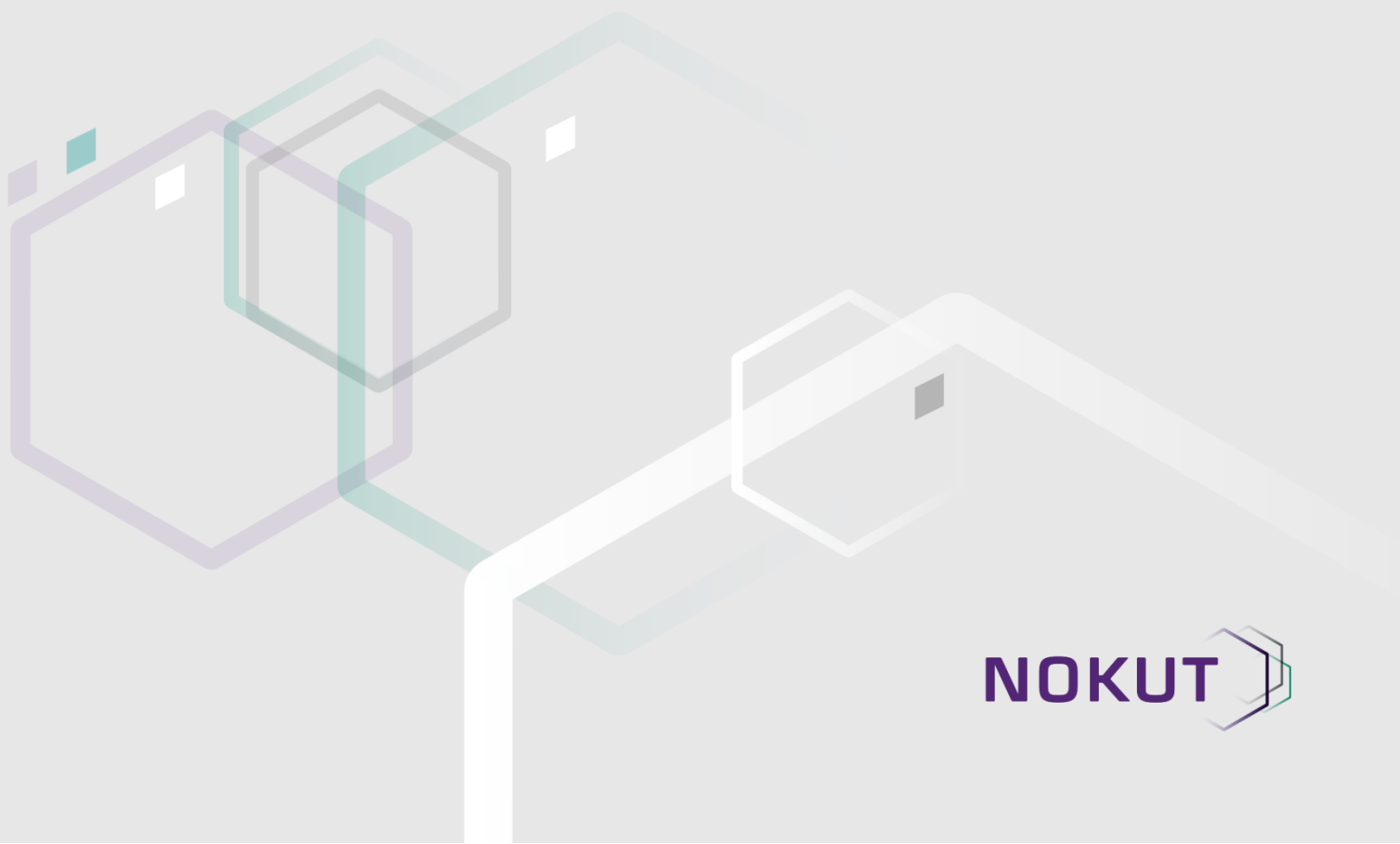


NOKUTs tilsynsrapporter

Økonomi og ledelse (Business administration)

Master's degree at Høgskolen i Hedmark (Hedmark University College)



NOKUT 

NOKUT kontrollerer og bidrar til kvalitetsutvikling ved lærestedene. Dette gjør vi blant annet gjennom å akkreditere nye utdanningstilbud. Institusjonene som gir høyere utdanning har ulike fullmakter til å opprette nye studier. Dersom en institusjon ønsker å opprette et utdanningstilbud utenfor fullmaktsområdet sitt, må den søke NOKUT om dette.

Institution:	Høgskolen i Hedmark (Hedmark University College)
Name of educational provision:	Master's degree in business administration
Degree/ECTS	120 ECTS
Mode of study	Full time campus
Expert Committee:	Niina Maria Nummela, University of Turku Bjarne Espedal, Norges Handelshøyskole
Date of decision:	20.06.2014
Archive number	14/65

Introduction

The external quality assurance performed by NOKUT consists of evaluating the institution's quality assurance systems, accreditation of new provisions and revision of accredited provisions. Universities and university colleges have different self-accrediting powers. For an institution without self-accrediting powers to establish a provision in a certain cycle an application must be made to NOKUT.

Hereby NOKUT presents the accreditation report of master's degree in business administration at Hedmark University College. The expert evaluation in this report is part of the accreditation process following Hedmark University College's application for accreditation of master's degree in business administration submitted before the application deadline on 01.02.2014. This report clearly indicates the extensive evaluation performed to ensure the educational quality of the planned educational provision.

Master's degree in business administration at Hedmark University College fulfils NOKUT's conditions for accreditation and is accredited by resolution of 20.06.2014.

This decision does not have limited validity in time. NOKUT will however make a subsequent supervision of the educational provision within three years.

Oslo, 20th of June 2014



Terje Mørland
Director General

Information on accreditation of educational provisions (in Norwegian):

<http://www.nokut.no/no/Norsk-utdanning/Universitet-og-hogskole/Akkreditering-av-studietilbod/Korleis-sokje-akkreditering/>

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1 Information regarding the applicant institution

Hedmark University College has 7900 students, and consists of four campuses: Rena, Hamar, Elverum and Evenstad.

As a University College, Hedmark University College does not have power of self-accreditation for educational provisions in second and third cycle. The following educational provisions at the institution have obtained accreditation from NOKUT:

Ph.D:

- Profesjonsrettede lærerutdanningsfag, 2012
- Anvendt økologi 2011

Master:

- Folkehelsevitenskap med vekt på livsstilsvaner, 2011
- Offentlig ledelse og styring, 2008
- Anvendt økologi, 2006
- Næringsrettet bioteknologi, 2006
- Kultur og språkfagenes diaklektikk, 2005
- Psykisk helsearbeid, 2005
- Språk, kultur og digital kommunikasjon, 2005
- Tilpasset opplæring, 2005

Hedmark University College applied for accreditation of master degree study in business administration February 2014.

2 Description of procedure

NOKUT makes an administrative assessment to ensure that all basic conditions for accreditation are fulfilled as expressed in the Regulation concerning NOKUT's supervision and control of the quality in Norwegian higher education.¹ (Hereafter referred to as the Quality Assurance Regulation on Higher Education.) For applications that have been approved administratively, NOKUT appoints external experts for the evaluation of the application. The external experts have declared that they are legally competent to perform an independent evaluation, and carry out their assignment in accordance with the mandate for expert assessment passed by NOKUT's board, and in accordance with the requirements for educational quality as determined by the Quality Assurance Regulation on Higher Education.

Following their assessment, the expert committee shall conclude either with a yes or no as to whether the quality of the educational provision complies with the requirements in the Quality Assurance Regulation on Higher Education. NOKUT also requests that the expert committee advise on further

¹ <http://www.lovddata.no/cgi-wift/ldles?doc=/sf/sf-20110127-0297.html>

improvements of the educational provision. All criteria must be satisfactorily met before NOKUT accredits an educational provision.

If the conclusion reached by the expert committee is negative, the report is sent to the applicant institution, which is then given three weeks to comment. Thereafter NOKUT decides whether the comments should be sent to the committee for additional consideration. The committee is given two weeks to submit the revised assessment. The director general then reaches a final decision about accreditation.

The current report presents the accreditation process chronologically. As described above, the committee is free to change its conclusion on accreditation in the course of the process, and has in fact done so in this report. The final conclusion is found in part 8.

3 Administrative assesment

Quality Assurance Regulation on Higher Education § 4-1: Basic conditions for accreditation

1. Demands expressed in the Universities and Colleges Act concerning the following arrangements will be assessed:
 - a. Internal regulations and governance
 - b. Appeals Committee
 - c. Learning Environment Committee
 - d. Educational Plan
 - e. Diplomas and Diploma Supplement
 - f. Quality assurance system

NOKUT's assessment

The intention of this article is to make it clear and predictable what regulations in the University and Colleges Act (2002) that NOKUT supervises. Hedmark University College offers accredited educational provision. Hence, it is presupposed that the demands expressed in the Universities and Colleges Act are fulfilled. Diploma supplement is evaluated as satisfactory. The Quality Assurance System was evaluated and approved by NOKUT in 2011.

4 Experts' Assessment

This chapter is the expert committee's assessment. The term "we" refers to the expert committee as such. The number preceding each heading refers to the corresponding provision in the Quality Assurance Regulation on Higher Education.

Summary of the report

It is our assessment that the Master degree in Business Administration does not fully satisfy the accreditation criteria in its present form. We are convinced that there is potential for such a Master programme as the curriculum is relevant. However, there are several issues that need to be addressed and clarified. In particular there is a need for specifying the focus of the programme and changing the learning outcomes accordingly. Further development of the structure and offering of the provision is also needed to ensure a successful programme.

4.1 Basic prerequisites for accreditation

7-1 1 Requirements laid down in the Universities and Colleges Act.

These requirements have been evaluated by NOKUT in the initial administrative assessment.

Assessment

The expert committee has reviewed the Diploma Supplement and finds it sufficient.

Conclusion

Yes, the requirements are fulfilled.

7-1 2 Requirements of applicable regulations and curricula set by the Ministry of Education and Research must be satisfied.

Assessment

The programme is a 120 ECTS programme that is based on NRØAs recommendation in “Plan for to-årig masterstudium I økonomi og administrasjon” (NRØA 15.10.12), together with “Forskrift om krav til mastergraden (FOR 2005-12-01 nr 1392). The application concerns § 3 (om mastergrad av 120 studiepoeng omfang) and § 6 (selvstendig arbeid av et omfang på 30 studiepoeng).

The programme has two profiles: 1) “Markedsføringsledelse og service” and 1) “Virksomhetsstyring”. However, it is not clear how “economic topics” imprint «Virksomhetsstyring». With economic topics we refer here to Accounting, Law, Economics, Management Science and Finance, for example. Most of the program’s topics are related to other subjects, such as Marketing, Management/Leadership, Strategy and Organization.

Conclusion

Yes, the requirements are fulfilled.

The institution is advised to:

- consider relabeling the profile ‘Virksomhetsstyring’ so that it would describe the content of the programme.

7-1 3 The recruitment of students to the programme should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable programme.

Assessment

Annually between 20 and 30 students will be admitted to the programme, and based on Hedmark University Colleges own experiences with drop-out rates for similar student groups, it is expected that there always will be at least 20 students at the programme. 20 students are considered as a suitable size of a student group.

Regarding total numbers of students and academic staff, HUC is number three among institutions offering Business Administration in Norway. Further, HUC states that the numbers of applicants for master programmes in Business Administrations at the other colleges in east area of Norway offering such programmes receive substantially more applicants than number of students they will accept, and the same is the case for their own master programme in Public Administration. They have also identified a demand for a programme in Business Administration among local actors in business and society.

Annually approximately 80 students complete their BSc studies at the Hedmark University College in relevant fields. These students create a suitable basis for recruitment for the suggested programme. However, it is unclear how many of these students meet the entrance requirements for the programme (i.e., have an average of C of their BSc studies). Even with optimistic expectations this means that the own BSc students cannot be the only recruitment channel but students need to be recruited regionally, nationally and perhaps in the future also internationally. For the external recruitment the remote location and the unknown brand of the Hedmark University College are a challenge. Effective and successful recruitment of students would require a more narrow focus for the programme, so that it would be easier to communicate it with prospective applicants and to highlight the resulting qualifications more explicitly.

Conclusion

Yes, the institution's presented documentation is satisfactory.

The institution is advised to:

- provide more detailed plans how to attract Norwegian (and international) students to the programme
- provide concrete examples of potential future career options for graduates from the programme
- elaborate on the title and focus of the programme. We suggest that the focus could be in Service Business, and if the title of the programme and learning objectives would be revised accordingly, the estimates would be more convincing.

7-1 4 For programmes including supervised professional training, there must be adequate agreements regulating material issues of importance to the students.

Not relevant.

4.2 Plan for the programme

7-2 1 The programme must have an appropriate title.

Assessment

We find that the title of the programme markedsføringsledelse og virksomhetsstyring (MSc in Business Administration) is very broad and vague, and does not give a proper profile for the programme, neither does it link the courses together. The Norwegian title (økonomi og ledelse) is even slightly misleading, when compared to the content of the programme. We encourage the institute to give the programme a more content-based title, e.g., MSc in Service Business.

Conclusion

No, the institution's presented documentation is not satisfactory.

The institution is required to:

- provide a more descriptive, content-based title for the programme which communicates better the contents and scope of the programme

7-2 2 The programme must be described with reference to learning outcomes, cf. National Qualifications Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.

Kunnskap:

- *har avansert kunnskap om virksomhetsstyring og markedsføringsledelse, samt om sammenhengen mellom virksomhetens strategi og markedstenkning, ledelse og virksomhetsstyring i en tjenestedrevet økonomi*
- *enten i) avansert og spesialisert kunnskap om hvordan verdiskapningen i en virksomhet måles, analyseres og styres i tråd med virksomhetens strategi, eller ii) avansert og spesialisert kunnskap om verdiskapning gjennom å bedre og sikre inntekter i tråd med virksomhetens strategi, avhengig av valg av hovedprofil*
- *har inngående kunnskap om teorier og modeller for virksomhetsstyring og hvordan virksomhetens nøkkelressurser påvirker verdiskapningen*
- *har inngående kunnskap om sentrale markedsteorier og kan relatere disse til de strategiske utfordringene virksomhetene står overfor, herunder markeds- og konkurransestrategi og forholdet til omgivelsene*
- *har inngående kunnskap om forskningsprosessen, samfunnsvitenskapelig teori og kvalitative metoder, samt har avansert kunnskap om forklaringsmodeller, kvantitative metoder og analyser*
- *kan anvende kunnskapen på nye områder innenfor virksomhetsstyring og markedsføringsledelse og servise og analysere faglige problemstillinger med utgangspunkt i disse fagområdenes historie, tradisjoner, egenart og plass i samfunnet.*

Innen hovedprofilen virksomhetsstyring:

- *har avansert kunnskap om prestasjonsmåling og ulike styringsmodeller og kan anvende dette for å utvikle et helhetlig styringssystem for virksomheten*
- *har avansert kunnskap om innovative økonomiske modeller for analyse av informasjon til beslutningsstøtte i forbindelse med virksomhetens verdiskapning*
- *har spesialisert kunnskap om hvordan man kan forstå og anvende realopsjonsteori i forbindelse med investeringsbeslutninger og verdsettelse*
- *har spesialisert kunnskap om hvordan man kan gjennomføre prosessforbedringer i et tjenesteperspektiv*

Innen hovedprofilen markedsføringsledelse og service:

- *har avansert kunnskap om teorier og modeller innenfor markedskommunikasjon, samt kunne anvende dette for å utvikle virksomhetens merke og omdømme*
- *har avansert kunnskap om tjenesteperspektivets rolle og betydning for virksomheten med fokus på verdiskapning gjennom tjenestesystemer*
- *har avansert kunnskap om teorier og modeller om innovasjon i et tjenesteperspektiv og forstå hvordan innovasjon kan fremme verdiskapning*
- *har spesialisert kunnskap om ulike utfordringer knyttet til krise i relasjonen mot enkeltkunder, grupper av kunder og mot markedet generelt, samt hvordan disse kan håndteres*

Ferdigheter:

- *kan analysere og forholde seg kritisk til ulike informasjonskilder og kan anvende analyse av empiri for å strukturere og formulere faglige resonnementer, med sikte på å sikre virksomhetenes inntekter gjennom langsiktig strategisk markedsposisjonering, samt effektiv styring og kontroll av virksomheten.*
- *kan analysere eksisterende teorier, metoder, fortolkninger innenfor virksomhetsstyring og markedsføringsledelse, samt forholde seg kritisk til disse.*
- *kan anvende eksisterende teorier, forskningsmetoder og fortolkninger innenfor virksomhetsstyring og markedsledelse for å analysere strategiske og taktiske problemstillinger for virksomheter.*
- *kan enten i) analysere komplekse og omfattende styringsmessige problemstillinger og arbeide selvstendig med praktiske og teoretiske problemløsninger knyttet til gjennomføring, styring og kontroll av virksomhetens strategi, investeringer og prosessforbedringer eller ii) analysere komplekse og omfattende markedsrelaterte problemstillinger og arbeide selvstendig med praktiske og teoretiske problemløsninger for å bedre og sikre virksomhetens inntekter, avhengig av valg av hovedprofil.*
- *kan anvende relevante teorier og metoder på en selvstendig måte for å analysere problemstillinger virksomheten står overfor i et tjenesteperspektiv*
- *kan relatere problemstilling, kontekst og data til metodevalg og gjennomføre et selvstendig avgrenset forskningsprosjekt knyttet til aktuelle faglige problemstillinger innenfor valgt hovedprofil i tråd med gjeldende forskningsetiske normer.*

Ferdigheter:

- *kan analysere relevante fag- yrkes- og forskningsetiske problemstillinger og forholde seg til etiske problemstillinger som kan oppstå som følge av virksomhetens strategiske og taktiske valg*
- *kan anvende sine kunnskaper og ferdigheter på nye områder innenfor studiets to hovedprofiler for å gjennomføre avanserte arbeidsoppgaver og prosjekter*
- *er i stand til å løse komplekse oppgaver i fellesskap med andre, takle ledelsesutfordringer på alle nivåer og lede krevende utviklingsprosesser på et strategisk og taktisk nivå*
- *kan kommunisere både muntlig og skriftlig om problemstillinger, analyser og resultater innenfor fagområdet; innad i virksomheten, med virksomhetens interessenter og med spesialister.*
- *kan ta en aktiv rolle i å bidra til styring av virksomhetens aktiviteter, nytenkning i innovasjonsprosesser, og markedsmessige forhold i virksomheten.*
- *kan integrere den opparbeidede kompetanseplattform for arbeid med teori, empiri og analyse i virksomhetsøkonomisk-relaterte beslutningssituasjoner.*

Assessment

Hedmark University College submitted two independent MSc programme applications for accreditation: one in Business Administration, one in Marketing Management and Management Control. The former is a 120 ECTS MSc degree programme with full and part-time study alternatives; the latter is a 90 ECTS experience-based, part-time MSc programme. To our great surprise, the two programmes which have different target groups, focus area and future work profiles have almost identical learning outcomes. In our opinion, given the different background, content and career prospects, the learning processes and outcomes of the programmes should be distinct. In particular, we would expect that the prior experience of the students in the MSc programme in Marketing Management and Management Control would be taken into account both in the content and methods of teaching.

In line with the National Qualification Framework, the learning outcomes have been classified into knowledge-related learning outcomes, skills and general competences. However, particularly the knowledge-related learning outcomes could be better aligned with the Framework. At the moment the identified learning outcomes are on Master's level, but they are quite many and they are too detailed in nature. The institution should keep in mind that a programme should have only one overall learning outcome, which covers both specialisation areas.

Conclusion

No, the description of the programme's learning outcome is not satisfactory.

The institution is required to:

- provide more integrated, degree-level learning outcomes, which are aligned with the scope and target group of the programme.

7-2 3 The content and structure of the programme shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

Assessment

The structure of the programme consists of studies in major subject (37,5 ECTS), studies in minor subject (22,5 ECTS), studies in research methods (22,5 ECTS) and electives (7,5 ECTS). Additionally, the student is required to complete a Master's thesis, which is related to the major subject (30 ECTS). Given that the courses are organised as modules of 7,5 ECTS, this does not leave much room for elective studies (only one course). In case the student chooses Marketing as a major subject, s/he takes courses in marketing communication, service, value creation, innovation and crisis in marketing relationships. Although all the themes are central in the field of marketing, the content seems very scattered and the package seems not to form a complete whole. The major in Management Control (virksomhetsstyring) shares similar challenges: there the courses are related to economic analyses and value creation, steering models, investments and decision-making and process improvement in service business. We would have hoped to see a more thorough argumentation for the choice of topics and more explicit description of the linkage between the courses. Additionally, it would have been nice to learn about the progressive learning of the student during the programme, now it was difficult to see whether the courses became more demanding during the student's learning in the programme.

Studies in research methods consist of three modules: Qualitative methods and philosophy of science, quantitative methods and advanced statistical methods (each of them 7,5 ECTS). We found that the research methods package could be better in balance, now it is dominated by quantitative methods. A closer look at the course descriptions highlights this imbalance as the course on qualitative methods includes also significant part on the philosophy of science. In practice this means that methods studies include 15 ECTS of quantitative methods and approximately 4 ECTS on qualitative methods. The small amount of teaching dedicated to qualitative methods raises a concern that the student is not able to develop sufficient skills in qualitative methods to conduct independent research with qualitative methods (e.g. in Master's thesis). This is a serious shortcoming in a programme which qualifies students for doctoral studies.

We also felt that some of the course descriptions would benefit from slight 'fine-tuning'. Especially the course titles could be more descriptive, so that they would better communicate the learning content of the course. Very broad titles – such as Innovation or Management Science – are not very helpful in this respect.

A student can study in the programme full-time or part-time. The plan for the students' expected workload is provided in the application (table on page 35). Both alternatives meet the requirements of the existing regulations. We appreciated the fact that supervision hours were dedicated throughout the studies, although the number of hours for supervision/student seemed relatively small. We would also have expected the part-time students to need more supervision hours than the full-time students who are in regular contact with the faculty. A significant part of the independent studies is the Master's thesis, which is planned for the fourth semester/year, depending on whether the student is a full or part-time student. It might be advisable to allocate additional supervision hours for that period.

Conclusion

No, the content and the structure of the programme do not correspond and/or are not adapted to the learning outcome as it is described in the plan for the programme.

The institution is required to:

- provide argumentation for the content of the programme – and this argumentation should not be the same for the two programmes which have applied for accreditation – and show the linkage between courses and their contribution to the learning outcomes
- revise the study package on research methods so that the students obtain sufficient knowledge and skills in conducting qualitative research
- check that all courses have descriptive and easily communicated name, preferably both in Norwegian and in English

The institution is advised to

- reconsider the supervision hours needed for each student

7-2 4 The work and teaching methods shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

Assessment

Teaching in the MSc programme is organised in intensive courses of approximately 30 teaching hours (in 2-3 days in one semester). This is mainly classroom teaching at the Rena Campus of the Hedmark University College. Intensive courses provide an efficient way to provide teaching for the student, but from the viewpoint of learning and group formation irregular and few meetings between students and faculty may also decrease the students' commitment to the programme and potential for continuous learning.

According to the application the programme applies multiple forms of teaching, including lectures, case studies, (written) assignments, discussions and oral presentations. All these teaching methods are well accepted in university teaching and suit well the learning outcomes of the programme. However, in terms of use of these methods the courses were quite similar and from student's perspective it might be better to bring in more variation between courses. In the future it is also encouraged that the programme actively utilises the possibilities of modern technology in teaching, particularly for the part-time students.

Conclusion

Yes, the work and teaching methods correspond to and are adapted to the learning outcome as it is described in the plan for the programme.

However the institution is advised to:

- introduce means which increase student communication and commitment during semester in-between the intensive courses
- bring variation in the use of teaching methods so that the courses differ also in this respect
- utilise the potential of modern technology in teaching

7-2 5 Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

Assessment

According to the application the institution uses the following methods of assessment: written exams, home exams and group assignments. Additionally, the Master's thesis is written in a team of two and its assessment includes also an oral exam. These methods of assessment are commonly used and suit well for the assessment of the intended learning outcomes. However, the description of the link and between the methods of assessment could be made more explicit: how is the obtained knowledge, skills and general competences evaluated. This would be particularly important for courses which use only single method of assessment, instead of combining them. We noticed also that the students need to participate in discussions and do compulsory oral presentations and exercises/assignments in some courses, but did not always find how these would be taken into account in the assessment. From the viewpoint of student motivation it would be important that all student work is assessment.

Conclusion

No, the exams and other means of evaluation are not suited for the assessment of the students' attainment of the intended learning outcomes.

The institution is required to:

- specify details regarding how the learning outcomes are evaluated and a justification why the specific means of evaluation are chosen
- provide a table in which the link between the intended learning outcomes of the programme, ILOs of each course and methods of assessment used in that course is shown

7-2 6 The programme must have a clear academic relevance for employment and/or further study.

Assessment

The application described well the local/regional need for this kind of education both from the viewpoint of students, university and industry. However, we find that the relevance of the programme would be significantly improved with a more narrow focus. It would also facilitate the communication of the relevance and potential of the programme to prospective applicants in the form of career profiles and other concrete examples. We are sure that also the industrial partners would appreciate a more distinct profile.

Conclusion

No, the provision does not have a clear academic relevance for employment and/or further study.

The institution is required to:

- narrow down the focus of the programme and after that provide concrete career examples which can be communicated to prospective applicants
- provide concrete examples of potential future career options for graduates from the programme

7-2 7 The programme must have satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.

Assessment

As mentioned earlier, the MSc programme in Business Administration is very broad and without a more specific focus it is actually impossible to show satisfactory links to the research conducted by the discipline community. We welcome the fact that the course material and reading packages contain research papers written by the team members and based on the CVs we are able to see that some of the courses deal with topics which are within the competence area of the person responsible. On the other hand, there are also courses on themes which are not linked to the research of any of the faculty members. However, also in these cases the reading packages include academically relevant literature on the topic, with the exception of literature on qualitative research methods.

Conclusion

Yes, the programme has satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.

The institution is advised to:

- introduce new ways to involve students in the research-related activities; for example, as assistants in research projects

7-2 8 The programme must have student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics.

Assessment

HUC facilitates that full-time students can participate in one semester student-exchange either in the third or the fourth term. All students – also part-time – can take a course during the summer term. The partnership agreement with Karlstad Universitet includes mutual exchange of teachers, research cooperation and cooperation on workshop, conferences and summer school.

The MSc programme will be taught completely in Norwegian, which narrows down considerably the potential for internationalisation. We consider this to a considerable shortcoming, because internationalisation of studies and students are key strategic objectives of higher education today. After all, the graduates from the programme aim at working in a business environment which is characterised by global competition and networks. We think that any MSc programme in the field of business studies should take this into account in planning their curriculum, but this is particularly relevant in one focusing on services, as many Norwegian service sectors are very internationally oriented (e.g. tourism). The choice of teaching language has three important negative implications for students:

1. The MSc programme offers their students a (very limited) possibility for student exchange and lists a number of partner universities. However, partnerships for student exchange are typically bilateral: there is an expectation that students from that institution would also be able to come as exchange students to Hedmark University College, if they wish to do so. One-way agreements are not sustainable and good basis for long term collaboration.

2. Related to the point above, the choice of teaching language will narrow down the potential number of partner universities and thus prevents the students experiencing “internationalisation at home”. There are numerous studies which have shown that studying in a multicultural environment and being exposed to different cultures help students to prepare themselves for future career in business.
3. It is unclear whether the graduates possess sufficient knowledge of spoken (Business) English which is required in their future career.

We consider the international activities also very underdeveloped. The part-time students are allowed to take only one course abroad (and only if it is offered in summer!). That limits the potential value added of student exchange considerable and it is unsure whether this option will ever materialise among students. Besides student exchange, no other forms of international activities are described in the application, although a number of other options would have been available (teacher exchange, for example).

The application includes five partnership agreements with foreign universities: Karlstad Universitet, Bangkok University, Pacific Lutheran University, University of Alberta and University of Monaco. It would have been interesting to learn why these institutions were chosen as partners and which parts of their curriculum contribute to the learning outcomes of the MSc programme in question.

Interestingly, although the application included plans for organising student exchange, it did not provide any description of the administrative processes related to it. How do students apply for student exchange? How are they selected? How is the completion of the course abroad assessed and included in the MSc degree in question? And finally, who is responsible for these processes?

Conclusion

Yes, the programme has student exchange and internationalisation arrangements, adapted to its level, scope and other characteristics, but there is room for significant improvement.

The institution is advised to:

- consider whether part of the curriculum could be taught in English
- develop multiple forms of internationalisation, including regular visiting members of faculty
- develop a process description for the administrative process related to student exchange, pointing out the duties and responsibilities of each actor

7-2 9 The institution must have facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme

Assessment

Hedmark University College operates on four campuses, and the MSc programme will be based at the Rena campus, which is one of the four. The campuses are separate, with a substantial physical distance between them. The fact that the institution is spread in multiple locations means that also the administrative processes are divided between the campuses. The application does not provide detailed information what impacts this will have on the planned MSc programme, but as there are other ongoing programmes, we assume it will not have a major impact.

The faculty at Rena has relevant student-related functions like classrooms, seminar-rooms, library etc. easily available in one well adapted building from 1995, which also fulfills requirements of Universal Design. The teaching of the master students will take place in this building.

It seems that the students of Hedmark University College have adequate library and other student facilities at the Rena campus. In case the institution collects student feedback concerning the infrastructure and services available, it would have been interesting to learn about it.

Conclusion

Yes, the institution has facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the programme.

The institution is advised to:

- ensure that in the future the services are available also in English

4.3 Academic environment associated with the programme

7-3 1 The composition, size and collective competence of the relevant academic environment must be adapted to the programme as described by the programme description and also adequate for conducting relevant research and academic or artistic development work.

Assessment

The number of academic staff allocated to the provision satisfies the formal requirements outlined in the regulations. However, it should be noted that the broad focus of the programme requires considerable diversity among the areas of expertise. Therefore, we are hesitant whether the discipline community would have satisfactory competence with the current focus of the programme. It seems especially to be shortage of competence within economic topics. If the programme would have a more narrow focus - as we have suggested -, the competence would be easier to demonstrate.

We were also slightly concerned about the fact that the same discipline community is involved in two MSc programmes, both the MSc in Business Administration and the MSc in Marketing and Management Control. Additionally, some members have also responsibilities in the BSc programme and in Karlstad University. This kind of arrangement makes the teaching portfolios of the members of the discipline community very fragmented. Although the tables provided show that this arrangement will fit into their workload, often in practice it means that the actual workload is more than 100%. This is especially the case, if the programmes have distinct profiles, learning outcomes and teaching methods, as we have suggested.

We were very pleased to see that the members of discipline community have prior experience on research collaboration with each other, and encourage that this kind of activities should be developed in the future. This would mean that individual competence areas would become the competence areas of the programme and/or the institution.

Conclusion

Yes, the composition, size and collective competence of the relevant academic environment is adapted to the programme as described by the programme description and also adequate for conducting relevant research and academic or artistic development work, given that the programme gets a more narrow focus.

The institution is advised to:

- narrow the focus of the programme to get a better fit with the competence
- ensure that the workload of discipline community remains on a reasonable level
- develop collaborative research activities and joint strategic areas for research

7-3 2 The academic environment must actively participate in national and international collaborations and networks relevant for the programme.

Assessment

The institution is involved in a number of formal and informal networks, but to our surprise the application reports only the international networks, not the domestic or regional ones. Given their strong links to industry, the institution is surely involved also in those. Based on the description in the application, the networks are formed around individuals, not the institution. In the long run, it is preferable that the networks would be institutionalised and that the collaboration and relationships would always involve more than a single person from HUC.

Most of the networks seem to be research-related, which forms a good basis for future collaboration. In the future, membership in network should be also utilised for applying external research funding. At the moment the application does not mention any such arrangements or projects.

Conclusion

Yes, the academic environment actively participates in national and international collaborations and networks relevant for the programme.

The institution is advised to:

- assure that also the junior scholars are able to devote working time also for research
- in terms of publication outlets, aim for more high-quality international journals

7-3 3 At least 50 per cent of the academic FTEs allotted to the programme must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the programme. For the different cycles, the following additional requirements apply:

- a) For first cycle programmes, at least 20 per cent of the collective academic environment must have competence at the level of at least associate professor.
- b) **For second cycle programmes, at least 10 per cent of the collective academic environment must be professors or docents, and an additional 40 per cent with competence at the level of**

at least associate professor.

- c) For third cycle programmes, requirements are stipulated by Section 3-1(3) of the Regulations concerning quality assurance and quality development in higher education and tertiary vocational education.

Assessment

The academic FTEs allocated to the provision comprise a academic staff who contribute 7.35 full-time equivalents (FTEs) to the programme. 2.6 of the academic staff are full professors contributing 35 % of the total academic effort. This ration exceeds the minimum requirement of 10% of full professor. In total, 81 % of the academic staff is at associate professor level or above this, which is above the minimum requirement of 50%.

It should also be noted that the broad focus of the MSc programme makes the discipline community very vulnerable as one area of expertise may be the responsibility of a single person. The application did not provide any discussion or assessment of this kind of risks.

Conclusion

Yes, the criteria and demands specific to the cycle of the present educational provision are fulfilled.

The institution is advised to:

- analyse the risks related to the vulnerability of the group

7-3 4The academic environment must be actively engaged in research, academic and/or artistic development work. For the different cycles, the following additional requirements apply:

- a) For first cycle programmes, the academic environment must have documented results at a level that is satisfactory in relation to the content and level of the programme.
- b) For second cycle programmes, the academic environment must have documented results at a high level of quality.
- c) For third cycle programmes, the academic environment must have documented results at a high international level of quality, with satisfactory academic breadth.

Assessment

The discipline community has a track record of an increasing number of publications. Additionally, in comparison with other Norwegian university colleges, Hedmark University College as an institution is above average. Thus, in terms of numbers, the output of scientific publications is sufficient. However, the discipline community is a mixture of senior and junior scholars and based on the application it is noticeable that some members of faculty are more prolific than others. The difference is even more noticeable, if we take into evaluation only the high-quality publications (level 2). In the future the discipline community should try to the situation more balanced.

Conclusion

Yes, the criteria and the demands specific to the cycle of the present programme are fulfilled.

The institution is advised to:

- develop their networks towards institutional networks
- introduce multiple forms of collaboration in the networks
- consider the possibility of applying external funding with the help of the networks

7.3.5 For programmes with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.

Not relevant.

5 Conclusion

On the basis of the written application with attached documentation, the expert committee concludes the following:

The committee does not recommend accreditation of the the MSc programme in Business Administration at the Hedmark University College.

The following demands are not met:

7-2 1 The programme must have an appropriate title

7-2 2 The programme must be described with reference to learning outcomes, cf. National Qualifications Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.

7-2 3 The content and structure of the programme shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

7-2 5 Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved.

7-2 6 The programme must have a clear academic relevance for employment and/or further study.

The following demands must be met in order to achieve accreditation:

The institution is required to:

7.2.1 The programme must have an appropriate title

- provide a more descriptive, content-based title for the programme which communicates better the contents and scope of the programme.

7.2.2 The programme must be described with reference to learning outcomes cf. National Qualification Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.

- provide more integrated, degree-level learning outcomes, which are aligned with the scope and target group of the programme.

7.2.3 The content and structure of the programme shall correspond and be adapted to the description of the learning outcomes so that the learning outcome is achieved

- provide argumentation for the content of the programme – and this argumentation should not be the same for the two programmes which have applied for accreditation – and show the linkage between courses and their contribution to the learning outcomes
- revise the study package on research methods so that the students obtain sufficient knowledge and skills in conducting qualitative research
- check that all courses have descriptive and easily communicated name, preferably both in Norwegian and in English

7.2.5 Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved

- specify details regarding how the learning outcomes are evaluated and a justification why the specific means of evaluation are chosen

7.2.6 The programme must have a clear academic relevance for employment and/or further study

- narrow down the focus of the programme and after that provide concrete career examples which can be communicated to prospective applicants
- provide concrete examples of potential future career options for graduates from the programme

The committee offers the following advice to develop this educational provision further:

- consider relabeling the profile ‘Virksomhetstyring’ so that it would describe the content of the programme
- provide more detailed plans how to attract Norwegian (and international) students to the programme
- provide concrete examples of potential future career options for graduates from the programme

- elaborate on the profile of the programme. We suggest that the focus could be in Service Business, and if the title of the programme and learning objectives would be revised accordingly, the estimates would be more convincing.
- reconsider the supervision hours needed for each student
- introduce means which increase student communication and commitment during semester in-between the intensive courses
- bring variation in the use of teaching methods so that the courses differ also in this respect
- utilise the potential of modern technology in teaching
- introduce new ways to involve students in the research-related activities; for example, as assistants in research projects
- consider whether part of the curriculum could be taught in English
- develop multiple forms of internationalisation, including regular visiting members of faculty
- develop a process description for the administrative process related to student exchange, pointing out the duties and responsibilities of each actor
- narrow the focus of the programme to get a better fit with the competence
- ensure that the workload of discipline community remains on a reasonable level
- develop collaborative research activities and joint strategic areas for research
- assure that also the junior scholars are able to devote working time also for research in terms of publication outlets, aim for more high-quality international journals
- analyse the risks related to the vulnerability of the group
- develop their networks towards institutional networks
- introduce multiple forms of collaboration in the networks
- consider the possibility of applying external funding with the help of the networks

6 Commentary from the institution



Høgskolen i Hedmark

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Vår ref: 2014/233 og 2014/234
Dato: 11.06.2014
Side 1 av 4

Kommentarer fra Høgskolen i Hedmark til vurdering fra sakkyndig komite for akkreditering av «Master i markedsføringsledelse og virksomhetsstyring» (90 studiepoeng) og «Master i økonomi og ledelse» (120 studiepoeng).

Høgskolen i Hedmark søkte 1. februar 2014 om akkreditering av «Master i markedsføringsledelse og virksomhetsstyring» (90 studiepoeng) og «Master i økonomi og ledelse» (120 studiepoeng). Høgskolen mottok kommentarer fra sakkyndig komite den 21.5. 2014. Vi takker for den grundige og konstruktive gjennomgangen av de to søknadene.

I arbeidet med å vurdere tilbakemeldingene har høgskolen besluttet at vi i denne omgangen ikke går videre med søknaden om «Master i markedsføringsledelse og virksomhetsstyring» (90 studiepoeng, erfaringsbasert).

Vi har isteden rettet oppmerksomheten mot de kravene komiteen har satt for at vi skal oppfylle akkreditering av de gjenstående kriteriene for «Master i økonomi og ledelse (120 studiepoeng). I den etterfølgende kommentaren søker høgskolen å imøtekomme de sakkyndiges krav for dette studiet. Kommentaren er strukturert etter de kriteriene som ennå ikke er oppfylt.

Med vennlig hilsen


Lise Iversen Kulbrandstad

Rektor


Anna L. Ottosen

Prorektor

Vedlegg:

1. Revidert studieplan
2. Vitnemål og Diploma Supplement
3. Læringsutbytter; sammenheng kvalifikasjonsrammeverket, NRØA og studiet Master i økonomi og ledelse, samt koblingen mellom overordnet læringsutbytte og emnenes læringsutbytter
4. Vurderingsformer
5. Studiets relevans; Uttalelser fra rådet for samarbeidende arbeidsliv (RSA)
6. Administrative rutiner for studentutveksling

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Kommentarer til den sakkyndige vurderingen av Høgskolen i Hedmarks søknad om å få akkreditert Master i økonomi og ledelse

7.2.1 The programme must have an appropriate title

Vi har tatt utgangspunkt i NRØA sine retningslinjer for et 2-årig Masterprogram i økonomi og ledelse som også er grunnlaget for sidetittelen siviløkonom. NRØA presiserer at hovedprofilen skal være innenfor enten økonomi eller ledelse, hvor ledelse deles inn i fire emneområder: markedsføring, strategi, organisasjon og ledelse, mens økonomi inkluderer emneområdene: økonomistyring, regnskap, investering og finansiering. Vi har valgt markedsføringsledelse i et tjenesteperspektiv som hovedprofil (i søknaden omtalt som markedsføringsledelse og service) med et betydelig innslag av strategi. Dette utgjør to av de sentrale emnene innen ledelse og underbygger dermed studiets bruk av ledelse i tittelen. Vi har endret navnet på hovedprofilen for å tydeliggjøre at studiet ikke henvender seg til en bestemt sektor (dvs tjenesteytende sektor), men skal fremme tjenesteperspektivet uavhengig av sektor. Dette fordi studiet retter seg også mot primærnæringer, industri og offentlig sektor. Likeledes er dette også tydeliggjort i en mer spisset beskrivelse i studieplanen. Støtteprofilen skal dekke breddekravet i studiet, og må være innenfor det andre området; økonomifag. På bakgrunn av komiteens kommentar i 7.1.3 har vi valgt å endre navnet på støtteprofilen fra virksomhetsstyring til økonomistyring, som er noe snevrere og tilpasset fagmiljøets kompetanse. Dermed er støtteprofilen også godt innenfor NRØA sin beskrivelse av økonomifaget. Vi mener derfor at navnet Master i økonomi og ledelse således dekker godt studiets innhold. Samtidig ser vi behovet for en mer innholds basert tittel, slik komiteen forutsetter. Vi foreslår derfor å gi studiets navn en sidetittel som beskriver studiets hovedprofil, slik at studiets navn blir «Master i økonomi og ledelse med spesialisering markedsføringsledelse i et tjenesteperspektiv».

7.2.2 The programme must be described with reference to learning outcomes

De overordnede læringsutbyttene er revidert slik at det nå er ett samlet læringsutbytte for studiet. Vi har gjort læringsutbyttene mindre detaljerte, redusert antallet og styrket koblingen mellom studiets læringsutbytte og kvalifikasjonsrammeverket. Sammenhengen mellom læringsutbyttene i kvalifikasjonsrammeverket, NRØAs læringsutbyttebeskrivelser for Master i økonomi og ledelse og studiets overordnede læringsutbytter fremkommer i tabell 1 i vedlegg 3.

7.2.3 The content and structure of the programme shall correspond and be adapted to the description of the learning outcomes so that the learning outcome is achieved

Vi har vist, som komiteen ønsket, koblingen mellom studiets overordnede læringsutbytter med de enkelte emners læringsutbytte, se tabell 2 i vedlegg 3. For å tydeliggjøre progresjonen mellom emnene er begrepet «inngående kunnskap» blitt brukt som begrep for basiskunnskap i læringsutbyttene for masternivå, «avansert kunnskap» er blitt brukt for å dekke viderekommen kunnskap, mens «spesialisert kunnskap» viser at kandidaten har en dyp, men avgrenset kunnskap om et tema.

For å tydeliggjøre sammenhengen mellom emnene i studiet har vi gjort en mer omfattende beskrivelse av studiets grunnide og sammenhenger, se vedlegg 1 Studieplanen (oppbygging). Denne tydeliggjør at



studiet bygger på en plattform for ledelse som utøves i et markedsperspektiv. Bærebjelkene i plattformen er markedsføringsfagets grunnlag og utvikling, og de strategiske utfordringene virksomheter står overfor. Dette danner igjen grunnlaget for å forstå hvordan virksomheter tilrettelegger sin ledelse i et markedsføringsperspektiv og hvor de kan kommunisere dette strategisk til sine omgivelser. I dette ligger det å forstå hvordan virksomheter samskaper verdier gjennom tjenesteyting og arbeider med tjenesteinnovasjon, samt å sikre virksomheters markedsposisjon og inntekter også hvis det oppstår krise i relasjonene mot markedet. Moderne økonomistyring er nært knyttet opp mot virksomhetens strategier. Støtteprofilen økonomistyring komplementerer derfor hovedprofilen gjennom å legge en plattform for å forstå hvordan økonomifunksjoner utøves gjennom et styringsperspektiv. Innenfor denne delen vil studiet gå nærmere inn i å forstå økonomisk organisasjonsteori som grunnlag for økonomistyringsfagets historie og utvikling, samt å forstå de økonomiske mekanismene i virksomheter og hvordan disse krever forskjellige tilnærminger til økonomistyring. Videre vil studentene avhengig av valgfag kunne få et grunnlag til å forstå og selv foreta sentrale økonomiske beslutninger. Hele studiet bygger på, og er innrammet i, et tjenesteperspektiv.

Videre har vi revidert metodekursene i tråd med komiteens tilbakemelding. Metodeemnet «Kvalitative metoder og vitenskapsteori» har nå fått navnet «Vitenskapsteori og kvantitativ metode» hvor kvalitativ metode blitt byttet med kvantitativ metode. Videre er metodeemnet «Kvantitativ metode» i sin helhet erstattet med emnet «Kvalitativ metode» og dermed får kvalitativ metode et omfang av 7,5 sp. I det tredje metodeemne «Avansert statistisk metode» er det bare blitt gjort mindre endringer.

I tråd med komiteens tilbakemelding har vi også endret navnene på flere emner for å gi dem mer beskrivende navn som kommuniserer innholdet bedre.

- *Ressursledelse* har endret navn til *Økonomisk organisasjonsteori*
- *Virksomhetsstyring* har endret navn til *Økonomisk styring og kontroll*
- *Markedskommunikasjon* har endret navn til *Markedsføringsledelse og strategisk kommunikasjon*
- *Innovasjon* har endret navn til *Tjenesteinnovasjon*
- *Service, verdiskaping og opplevelse* har endret navn til *Verdiskaping og tjenesteyting*
- *Styringsmodeller og prestasjonsmåling* og *Økonomisk analyse og verdiskaping* er nå slått sammen til ett emne som heter *Strategisk økonomistyring* og læringsutbytter og innhold er tilpasset emnets omfang i studiepoeng.

Det er også gjort justeringer i læringsutbyttene i disse emnene for å få fram en tydeligere kobling mellom navn og innhold. I denne sammenhengen er det også gjort flere endringer i læringsutbyttene i økonomiemnene for å få fram det økonomiske innholdet i disse emnene tydeligere. Videre er antall veiledningstimer på masteroppgaven økt fra 8 til 12 timer i kontakttid med veileder. Veileders tid til å forberede veiledningen kommer i tillegg.



7.2.5 Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved

Det er utarbeidet en tabell som viser sammenhengen mellom læringsutbyttene og vurderingsformen i hvert emne, se vedlegg 4. Vedlegget viser hvordan læringsutbyttene er evaluert, og hvorfor de aktuelle vurderingsformene er valgt.

Vi har merket oss at komiteen beskriver at det er vanskelig å se hvordan de obligatoriske arbeidskravene blir vurdert og at det vil være motiverende for studentene om de obligatoriske arbeidskravene også ble vurdert. Obligatoriske arbeidskrav er en forutsetning for å gå opp til eksamen og blir vurdert til godkjent/ikke godkjent og gir dermed først og fremst et formativt grunnlag for vurdering. Vi ser at summativ vurdering av flere arbeider kan motivere studentene til større arbeidsinnsats. Vi har derfor endret vurderingsformen i flere av emnene slik at de omfatter en innleveringsoppgave eller semesteroppgave i tillegg til skriftlig skoleeksamen for å ivareta dette.

7.2.6 The programme must have a clear academic relevance for employment and/or further study

Studiet har nå et tydelig fokus innenfor markedsføringsledelse i et tjenesteperspektiv. Konkrete eksempler på stillinger som studiet kan kvalifisere til kan være toppleder eller markedssjef i små og mellomstore bedrifter, produksjef i industri- eller servicevirksomhet, markedsanalytiker eller rådgiver/konsulent i markedsavdelinger, analysebyråer eller innen kommunikasjon og media. Dokumentasjon finnes i vedlegg 5. Videre ulike funksjoner knyttet til ledelse, tjenesteutvikling og kommunikasjon innen offentlig sektor. Akademisk karrierevei for kandidatene vil være ph.d.-studier innenfor bedriftsøkonomi med tilsvarende profil. Masterstudiets profil passer godt med profilen til ph.d.-utdanning innenfor markedsføring ved Karlstads universitet (hvor høyskolen allerede har en samarbeidsavtale knyttet til studiet, samt flere samarbeidsavtaler knyttet til ph.d.-studier på andre fagområder), Handelshøyskolen BI og Hanken School of Economics, Finland.

Andre forhold vedrørende tilbakemelding

7.2.4 Høyskolen har lang erfaring med nett- og samlingsbaserte studier og kommunikasjon mellom forelesere og student og mellom studenter, ved hjelp av nettbaserte løsninger. Disse erfaringene vil vi bygge videre på mtp å engasjere studentene mellom samlingene, for eksempel gjennom seminarer og veiledning på videokonferanse, bruk av samskrivingsverktøy og diskusjonsgrupper. Vi takker også for råd om mer varierte undervisningsmetoder og vil ta med oss dette i videreutviklingen av studiet.

7.3.1/7.2.8. Siden vi velger å ikke gå videre i prosessen med studiet Master i markedsføringsledelse og virksomhetsstyring, samt at vi fokuserer bare på én hovedprofil, er fagmiljøets kapasitet i forhold til Master i økonomi og ledelse styrket. Høyskolens administrative prosessbeskrivelser for studentutveksling vises i vedlegg 6. Det er også gjort mer eksplisitt i studieplanen at ett semester vil bli lagt til rette for å ta i mot utvekslingsstudenter fra utlandet, samt at deltidsstudenter kan reise på utveksling i ett semester.

7 Expert committee's additional evaluation

7.1 Assessment of the commentary from the institution

7.2.1 The programme must have an appropriate title

Provide a more descriptive, content-based title for the programme which communicates better the contents and scope of the programme.

Assessment

The revised title for the programme (Master i økonomi og ledelse med specialisering markedsføringsledelse i et tjenesteperspektiv) is much more communicative in terms of the contents and scope of the programme.

Conclusion

Yes, the requirements are fulfilled.

7.2.2 The programme must be described with reference to learning outcomes cf. National Qualification Framework for Lifelong Learning. The overall learning outcome for each programme, defined in knowledge, skills and general competence, shall be described.

Provide more integrated, degree-level learning outcomes, which are aligned with the scope and target group of the programme.

Assessment

The institution has revised the learning outcomes aligned with the new focus of the programme. Appendix 3 of the response provides a comprehensive overview of the learning outcomes and from the degree level to the level of individual courses. The learning outcomes have been described in terms of knowledge, skills and competence and thus meet the requirements of the National Qualification Framework for Lifelong Learning.

Conclusion

Yes, the requirements are fulfilled.

7.2.3 The content and structure of the programme shall correspond and be adapted to the description of the learning outcomes so that the learning outcome is achieved

- *provide argumentation for the content of the programme – and this argumentation should not be the same for the two programmes which have applied for accreditation – and show the linkage between courses and their contribution to the learning outcomes*
- *revise the study package on research methods so that the students obtain sufficient knowledge and skills in conducting qualitative research*

- *check that all courses have descriptive and easily communicated name, preferably both in Norwegian and in English*

Assessment

We were pleased to see that the institution has put considerable effort in revising the Study Plan in line with our feedback. The new version seems much more streamlined and the connection between the learning outcomes of the degree and the courses and the content of the programme is much more transparent. The development of courses on research methods was also welcome. The fact that some of the courses were renamed in order to communicate the content of the courses better was also noticed with pleasure. All in all, in our opinion the content and structure of the programme has significantly improved from the first version.

Conclusion

Yes, the requirements are fulfilled.

- The institution is advised to use Figure 1 of the Study Plan (or something similar) to communicate the aims and content of the programme both to the faculty and the students.

7.2.5 Examinations and other types of evaluation shall correspond to and be adapted to the description of the learning outcome so that the learning outcome is achieved

Specify details regarding how the learning outcomes are evaluated and a justification why the specific means of evaluation are chosen

Assessment

Also in terms of evaluation of the learning outcomes and justification of the evaluation methods, the institution has done good work. Appendix 4 provides a detailed and transparent overview of the evaluation methods used.

Conclusion

Yes, the requirements are fulfilled.

- The institution is advised to distribute the information in Appendix 4 both among faculty and students. Having a clear view of what is expected of them will enhance the learning experience of the students.

7.2.6 The programme must have a clear academic relevance for employment and/or further study

- *narrow down the focus of the programme and after that provide concrete career examples which can be communicated to prospective applicants*
- *provide concrete examples of potential future career options for graduates from the programme*

Assessment

Having a more narrow focus for the programme enabled the institution to demonstrate the relevance of the programme. It also allows the institution to communicate the content and aims of the programme better, thus improving its possibilities in the recruitment of good students. We were satisfied with the examples of career options provided by the institution.

Conclusion

Yes, the requirements are fulfilled.

- The institution is advised to continue collaboration with the well-established partners, such as Sparebanken and KPMG.
- In terms of academic career, the institution is advised to develop collaboration with other PhD programmes both nationally and internationally. The collaboration with Karlstad university is a good start and the other options mentioned (BI, Hanken) are relevant.

7.2 Conclusions

On the basis of the written application with attached documentation and the commentary from the institution, the expert committee concludes the following:

The committee recommends accreditation of a master degree program in business administration at Hedmark University College.

8 Decision

Vi viser til Høgskolen i Hedmarks søknad til fristen 1. februar 2014 om akkreditering av mastergradsstudium i økonomi og ledelse (120 studiepoeng). De sakkyndige avga sin uttalelse i rapport datert 21. mai 2014, med tilleggsvurdering av 13. juni 2014.

Vi vurderer at vilkårene i NOKUTs forskrift om tilsyn med utdanningskvaliteten i høyere utdanning av 28. februar 2013 nå er fylt, og har dermed truffet følgende

vedtak:

Mastergradsstudium i økonomi og ledelse (120 studiepoeng) ved Høgskolen i Hedmark akkrediteres. Akkrediteringen er gyldig fra vedtaksdato.

NOKUT forutsetter at Høgskolen i Hedmark fyller de til enhver tid gjeldende krav for akkreditering. I tillegg forventes at Høgskolen i Hedmark vurderer de sakkyndiges merknader og anbefalinger i det videre arbeidet med utvikling av studiet.

For mastergradsstudier som NOKUT akkrediterer, må institusjonen selv søke Kunnskapsdepartementet om rett til å etablere studiet.

9 Dokumentasjon

13/65-1: Søknad fra Høgskolen i Hedmark om akkreditering av mastergradsstudium i økonomi og ledelse, 31. januar 2014

13/65-3: Supplering av søknad, 20. februar 2014

13/65-4: Supplering av søknad, 12. mars 2013

13/65- 9: Supplering av søknad, 2. april 2014

13/65-11: Supplering av søknad, 11. april 2014

13/65-12: Supplering av søknad, 11. april 2014

13/65-15: Kommentar til sakkyndig rapport fra Høgskolen i Hedmark, 10. juni 2014