

NOKUTs tilsynsrapporter

Master of Science in Marketing Management

Kristiania University College (Høyskolen Kristiania)

February 2020



NOKUT 

NOKUT (Norwegian Agency for Quality Assurance in Education) is the controlling authority for educational activity at all Norwegian higher educational institutions. This is achieved, among other, through accreditation of new study programs. Institutions that provide higher education have different authorizations to create new study programs. If an institution wants to create a provision outside of its field of authorization, it must apply to NOKUT for accreditation.

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.

Institusjon:	Høyskolen Kristiania
Studietilbudets navn:	Master i markedsføringsledelse
Grad/Studiepoeng	master/120
Studieform	stedbasert
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Dato for vedtak:	24.02.2020
NOKUTs saksnummer	19/07362

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 Marketing Management at Kristiania University College. The expert evaluation in this report is part of the accreditation process following the institution's application for accreditation of submitted before the application deadline on 15. September 2019. This report clearly indicates the extensive evaluation performed to ensure the educational quality of the planned educational provision. The master's degree in Marketing Management at Kristiania University College fulfils the conditions for accreditation in the Regulation concerning NOKUT's supervision and control of the quality in Norwegian higher education.

Øystein Lund

director of the Department for Quality Assurance and Legal Affairs

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1 Information regarding the applicant institution

As an accredited university college, Kristiania University College has the power of self-accreditation for educational provisions at bachelor level (first cycle). Kristiania University College now applies for accreditation of Master of Science in Marketing Management – 120 ECTS.

2 Decision

NOKUT made the following decision on 24. February 2020:

NOKUT considers that the criteria in the regulations are fulfilled.

We therefore accredit the master programme in marketing management (120 ECTS) at the Kristiania University College. The study programme is a master degree programme, after section 3 in the master degree regulation. The accreditation is valid from this date.

The original decision in Norwegian:

NOKUT vurderer at vilkårene i NOKUTs forskrift om tilsyn med utdanningskvaliteten i høyere utdanning av 9. februar 2017 og i forskrift om kvalitetssikring og kvalitetsutvikling i høyere utdanning og fagskoleutdanning av 1. februar 2010 nå er oppfylt.

Vi akkrediterer derfor utdanningen master i markedsføringsledelse (120 studiepoeng) ved Høyskolen Kristiania. Studiet er en mastergrad etter mastergradsforskriften § 3. Akkrediteringen er gyldig fra vedtaksdato.

3 Expert assessment

The term «we» in this chapter, refers to the expert committee as such. The number preceding each heading refers to the corresponding provision in the Quality Assurance Regulation in Higher Education.

3.1 Summary

In general the committee finds that the application holds acceptable academic standards with many positive sides. The main strengths are connected to the content of the programme, which we find well mapped and with unique profile focusing the consumer perspective on marketing. The different components of the program complement each other well. In addition, the programme is up to date in that it provides a nice mix of research based and practical competencies.

The weaknesses identified by the committee relate to structure and presentation, and we make a number of recommendations that Kristiania University College should consider. The institution is recommended to:

- make a minor change to the translation of K4 in diploma supplement
- consider the logic of progression between the different courses
- consider making adjustments to the formulation of learning outcomes in terms of knowledge and skills
- strengthening the faculty competencies in anthropology
- develop a plan for increasing share of staff with formal training in pedagogy
- establish formal ties with more international institutions to facilitate more options for students who wants to do exchange

One major weakness requiring that Kristiania University College make a change to their application relates to section 2.3.5: Assessment methods. The committee finds that the heavy reliance on group-based assessment represents a threat to the ability of the institution to ensure that individual students achieve their learning goals. We also ask Kristiania University College to clarify the workload between different learning activities, see section 2.3.3. Finally, we have some concerns to the relatively high ratio between students and staff that Kristiania University College must address, section 2.4.2.

Assessment after the response from the institution to the initial report

Kristiania University College has submitted comments to the initial report, and documents changes to the study programme. Based on this the committee has made a new evaluation of some of the points raised. The institution has reduced the amount of group-based evaluations. They have also assigned more resources to the programme, altering the student-teacher ratio.

3.2 Basic prerequisites for accreditation (§ 3-1 (4) in Ministerial Regulations concerning quality assurance and quality development in higher education and tertiary vocational education and § 2-1 in Quality Assurance Regulation in Higher Education)

3.2.1 Demands expressed in the Universities and College Act

From the Ministerial Regulations:

§ 3-1 (4) It is a condition for accreditation being granted that the requirements of the Universities and University Colleges Act are met. Regulations adopted under the authority of Section 3-2 of the Universities and University Colleges Act shall form the basis for the accreditation.

From the Quality Assurance Regulation:

§ 2-1 (1) The requirements of the Act relating to Universities and University Colleges and its corresponding regulations must be met.

Assessment

Kristiania University College is an accredited university collage with several accredited master programmes. Thus, requirements relating to the governance systems, the quality assurance system, appeals committee, learning environment committee and regulations are not assessed.

Admission requirements are specified in the programme description. Applicants must hold a bachelor degree with a minimum of 180 ECTS, of which 80 ECTS must be in business subjects, social science, or economics. In addition, there is a grade requirement of C in average. The committee finds the admission requirements appropriate.

As specified in the programme description, the study programme have a total of 120 ECTS of which the thesis comprises 30 ECTS.

Diploma and diploma supplement

The diploma supplement gives a correct reflection of what is described in the programme description. The committee finds that the translation of the word “avgrenset” in the knowledge outcome number 4 (K4) to the English word “limited” gives an incorrect impression of what is meant and recommend the word is changed to “defined”. K4 in the diploma supplement should be changed from “has advanced knowledge within the academic field and specialized insight in a limited area within marketing management” to “has advanced knowledge within the academic field and specialized insight in a defined area within marketing management” (suggested change is underlined).

Conclusion

Yes, the requirements are fulfilled.

The institution is advised to:

- change the translation of K4 in the diploma supplement

3.2.2 Information about the educational provision

§ 2-1 (2) Information provided about the programme must be correct and show the programme’s content, structure and progression, as well as opportunities for student exchanges.

Assessment

The introduction of the programme description emphasises that consumer understanding is the focus of this master’s degree which separates it from other marketing master’s. In their own words: *Mastergraden har sitt forankringspunkt i selve kjernen i markedsføringsfaget og det som ansees som markedsførers unike bidrag i organisasjonen: Forståelse av forbrukeren og markedet.* Kristiania University College has chosen to have two subjects specifically within this area of marketing, one with a psychological view and one anthropological.

Furthermore, this master's programme aims to give students better training in performing market insight analysis than similar studies:

En ekstra vektlegging av metoder og analyser for å fremskaffe relevant innsikt skal gi studentene grundig innføring i vitenskapsteori, kvalitativ og kvantitativ metoder og analyser, samt eksponering til markedsanalysebransjen og praktisk trening i gjennomføring av innsiktsprosjekter. Ambisjonen er å gi studentene en mer utfyllende, utøvelsesorientert og praksisnær opplæring i metoder for markedsinnsikt, enn det som tradisjonelt tilbys på lignende programmer.

The content of this programme is well mapped and has a clear progression. The three components (marketing insights, consumer comprehension and marketing strategies) complement each other well. Parallel subjects during first semester give students a good baseline for the more challenging strategic subjects later in the study programme, and the electives show a nice variety of topics for the students to explore while still being relevant to the overall programme. Due to emphasis on third semester being an opportunity for students to pursue interests and tailor their own profile, it is recommended to have more student exchange agreements for students to choose from (see 2.3.8 for details).

Overall, we find that the programme description clearly shows the programme's content, structure and progression, as well as opportunities for student exchanges.

Conclusion

Yes, the requirements are fulfilled.

3.3 Demands to the educational provision (§ 2-2 in the Quality Assurance Regulation in Higher Education)

3.3.1 Learning outcome and title of educational provision

§ 2-2 (1) The learning outcomes for the programme must be in accordance with the National Qualifications Framework for Lifelong Learning, and the programme must have an appropriate title.

Assessment

The learning outcomes stated for this programme are presented in the categories of knowledge, skills and general competences (see appendix). The programme offers a total of 21 learning outcomes, of which 8 are focused on students' knowledge, 6 relate to their skills and 7 to their general competences.

The level and content of these learning outcomes are appropriate for this programme in that they provide students with academic as well as professional learning in a lifelong learning perspective.

The committee finds an imbalance in the knowledge learning outcomes, which are mostly research-related, while the skills are more related to professional practice. Specifically, there seems to be only one of eight knowledge learning outcome that relates to professional practice. While this distribution can make sense, we advise the institution to reflect on whether more focus on knowledge related to professional practice as well as more focus on research-related skills in the learning outcomes would be adequate.

The programme is named *Master I markedsføringsledelse* [English: Master of Science in Marketing Management]. The American Marketing Association defines marketing as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large”. Marketing management therefore, is the management of the operations and processes involved in marketing, and the committee finds that this name appropriately and adequately describes the expected learning outcomes and content of the study programme.

Conclusion

Yes, the descriptions of the programme’s learning outcome and title are satisfactory.

The institution is advised to:

- establish a better balance in the knowledge- and skills-related learning outcomes when it comes to academic and professional outcomes

3.3.2 The educational provision’s academic update and professional relevance

§ 2-2 (2) The programme must be academically up-to-date and have clear academic relevance for further studies and/or employment.

Assessment

Marketing is an established field of study and research within the broader field of business administration. The field occupies a central part in all business administration study programmes at bachelor’s, master’s, and PhD level, and it has its own international research journals and established research traditions. A master’s degree in marketing management qualifies candidates for a variety of jobs in private and public sector. The committee finds that this study programme is up-to-date in that it contains all relevant subject areas that is expected from a programme in this field. With a mix of research based insight and practical competencies the study programme is relevant for progress to both further studies at PhD level and employment.

Conclusion

Yes, the educational provision’s relevance for working life and/or continued studies is clearly expressed.

3.3.3 The provision’s workload

§ 2-2 (3) The total workload of the programme must be between 1,500 and 1,800 hours per year for full-time students.

Assessment

The assessment is based on appendices 3 and 5. Appendix 5 gives an overview of the total workload, while appendix 3 gives insight into whether the workload can be described as realistic or not.

The total workload is estimated to 3420 hours with 1720 hours the first year and approximately 1700 hours the second year. The criteria for workload are met. However we have some minor remarks to the workload between different learning activities.

It is not clear why the hours allocated to exam preparations vary significantly between equally dimensioned courses. For example, *Strategisk analyse* has 100 hours exam preparation and *Kvalitativ metode* has 80 hours even though both courses have a total workload of 7.5 ECTS.

In appendix 3 in the application, the subject *Kvantitativ metode* state learning activities as *Forelesninger og praktiske øvelser, gruppeprosjekt, samt selvstudium*, yet only *selvstudium* and *forelesninger* is allocated work hours in appendix 5, implying that there are no group projects or practical activities. Furthermore, 10 hours of tutoring are listed in appendix 5, but in appendix 3, the course description states that the only mandatory activity is a set of control questions. It is thus not clear how the tutoring hours will be used. A concern is that students need to have enough learning assistance to use the software package SPSS, as it is a challenging tool for students to learn how to use properly. The committee wants a clarification on whether the listed learning activities and work hours for this subject are correct or not, and appendices 3 and 5 must be coherent.

The institution is required to:

- control whether or not the work hours and learning activities are correct for the subject *Kvantitativ metode*

Assessment after the response from the institution to the initial report

As shown in appendix 3, *emnebeskrivelser*, Kristiania University College has aligned work hours with the learning activities in the subject *Kvantitativ metode*.

Conclusion

Yes, the requirement is fulfilled.

The institution is advised to:

- consider allocating equal amount of hours needed for exam preparation for the courses with the same number of ECTS, or reflect on justification for variations

3.3.4 The educational provision's content, structure and infrastructure

§ 2-2 (4) The programme's content, structure and infrastructure must be adapted to the programme's learning outcomes.

Assessment

In semesters 1 and 2, the programme contains on the one hand basic courses related to strategic analysis and research methods, and on the other hand, specialisation courses related to marketing management. Semester 3 is allocated to elective courses or alternatively an international student exchange. Semester 4 is dedicated to the master thesis.

The programme content is appropriate for the intended learning outcomes. The committee finds the programme structure broadly appropriate, but the progression between courses could benefit from further elaboration: The course *Merkevareledelse og markedskommunikasjon* is in the first semester while *Markedsstrategi* is in the second semester. The committee finds it more logical to switch the order of these two courses as students will have good use of knowledge in market strategy in order to be able to develop branding strategy and marketing communication.

Also, psychological perspectives on consumer behaviour in semester 1 typically build on quantitative research methods (semester 2). Conversely, anthropological research which is the perspective in consumer behaviour in the second semester uses qualitative methods (semester 1). The committee wonders if introduction to respectively psychological and anthropological perspectives in parallel to appropriate methods could prove more coherence in students' learning.

The committee suggests that the institution evaluates the adequacy of the progression between these courses and topics after the first batch of students have completed the programme, to see if the progression is optimal with regard to learning outcomes.

The infrastructure supporting learning in this programme contains the expected elements such as lecture halls and classrooms with modern equipment, a library with access to physical as well as electronic resources (including relevant academic journals), as well as a canteen and administrative facilities. Additionally, the school offers a separate study and interaction area for master students. A marketing lab and an incubator setup for student initiatives provides students with opportunities for testing out ideas in realistic settings and thereby improve their marketing-related skills.

The committee therefore finds the infrastructure supporting the programme adequate.

Conclusion

Yes, the educational provision's content, structure and infrastructure correspond and are adapted to the learning outcome.

The institution is advised to:

- clarify the coherence and progression of courses both within semesters as well as across semesters
- evaluate the adequacy of the progression between these courses after the first batch of students have completed the programme, to see if the progression is optimal with regard to learning outcomes

3.3.5 Teaching-, learning- and assessment methods

§ 2-2 (5) The teaching, learning and assessment methods must be adapted to the programme's learning outcomes. The programme must facilitate students taking an active role in the learning process.

Assessment

There appears to be a nice variation between lectures, tutoring, cases, projects, presentations and self-study. These methods are also well connected to the learning outcomes. Kristiania University College also argues that they have generally more active learning in the classroom even during lectures, as small classes allow them to have more dialogue, use student response systems, group discussions and flipped classroom.

Learning methods are well adapted to reach learning outcomes as they early on introduce the students to active learning and that this focus is kept throughout the programme. The same applies for the connection between students and academic community. Students are involved with cases from the business community and with guest lecturers as well as early involvement in performing their own research with tutoring.

Assessment methods are heavily reliant on group-based projects. Appendix 6 shows that *all* subjects have a group-based assessment that affects the student's final grade. At least three of these are entirely based on group assessment (*Kvalitativ metode, Digital markedsføring og analyse* and *Strategisk analyse*). In addition, there are two electives that are also entirely based on a single group assessment and the last elective has a group-based assessment that counts 60 % off the final grade. Future employers should feel confident that the grades from this programme indicate that the student in fact holds certain competences and skills. The committee is worried that heavy reliance on group-based assessments does not measure the individual student's competencies and/or skills. Kristiania University College list examples of jobs that previous students of the previous programme layout have been hired for. For a good portion of these jobs it would be expected that the student can perform their job independently and therefore a group level assessment would not be sufficiently relevant for these jobs.

The institution is required to:

- reduce the proportion of group-based assessments and/or the impact they have on final grades, to ensure proper testing of individual students' learning

Assessment after the response from the institution to the initial report

Kristiania University College argues that combination of group-based and individual-based assessments contributes to a more realistic environment for evaluating the students' performance. The committee agrees with this reflection. However, the committee's concern underlying the requirement to reduce group-based assessments was that reliance on group based evaluation without individual assessment can create a problem with so-called free-riders (students who are credited contribution without full participation). In the revised study plan, the prevalence of group-based exams has been reduced (see appendix 5 in the response from the institution). The committee therefore finds the new assessment plan satisfactory. To reduce potential problems with free-riders, we recommend that

Kristiania University College considers ways to monitor individual contributions during group-based exams (e.g., contracts, reflection notes).

Conclusion

Yes, the requirement is fulfilled.

The institution is advised to:

- Consider ways to monitor individual contributions in group-based exams.

3.3.6 Links to research and academic and/or artistic development work

§ 2-2 (6) The programme must have relevant links to research and academic development work and/or artistic research.

Assessment

The application clearly describes the academic field this programme is based on: Marketing and sub-fields such as consumer behaviour and marketing strategy which both have active and long-standing international research traditions. The programme description with relevant course descriptions and reading lists indicate core courses such as *Markedsstrategi*, *Merkevareledelse*, and *Forbrukeratferd* are clearly linked to these traditions.

Conclusion

Yes, the educational provision has satisfactory links to research and academic and/or artistic development work.

3.3.7 The educational provision's internationalisation arrangements

§ 2-2 (7) The programme must have internationalisation arrangements adapted to the programme's level, scope and other characteristics.

Assessment

The academic staff supporting the programme has an international profile and can draw on a wide network for inviting guest lecturers from abroad. A large part of the course material is in English and the faculty intends on using international cases in their teaching. Teaching in English in some courses will open for to the participation of international exchange students that will further add to the internationalisation of the degree.

The internationalisation arrangements for this programme are therefore adequate

Conclusion

Yes, the provision has internationalisation arrangements adapted to its level, scope and other characteristics.

3.3.8 The educational provision's systems for international student exchange

§ 2-2 (8) Programmes that lead to a degree must have arrangements for international student exchanges. The content of the exchange programme must be academically relevant.

Assessment

The programme has one progression agreement with University of Hertfordshire. This university has a business faculty and there are relevant subjects available for the students to attend. Overall this agreement fits in nicely with the student's learning programme and their academic level and contributes an option for students to explore other subjects as well. The study plan shows that international exchange will take place in the third semester, which fits well with the general progression in the programme.

It is recommended that there be more than just one student exchange opportunity. Kristiania University College has several times stated that the third semester is for students to pursue their interests and be able to explore other related study areas. Having just one progression agreement is a minimum to fulfil this objective and the criteria. In addition, it would be nice if the potentially other student exchange agreements were part of the ERASMUS+ programme as well.

Conclusion

Yes, the provision has systems for international student exchange.

The institution is advised to:

- explore more options for student exchange

3.3.9 Supervised professional training

§ 2-2 (9) Programmes that include supervised professional training must have formal agreements between the institution and the host for the supervised professional training.

Assessment

Not relevant.

3.4 Academic environment (§ 3-2 in Ministerial Regulations concerning quality assurance and quality development in higher education and tertiary vocational education and § 2-3 in the Quality Assurance Regulation in Higher Education)

3.4.1 The educational provision's defined limitations and academic width

§ 3-2 (1) Master's degree programmes shall be defined, delimited and have sufficient academic breadth.

Assessment

The programme is defined as offering students *solid kompetanse innenfor det økonomisk-administrative fagfeltet, med spesialisering innenfor markedsføringsledelse*.

It is thereby clearly defined and delimited. The programme has sufficient academic breadth through the basic elements of the course package as well as the electives offered on the third semester, yet it is also delimited enough on the subject of marketing management.

Conclusion

Yes, the master degree programme is defined, delimited and has sufficient academic breadth.

3.4.2 The academic environment's composition, size and competence

From the Quality Assurance Regulation in Higher Education:

§ 2-3 (1) The academic environment for each programme must be of a size proportionate to the number of students and the programme's characteristics, be stable over time in terms of competence and have a composition that covers the programme's topics and subjects.

From the Ministerial Regulations:

§ 3-2 (2) Master's degree programmes shall have a broad, stable academic environment comprising a sufficient number of staff with high academic expertise in education, research or artistic research and academic development work within the field of study. The academic environment shall cover the subjects and courses that the study programme comprises. Staff members in the academic environment in question must have relevant expertise.

Assessment

The application and attachment 8 and 10 shows that the faculty dedicated to the programme has relevant competencies that covers all the core theoretical and methodological aspects of the programme. The faculty is considered stable when looking at the number of staff with steady employment: 12 of the 14 staff have steady employment at the institution, and all of the 5 main staff (with at least 40 % of their total workload in this programme) have 100% steady employment. The CVs presented in attachment 8 shows that academic staff has experience with academic teaching and research in all areas covered by the core courses.

The committee identifies a weakness in the faculty's ability to offer the course *Forbrukerforståelse II: Antropologisk perspektiv* as only one faculty member seems to possess the competences required for teaching such a course. As the programme builds its uniqueness on its cross-disciplinary character, it is thereby vulnerable to faculty turnover which might diminish or eliminate the programme's competitive advantage in relation to other programmes.

The staff/student ratio for the programme is estimated at 36 which is very high compared to other institutions. A look at DBH statistics shows that Kristiania University College is among colleges with the highest amount of students per staff in Norway (39.32), and substantially higher than other private university colleges (25.33¹). Considering that these averages also include bachelor programmes where the expected number of students per faculty is generally higher, the committee is concerned that the resources dedicated might not be sufficient to ensure comparable levels of quality in the education. In addition, when making the required changes to assessment methods from group to individual assessments, the demand on faculty will be even higher. It should be noted that there are no specific number requirements defined in the regulation, but nevertheless the committee finds that the institution should reconsider the staff/student ratio and/or elaborate on why they consider one staff per 36 students sufficient for ensuring learning outcomes and sufficient follow-up of the students.

The institution is required to:

- reconsider the staff/student ratio and/or elaborate on why they consider one staff per 36 students sufficient for ensuring learning outcomes and sufficient follow-up of the students.

Assessment after the response from the institution to the initial report

Kristiania University College agrees with the committee's concern about the number of students per staff was too high and have assigned more resources to the programme. Appendix 10 in the response from the institution shows that the academic work hours in the programme now is equivalent to 3.3 full positions, or 27 students per staff. In their response, Kristiania University College points out that their completion rate of 90 % and student satisfaction as measured in Studiebarometeret is higher than the average for Norway, suggesting that they have a tradition of being successful in combining efficiency with high quality. The committee finds the addition of staff and the academic environment's composition, size, and competence to be satisfactory.

Conclusion

Yes, the composition, size and collective competence of the academic environment is adapted to the programme.

The institution is advised to:

- make a plan to recruit more staff with competences in anthropology

¹ Source: DBH retrieved 27.11.2019

https://dbh.nsd.uib.no/statistikk/rapport.action?visningId=159&visKode=false&admdebug=false&columns=arstall&index=2&formel=801!8!802!8!803&hier=insttype!9!instkode!9!fakkode!9!ufakkode&sti=Private%20h%C3%B8yskoler¶m=dep_id%3D1!9!arstall%3D2019!8!2018!9!insttype%3D82

- consider solutions enabling them to offer a unique cross-disciplinary approach to consumer behaviour in future faculty recruitment

3.4.3 The academic environment's educational competence

§ 2-3 (2) The academic environment must have relevant educational competence.

Assessment

The CVs show that the majority of staff have extensive experience with teaching. In addition, Kristiania University College has initiated a course in higher education pedagogy since 2018, and 30 % of the staff have completed or are in the process of completing this course. In addition, one person plans to attend the course in 2020 and two others have such formal education from other places. This totals to 53 % with formal training in pedagogy for higher education. The application describes the pedagogy course and states that it runs every year. The availability of such training is therefore present, and we recommend that Kristiania University College makes a plan for training the remaining staff members in their pedagogy course.

Conclusion

Yes, the academic environment associated with the provision has relevant educational competence.

The institution is advised to:

- make a plan for increasing the share of faculty with formal training in pedagogy

3.4.4 Academic leadership

§ 2-3 (3) The programme must have a clear academic leadership with defined responsibilities for quality assurance and the development of the study programme.

Assessment

The academic leadership of the programme is embedded in the college's hierarchy with the vice-chancellor (rector), supported by one dean per school at the college. A programme leader for the study programme, and contact person for this application has been appointed, with responsibility for quality assurance. The programme leader is further responsible for the continued development of the programme.

The academic leadership of the programme is therefore appropriate.

Conclusion

Yes, the educational provision has an academic leadership with a defined responsibility for quality assurance and the development of the provision.

3.4.5 Staff with primary employment

§ 2-3 (4) At least 50 per cent of the academic full-time equivalents affiliated to the programme must be staff with their primary employment at the institution. Of these, academic staff with at least associate professor qualifications must be represented among those who teach the core elements of the programme. In addition, the following requirements apply to the academic environment's level of competence:

- a) For first-cycle programmes, at least 20 per cent of the members of the academic environment must have at least associate professor qualifications.
- b) For second-cycle programmes, at least 50 per cent of the members of the academic environment must have at least associate professor qualifications. Within this 50 per cent, at least 10 per cent must have professor or docent qualifications.
- c) For third-cycle programmes, the academic environment must consist of academic staff with at least associate professor qualifications. At least 50 per cent must have professor or docent qualifications.

Assessment

The programme consist of five mandatory core courses (*Forbrukerforståelse I, Forbrukerforståelse II, Merkevarerledelse og markedskommunikasjon, Markedsstrategi, and Digital markedsføring og analyse*), and a number of elective courses. All the responsible faculty members have at least associate professor qualifications in the relevant areas. Of fifteen teachers, only two (13%) do not have least associate professor qualifications. The application and attachment 10 shows that 87% of the staff members contributing to the programme has primary employment with Kristiania University College, and 87% has at least associate professor qualification. The majority of courses are taught by associate professors.

Conclusion

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

3.4.6 The academic environment's research and/or artistic research and academic development work

From the Quality Assurance Regulation in Higher Education:

§ 2-3 (5) The academic environment must be actively engaged in research and academic development work and/or artistic research, and be able to demonstrate documented results with a satisfactory quality and scope in relation to the programme's content and level.

From the Ministerial Regulations:

§ 3-2 (3) The academic environment must be able to demonstrate documented results at a high level, and results from collaborations with other academic environments, nationally and internationally. The institution's assessments shall be documented so that NOKUT can use them in its work.

Assessment

Research and development work is described in the application and in Appendix 8. The most recent publications presented in Appendix 11 show that of the 114 publications at level 1 the last 5 years, 71 (62 %) is by one of the staff members, and 6 of the 15 (40 %) at level 2 is also from one contributor. However, 3 out of the 15 staff members have no publications at all. If we exclude the outliers, the average number of publications at level 1 is 3.07 in total and 0.6 publications per year. At level 2, the overall average is 0.64 or 0.12 publications per year. Isolated, this indicates a relatively low productivity at the individual level. On the other hand, a positive trend is observed in that overall research productivity has increased over the last couple of years. In addition, many of the staff co-author publications which is taken as a signal of robustness. The faculty has published in several of the international leading journals in marketing, and there is some activity with externally funded research and development projects relevant to the content of the study programme. Faculty also engages in academic collaborations with other academic environments, such as Handelshøyskolen BI, University of Miami or HEC Lausanne. Overall, the committee finds that the academic environment is actively engaged in research and academic development work as well as in academic collaborations with other academic environments, and that the demonstrated results document satisfactory quality and scope in relation to the programmes content and level.

Conclusion

Yes, the criteria and the demands specific to the content and level of the educational provision are fulfilled.

3.4.7 The academic environment's external participation

§ 2-3 (6) The academic environment for programmes that lead to a degree must actively participate in national and international partnerships and networks that are relevant for the programme.

Assessment

The faculty associated with the programme is active in international research associations relevant for the field and publishes regularly in relevant journals.

The CVs presented in Appendix 8 shows that faculty actively participates in international conferences with their research. In addition, the application and Appendix 12 describes membership in a number of national and international scholarly networks of relevance to the programme, including AMA, ACR, EMAC, Consumer research group, and Brand sustainability lab.

Conclusion

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

3.4.8 Supervision of professional training

§ 2-3 (7) For programmes involving mandatory supervised professional training, the members of the academic environment must have relevant and updated knowledge from the field of the professional training. The institution must ensure that professional training supervisors have relevant competence and experience in the field of the professional training.

Assessment

Not relevant.

4 Conclusion

Based on the written application and the attached documentation, the expert committee concludes the following:

The committee recommends accreditation of the Master programme in Marketing Management at Kristiania University College.

5 Documentation

19/07362-1 HØYSKOLEN KRISTIANIA - ERNST G MORTENSENS STIFTELSE - søknad om akkreditering av master i Master i markedsføringsledelse

19/07362-14 Tilsvar på sakkyndig rapport - Høyskolen Kristiania - Master i markedsføringsledelse

Appendix

Learning outcome of the programme

The learning outcome in Norwegian, as it is stated in the application:

Kunnskap

Kandidaten...

- K1. har avansert kunnskap om ulike undersøkelsesdesign, metoder og analyser for å fremskaffe markedsinnsikt som grunnlag for teori- og strategiutvikling
- K2. har avansert kunnskap om tverrfaglige perspektiver på forbruk og forbrukeratferd
- K3. har avansert kunnskap om markedsføringsstrategier og tiltak som bidrar til at virksomheten realiserer sine mål
- K4. har spesialisert innsikt i et avgrenset forskningsrelatert område innen markedsføringsledelse
- K5. har inngående kunnskap om det samfunnsvitenskapelige grunnlaget for forskning på forbrukeratferd og markedsføring (basert på både kvalitativ og kvantitativ metode)
- K6. har inngående kunnskap om forskningstradisjoner og tverrfaglige teorier innen forbrukeratferd og markedsføring
- K7. kan anvende metodisk og teoretisk kunnskap fra markedsføringsledelse til å videreutvikle fagområdet ettersom nye behov og arbeidsfelt oppstår
- K8. kan ta med perspektiv knyttet til markedsføringsfagets historie, tradisjoner, egenart og plass i samfunnet inn i analyse og vurdering av ulike faglige problemstillinger

Ferdigheter

Kandidaten...

- F1. kan fatte kvalifiserte markedsføringsbeslutninger på høyt nivå i bedrift, offentlig etat eller organisasjon basert på kritisk vurdering av data fra ulike informasjonskilder
- F2. kan identifisere og kritisk vurdere forbrukerbehov og markedsmuligheter gjennom datainnsamling og analyse
- F3. kan anvende og kritisk vurdere ulike teoretiske perspektiver på forbrukeren og markedet for å analysere, identifisere og vurdere markedsstrategiske muligheter
- F4. kan utvikle og kritisk vurdere markedsføringsstrategier, i både tradisjonelle og digitale kanaler, for å realisere bedriftens overordnede målsettinger og reflektere over etiske problemstillinger knyttet til gjennomføringen av disse

F5. kan selvstendig analysere og løse strategiske markedsføringsrelaterede teoretiske og praktiske problemstillinger med utgangspunkt i etablert teori, modeller, metoder og empiri innen markedsføringsledelse

F6. kan gjennomføre et forskningsprosjekt, under veiledning, designet for å besvare et avgrenset markedsføringsrelatert spørsmål som følger internasjonale og nasjonale normer for forskningsetikk

Generell kompetanse

Kandidaten...

G1. kan strukturere og bryte ned komplekse problemstillinger i håndterbare beslutningsproblem og reflektere over etiske problemstillinger knyttet til beslutningene

G2. kan forstå at ulike faglige og teoretiske perspektiver gir ulike fortolkningsperspektiver og forståelse av sosiale fenomen og prosesser

G3. kan ta lederroller og lederskap innen markedsføring

G4. evner å anvende avansert teoretisk kunnskap på praktiske, strategiske problemstillinger

G5. evner å analysere, tolke og formidle funn som er basert på innsikt, nyteknikning, og kritisk vurdering av informasjonskilder, og i slik formidling vise at en behersker nødvendig markedsføringsfaglig terminologi

G6. kan presentere og diskutere kompliserte problemstillinger innen markedsføring og markedsføringsledelse med mange ulike målgrupper (både eksperter og ikke-eksperter)

G7. kan bidra til nytenkning og innovasjon i strategiske markedsføringsproblemstillinger

Presentation of the expert committee

- **Associate Professor Julie Emontspool, The University of Southern Denmark**
Emontspool is Vice-Head of Department for Education at the Department of Marketing and Management of the University of Southern Denmark. She obtained her PhD in Management Science from Solvay Brussels School of Economics and Business in Belgium in parallel to teaching marketing and corporate communication courses at the Department of Information and Communication of Université Libre de Bruxelles. Julie Emontspool has extensive experience in teaching as well as in course and programme development in Belgium, Canada, Vietnam and Denmark. Her pedagogical interest lies in particular with active learning and student-centered curriculum developments, which develop students' competences for employment and broader society.
- **Associate Professor Marit Gundersen Engeset, University of South-Eastern Norway**
Engeset has been Associate Professor of marketing since 2004. Her research interests include consumer behavior and service marketing with special focus on how marketing actions influence consumers' creativity, perceived value, and purchase decisions. Her research is published in A-level journals in marketing and tourism. Engeset has served as expert on several evaluation committees appointed by NOKUT, University of Stavanger, and University of South-Eastern Norway, including expert evaluations of bachelor, master, and PhD education programs in tourism, marketing, and social sciences.
- **Masterstudent Joakim Skauge, NTNU**
Skauge is a second year student of business administration master's degree at NTNU. Skauge specializes in marketing and holds certifications in digital marketing from Google and Inbound marketing from HubSpot. While in high school he was a co-founder of *Enklere Hverdag*, which is now a sole proprietorship. In this business he has worked as an instructor and been responsible for cooperation with Trondheim municipality and been a part of IKT-forum with public and private actors. He has experience with marketing from extracurricular activity as marketing manager for *Studentmediene*.