



NHH



SUPERVISION OF LOCAL QUALITY ASSURANCE

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QUESTIONS ASKED

- Q1: Is it possible to describe NHH's quality work based on the requirements posted by NOKUT?
- Q2: Is the existing procedure for review of QA a good instrument to describe and capture quality at your institution?
- Q3: Any suggestions for alternative approaches?



NHH IN SHORT

- State owned business school established in 1936
- 3332 students at bachelor's and master's programmes
 - Bachelor in Economics and Business Administration
 - Master in Economics and Business Administration (10 specializations)
 - Master in Accounting
 - PhD
- 400 employees, incl. 257 faculty members
- Collaboration with 170 universities and business schools in more than 50 countries, including CEMS
- Campus in Bergen and Oslo
- Took part and passed NOKUT's pilot of new model of supervision in 2018



Q1: THE REQUIREMENTS

- Set out in the *Academic Supervision Regulations*
- General in nature
- Room for interpretation
- Focus on *systematic* quality enhancement
- Most are well known, some new in 2017/18



REALLY SHORT VERSION

- § 4-1 (1): QA integrated in **strategy** and cover **all areas of importance** for students' learning outcome
- § 4-1 (2): QA practices must be **endorsed** by the board and all level of management. Shall promote **Quality Qulture** among staff and students



REALLY SHORT VERSION

- §4-1 (3) Systems to ensure that all programmes meet requirements in «Regulations concerning the quality assurance and quality development of higher education and tertiary vocational educations» sections 3-1 to 3-4 + chapter 2 in this regulation.

➡ «Everything»



REALLY SHORT VERSION

- § 4-1 (4) Systematically obtain information to evaluate quality of programmes offered
- § 4-1 (5) Knowledge from QA must be used to enhance quality. Deficiencies to be rectified in reasonable time
- §4-1 (6) Results from QA to inform strategic development of programme portfolio



NORWEGIAN SCHOOL OF ECONOMICS



NHH



«REFLECTIONS» by Lello//Arnell (2013)



THE GOOD

- Leaves room for local interpretations and institutional contexts
- Focus on enhancement
- Documentation and examples – not just words
- Qualitative evaluations
- Spelling out expectations
- Common standards across Norway/Nordic region/Europe is reassuring



THE NOT SO GOOD

- Unclear criteria \leftrightarrow Over complication
- That mirror again





Q2: THE PROCESS

1. Agreement on time of supervision and communication regarding expert panel
2. Recives list of required documentation
 - a) Institutional report
 - b) Report on programmes decided on by NOKUT
3. Expert panel visit
4. Review of report with possiblity to comment
5. Final report to NOKUT board



DOES IT WORK?

- Choice of programmes
- Written report and documentation
 - Good to have a template with questions
 - Great with explicit demand of specific examples
 - Template allows us to show more than the purely systematic work (cf. Quality Culture)
- Expert panel
 - Interviews focused and short
 - Worried about scope – details vs holistic



DOES IT WORK?

- Final report
 - Opportunity to fix minor understandings
 - Recommendations show deep understanding of school's strengths and weaknesses
 - Advice for future development very poignant and relevant
- On the process
 - Good dialogue
 - NOKUT showed interest in our feedback
 - Some issues regarding forward planning



Q3: ALTERNATIVES?

- Process:
 - Unannounced visits?
- Requirements:
 - Faculty research activity?
 - School's mission and programme development?
 - International accreditations vs national?



CONTACT DETAILS

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