positive accreditation while no programmes were rejected. Of the 10 existing study programmes accredited in the period two received a conditional positive accreditation.

the 1990s, the number of publications on the topic has increased steadily, and the number of authors has increased from 1 to 100.

There are a number of reasons for the increase in research on the topic. One reason is the growing awareness of the importance of the topic. Another reason is the increasing availability of data and methods for studying the topic. A third reason is the increasing interest in the topic among researchers and the public.

The research on the topic has been carried out in a number of different ways. Some researchers have used surveys to collect data on the topic. Others have used experiments to study the topic. Some researchers have used theoretical models to study the topic. Others have used a combination of these methods.

The research on the topic has led to a number of important findings. One finding is that the topic is a complex one that involves a number of different factors. Another finding is that the topic is important for a number of different reasons. A third finding is that the topic is an area that needs further research.

The research on the topic has also led to a number of important applications. One application is the development of new methods for studying the topic. Another application is the development of new theories about the topic. A third application is the development of new policies to address the topic.

The research on the topic has also led to a number of important discoveries. One discovery is that the topic is more important than we thought. Another discovery is that the topic is more complex than we thought. A third discovery is that the topic is more interesting than we thought.

The research on the topic has also led to a number of important insights. One insight is that the topic is a very important one. Another insight is that the topic is a very complex one. A third insight is that the topic is a very interesting one.

The research on the topic has also led to a number of important conclusions. One conclusion is that the topic is a very important one. Another conclusion is that the topic is a very complex one. A third conclusion is that the topic is a very interesting one.

The research on the topic has also led to a number of important recommendations. One recommendation is that we should continue to study the topic. Another recommendation is that we should develop new methods for studying the topic. A third recommendation is that we should develop new theories about the topic.

The research on the topic has also led to a number of important questions. One question is whether the topic is really as important as we think it is. Another question is whether the topic is really as complex as we think it is. A third question is whether the topic is really as interesting as we think it is.

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