PROGRAMME QUALITY SYSTEM

BI NORWEGIAN BUSINESS SCHOOL

Approved by the BI President 26 November 2020

Change/edit log	Edited by
Changed Appeals Board to Appeals Committee in text and figures. Changes approved by Nicole Ebbing and Dag Henriksen	BMHH 14.12.2020
Update BI Awards. Changes approved by Nicole Ebbing, Dora Sigurdardottir, Kaya Sverre	KS 27.01.2021
Inserted text on Executive student involvement and added Appendix J. Changes approved by Nicole Ebbing og Jan Ketil Arnulf.	BMHH 17.03.2021
Inserted text role Provost Innovation and Outreach. Approved by Nicole Ebbing.	BMHH 18.03.2021
The Extended Management Team (EMT) has been discontinued and replaced with the Academic Council. The text has been revised accordingly.	AM 06.09.2023
Changes in provost responsibilities in September 2023 - updated organizational chart has been inserted into the text and provost responsibilities updated.	WN 11.09.2023

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

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

1.1 Definition and purpose

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

The PQS consists of three main components:

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

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

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

The purpose of the PQS is to:

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

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

1.2 Programme Quality System supports BI's strategy.

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

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

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

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

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

1. *Attractive programmes and excellent graduates*
   - The PQS follows the student 's learning path and defines quality requirements from student admission until graduation with attractive competencies and skills relevant for working life
2. *Academic excellence*
   - Academic quality is defined in the PQS as a quality area with indicators focusing on high-level research, academic resources, and pedagogical competence in a programme context.
3. *Operational excellence*
   - The defined processes and routines in BI's PQS outlines "best practice" and ensure efficient quality work. Each employee knows what to do through defined roles and responsibilities, and consistent procedures, routines, and policies. BI strives for similar processes across units, academic departments and campuses, but adapts processes to fit programme and student characteristics.

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

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

1.3 Law, legislation, and international accreditations

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

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

1.3.1 Laws and regulations

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

National legislation:

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

1.3.2 BI's Academic Regulations:

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

1.3.3 International Accreditations

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

BI is accredited by three most prestigious international accreditation systems for Business Schools:

- The European EQUIS (European Quality Improvement Systems)
- The American AACSB (The Association to Advance Collegiate Schools of Business)
- The British AMBA (The Association of MBAs)

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

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

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

2.1 How organizational structure relates to quality work at BI

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

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

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

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

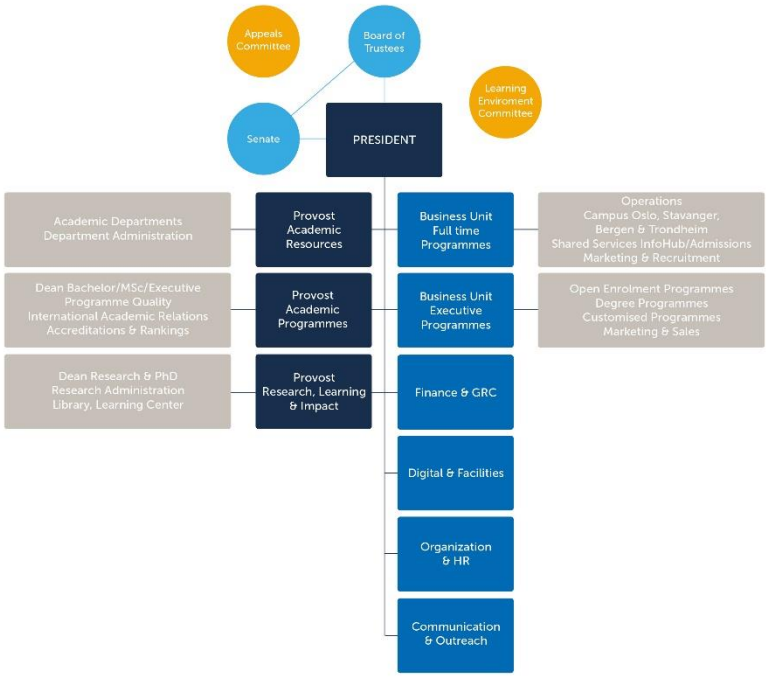


Figure 1. Functional descriptions of BI's divisions.

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

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

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

1) **Academic Programmes** with the Deans, Programme Committees (UUV), Associate Deans and the department of Programme Quality, Accreditation and Rankings, and International Relations,
    - Examples: this division runs the exams, governs the development process for new programmes and owns the daily management of the PQS.
2) **Academic Resources**, with 9 academic departments.
    - Examples: this division develops and produces all academic content in courses/programmes, faculty run all classes in all courses/programmes, conduct mid-term dialogue meetings with student representatives, etc.

3) **The Business Units**: a) Full-time programmes, b) Executive programmes and c) Corporate programmes responsible for admission, marketing, student services, counselling and international mobility.
    - Examples: these three divisions essentially market, recruit students and manage programme operations, etc.

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

Academic Resources is responsible developing academic content, teaching and pedagogical methods and includes all faculty and staff in academic departments.

Research, Learning and Impact is responsible for developing BI's research strategy in cooperation with the Heads of Department, Dean Research & PhD programmes and the research administration. The unit is also responsible for future delivery and distribution models with varied and student-centered learning activities and flexible learning paths and for promoting and supporting pedagogical innovation and training. Finally, the unit has special attention to further developing BIs societal and acadmic impact, and responsibility for academic support units, including the library and the learning center.

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

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

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

2.2 Level of responsibility and reporting the quality work

Quality work at BI takes place at three levels: Programme portfolio, Programme and Course. The level of responsibility and reporting of this quality work stretches from course level up to the Board. Quality work at course level is reported to programme level, and programme level is reported to portfolio level. All portfolios are discussed in the Academic Council, and business decisions are made by the president. Academic approval of new programmes and extensive changes in programmes are made by the Senate. A summary of the portfolios and their strategic changes is reported to the Board of Trustees by the Provost academic programmes through the Programme quality's annual report. The Board of Trustees gives directions down the chain of command following the quality line hierarchy.

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

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

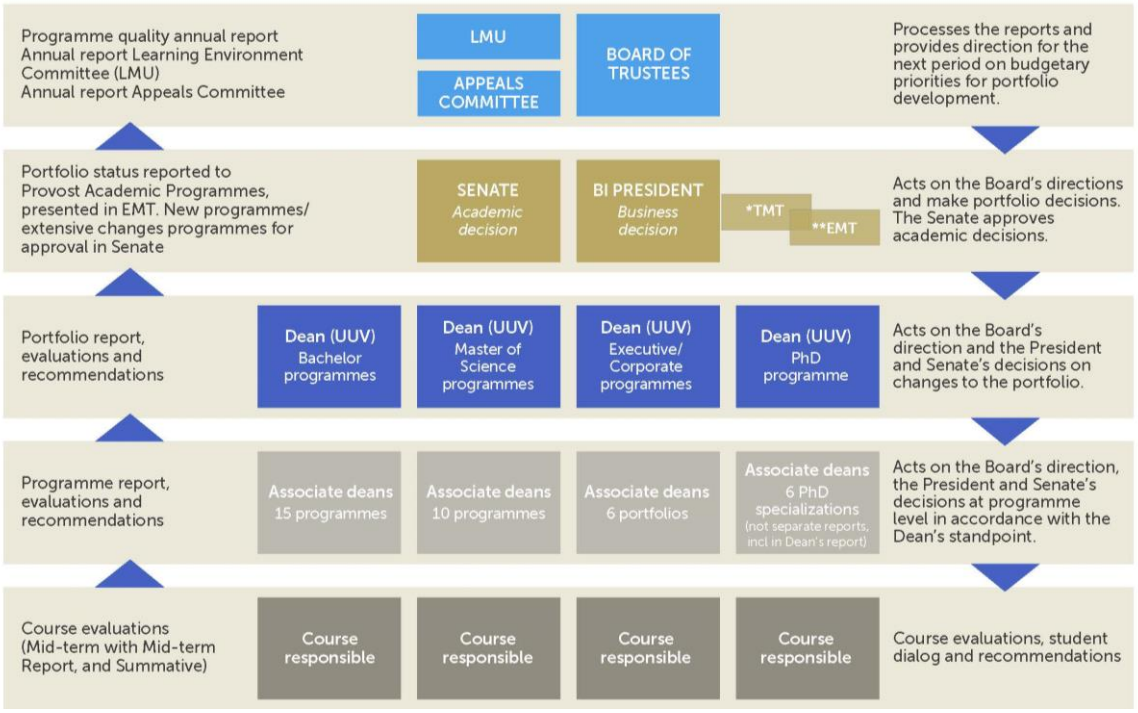


Figure 2 .BI's reporting-lines and information flow

2.3 BI's four campuses

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

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

2.4 BISO – Student Organization of BI

BISO is the student organization at BI Norwegian Business School[11] and is run by students. BISO contributes to social and academic integration to help BI students succeed. BISO is composed of students from all of BI's campuses. The national management team is elected during BISO's annual General Assembly. BISO's management team is in charge of and oversees the organizational operations, policies and guidelines and has the responsibility for fostering close collaboration between all campuses. BISO is involved in quality work at BI by attending both formal and informal arenas. For students' formal arenas see chapter 3.3.4.

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

3 Quality areas, indicators, and quality processes

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

- Quality areas operationalized with quality indicators coming from various data-sources
- Quality processes describing process stages and stakeholder involvement
- Clearly defined and described fora and roles (see also chapter 4)

‘

Figure 3. BI's six quality areas and quality process centred on the students' learning path

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

3.1 Quality areas

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

[12] Quality processes are available online at PQS Portal

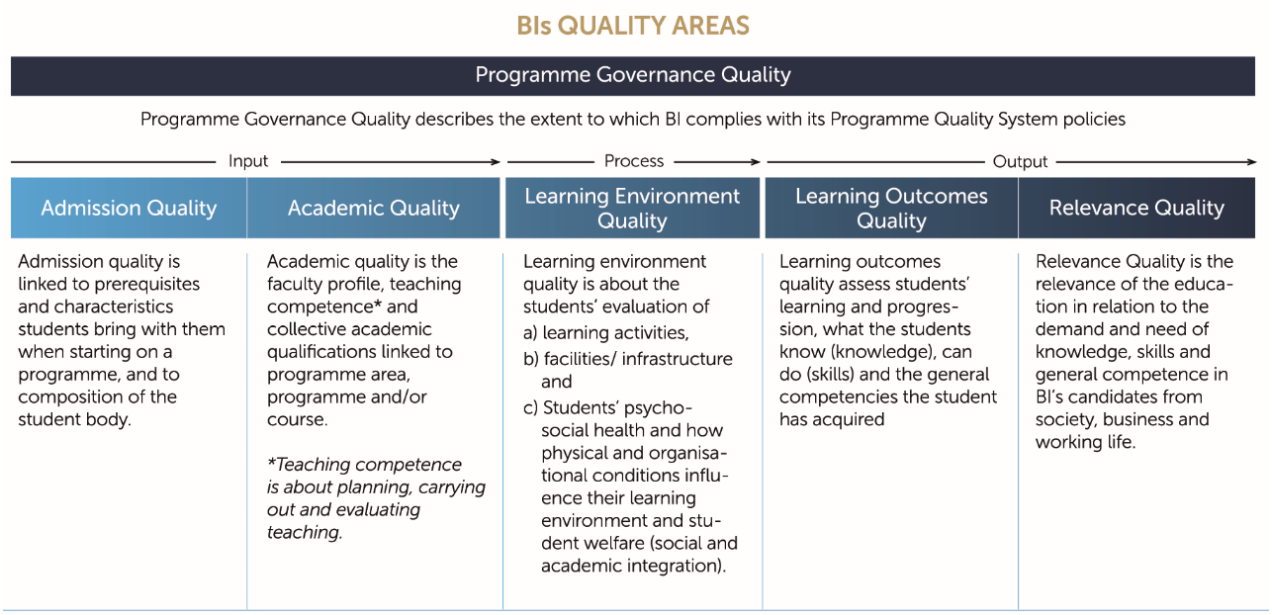


Figure 4Figure 4 Definitions of BI's Six Quality Areas

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

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

3.2 Indicators and how they are managed

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

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

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

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

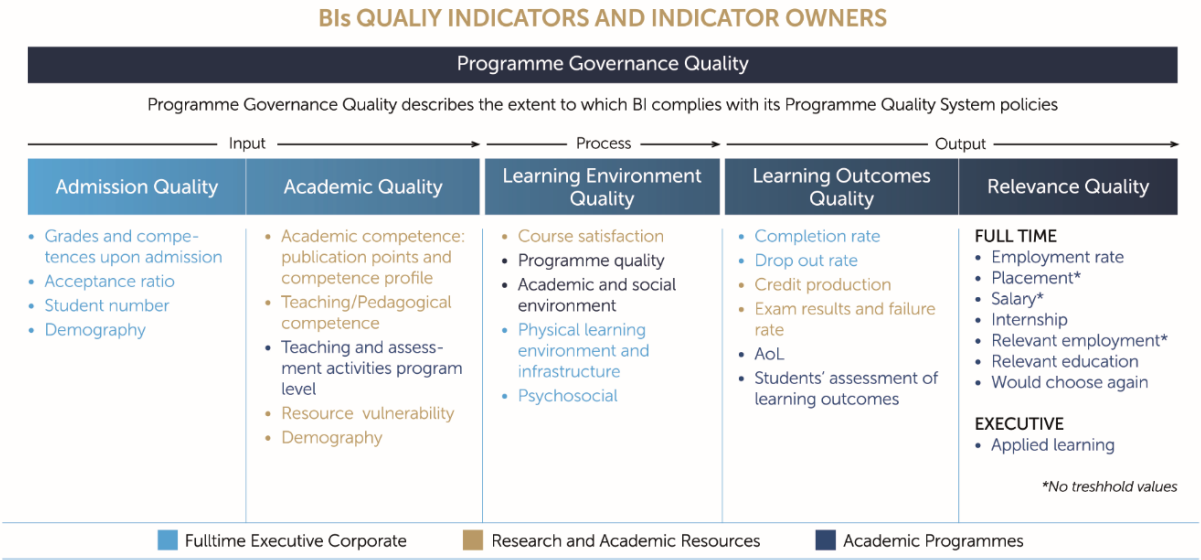


Figure 5. Indicators and indicator owner at division level

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

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

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

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

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

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

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

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

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

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

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

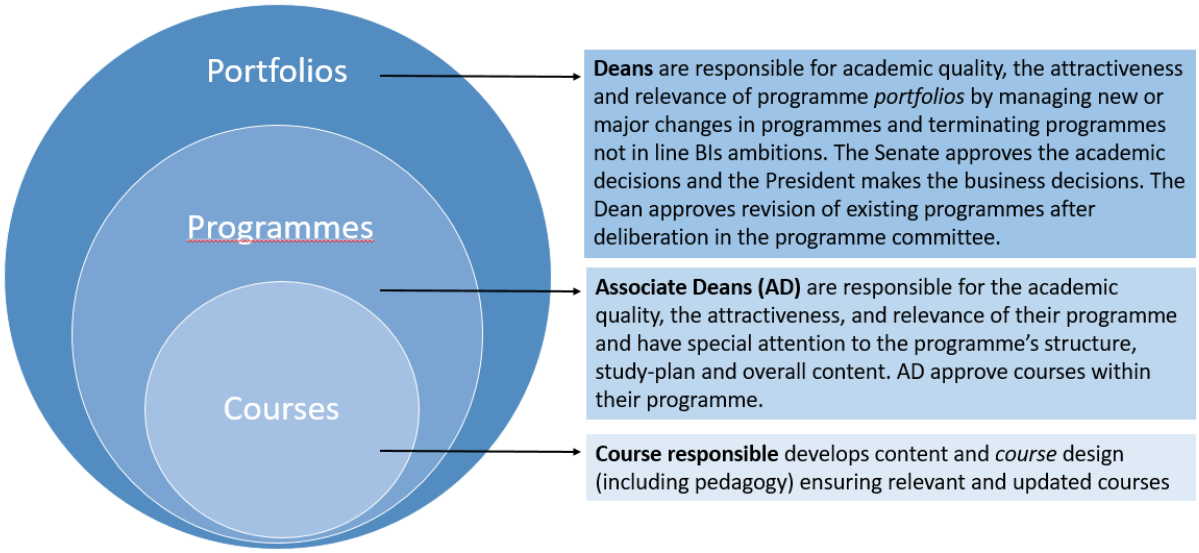


Figure 6. Development and quality assurance of portfolio, programmes, and courses

3.3.1 Development and quality assurance at Programme Portfolio Level

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

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

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

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

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

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

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

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

3.3.2 Development and Quality Assurance at Programme level

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

In the programme processes, three academic approval levels can be distinguished:

1) Associate dean – approves courses within his/her programme
2) Dean advised by the advisory programme committee (UUV) – approves programme revision within his/her programme portfolio
3) Senate– approves major changes in existing programmes and new programmes

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

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

3.3.3 Development and Quality Assurance at Course Level

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

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

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

Quality assurance at the course level illustrates the co-production between the Deans under the division for Academic Programmes and the Heads of department under the division for Research and Academic Resources:

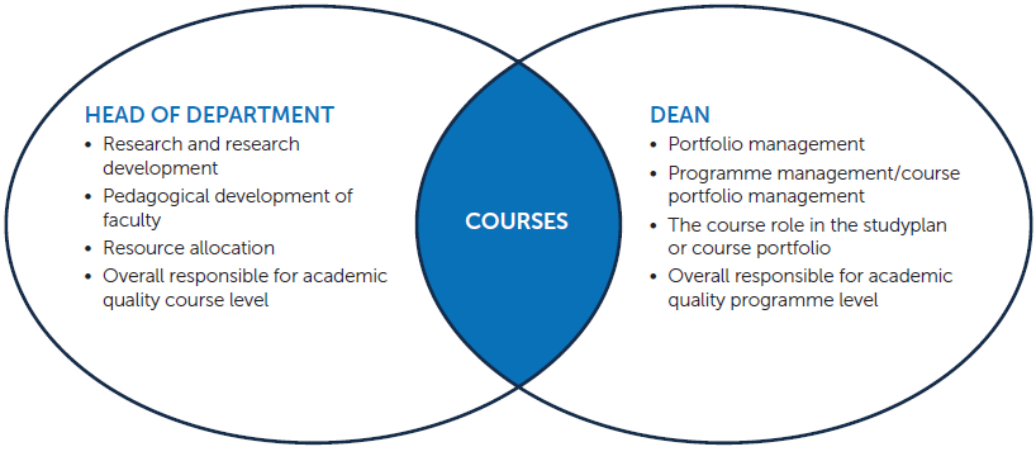


Figure 7. The interaction between Deans and Head of Department in the quality work

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

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

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

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

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

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

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

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

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

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

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

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

[22] For complete process description Students' Programme Evaluations, see Appendix I, page 10
[23] For complete process description Mid-term Evaluation, See Appendix I, page 20
[24] For complete process description Summative Course Evaluation, see Appendix I, page 22

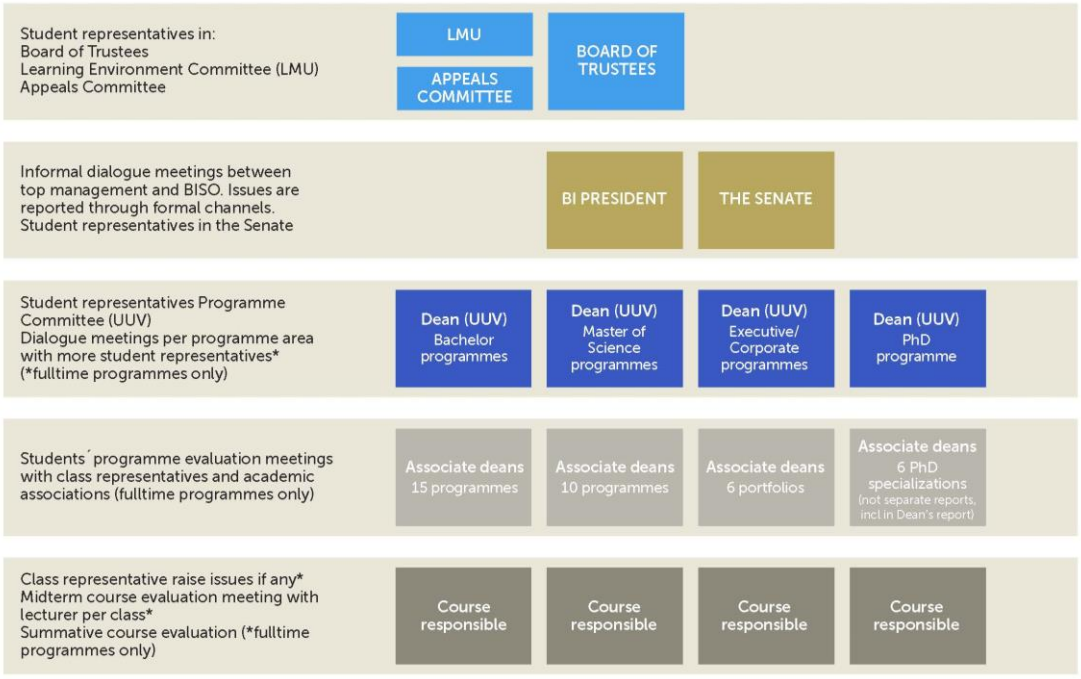


Figure 8. Students' involvement at the various levels of BI's organization

3.3.5 Executive and Corporate student involvement

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

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

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

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

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

3.3.6 PhD activities and student involvement

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

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

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

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

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

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

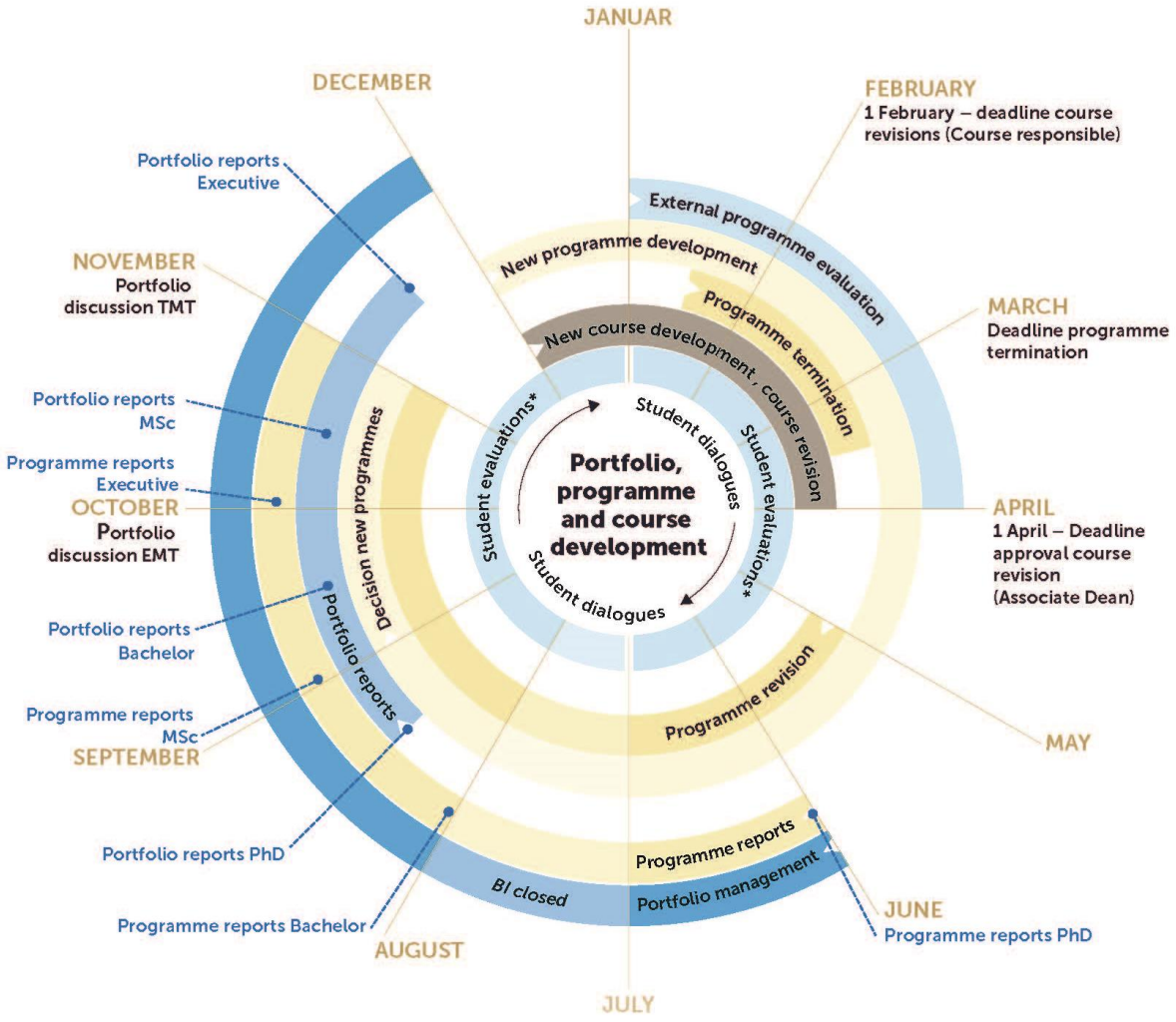
The PhD candidates at BI and academics from other national and international institutions continuously evaluate the quality of the programme. All PhD candidates have to present their research to an appointee **Pre-Doc committee** when they are in the last part of their programme period. The committee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

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

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

3.4. BI's Annual Cycle

Annual cycles for the quality work make sure every quality process is finished within due time. The annual cycle gives an overview of timelines of key development activities in the systematic quality work at course, programme, portfolio and institutional level.



**Student evaluations, each semester:*
1. Student programme evaluation: March-April and October- November
2. Mid-term evaluations: March-April and October- November
3. Summative course evaluations: March and October

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

4 Key functions and roles in the Programme Quality System

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

4.1 Quality work - central arenas

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

4.1.1 The Board of Trustees

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

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

4.1.2 Senate

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

4.1.3 Top Management Team (TMT)

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

4.1.4 The Academic Council

The Academic Council is an advisory body for the President and top management in academic matters. The Academic Council consists of the President, Provosts, Heads of Academic Departments, and the Deans for each programme area. Student representative and PhD student representative as well as administrative managers may be invited for specific items.

The purpose of the Academic Council is to secure alignment between strategic priorities and academic development and management.

The Academic Council concerns itself with:

- Strategic direction of BI's research and programme development
- Implementation of strategic priorities
- Alignment and coordination between:
    - Research strategy

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

    - Portfolio strategy, study programmes and programme innovation
    - Pedagogical strategy
- Faculty composition – faculty recruitment, development, and management

4.1.5 Programme Committee (UUV)

The Programme Committee (UUV) is the advisory board of the Dean. The Committee gives advice on academic and strategic issues and will (without decision-making authority) discuss and handle cases such as approval of study plans, new course descriptions, assessment of competence level and faculty capacity, pedagogy and teaching formats, class size in courses, admission and progression requirements for specific programmes, assessment of potential international partnerships and corporate courses and programmes (credit bearing). The committee is an important consulting partner in major development processes in the PQS and admission requirements. The Dean chairs the Programme Committee (UUV) for his/her programme portfolio.

4.1.6 Learning Environment Committee (LMU)

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

4.2 Quality work - central roles[29]

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

4.2.1 Provost Academic Programmes

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

4.2.2 Dean

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

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

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

4.2.3 Associate Dean, Academic Coordinator and Local Programme Manager

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

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

4.2.4 Course responsible

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

4.2.5 Head of Programme Administration

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

4.2.6 Provost Academic resources

The Provost has overall academic, financial and administrative responsibility for faculty and administration in the academic departments. The provost is responsible for developing a faculty base aligned with BIs strategic ambitions through targeted recruitment, faculty development and faculty management. The Provost is responsible for cultivating an attractive and internationally recognized research environment in line with BI's research ambitions and programme portfolio. The provost is responsible for securing a sustainable pedagogical transformation to strengthen students' learning outcome and progression. The Provost shall also stimulate research-based and relevant course and programme development. The President has delegated the appointment to temporary scientific and teaching positions to the Provost. The Provost is a member of the Senate, the Top Management Team and the Academic Council.

4.2.7 Head of Department

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

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

4.2.8 Provost Research, Learning & Impact

The provost is responsible for developing BI's research strategy and overseeing the development and management of BI's PhD programme in close collaboration with Dean Research & PhD and the academic departments. Moreover, the provost is responsible for developing BI's future course and programme delivery and distribution models with varied and student-centered learning activities and flexible learning paths. The provost shall also promote and support pedagogical transformation and the use of educational technology to improve student learning outcomes and create inspirational learning experiences.
The position has executive responsibility for Dean Research & PhD, the Research Administration, the Library and the Learning Centre.

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

4.2.9 Executive Vice President (EVP) Full-time programmes

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

4.2.10 Executive Vice President (EVP) Executive

The Executive Vice President (EVP) Executive is responsible for the management of the business unit Executive including customised, open enrolment and degree programmes. The EVP is responsible for developing BI's executive Programmes and strengthening the programmes' international orientation and visibility through e.g. international rankings. The EVP is responsible for support and services that are integral to Executive student success including the physical and psychosocial learning environment. The EVP is responsible for Executive programmes marketing, national and international student recruitment and student admission. The EVP is part of BI's Top Management Team.

4.2.11 Class representative – full-time programmes

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

5 Quality culture and programme quality work

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

5.1 Open and Transparent Culture of Programme Quality

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

BI aims for a quality culture characterized by:

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

5.2 Online Programme Quality System Portal and Programme Quality Dashboard

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

- ✓ Overall description of quality work

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

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

Roles and forum/committees in the PQS

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

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

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

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

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

The circle below illustrates all actors involved and synergies in place to realize programme quality development: The central internal stakeholders are BI's academic faculty with their professional insight, the business units with operational and market insight and the academic programmes division with overall insight into programme structure combined with law and regulations. These three key internal stakeholders are involved in most of BI's quality work. In addition, BI has a

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

[32] See Appendix H – Quality Areas and Corresponding Indicators, Measurements Methods, Data Sources and Measurement Frequency for more information.

systematic dialogue with students and external stakeholders to ensure attractive programmes at all time. This is put in a systematic order through the PQS.

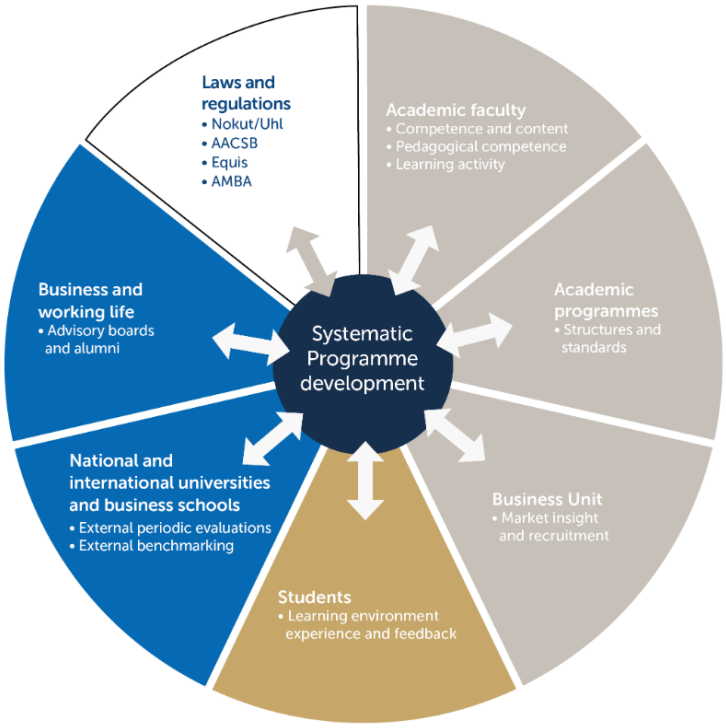


Figure 10. Overview stakeholders contributing to achieve systematic quality programme development

5.3.1 Employee and student Onboarding

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

5.3.2 BI Awards (her har det kommet endringer. Sjekk med Yngve Kveine)

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

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

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