

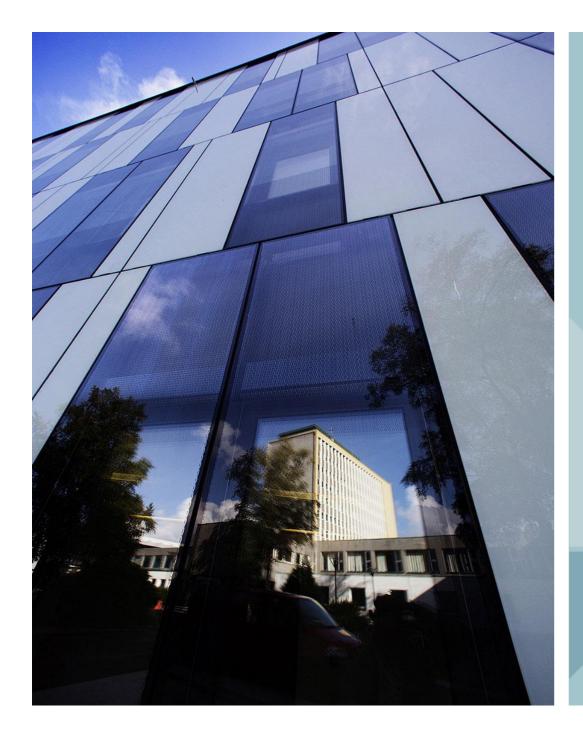






QUESTIONS ASKED

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

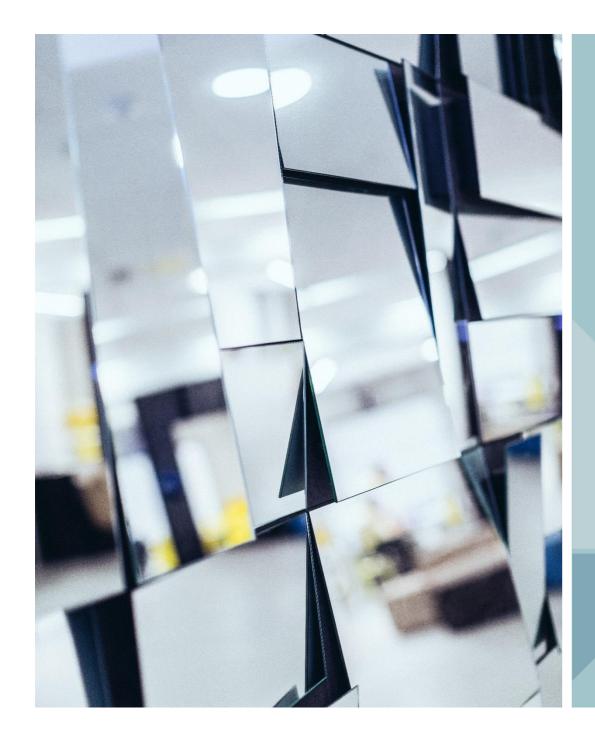






NHH IN SHORT

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







Q1: THE REQUIREMENTS

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







REALLY SHORT VERSION

• § 4-1 (1): QA integrated in **strategy** and cover **all areas of importance** for students' learning outcome

 § 4-1 (2): QA practices must be endorsed by the board and all level of management. Shall promote Quality Qulture among staff and students





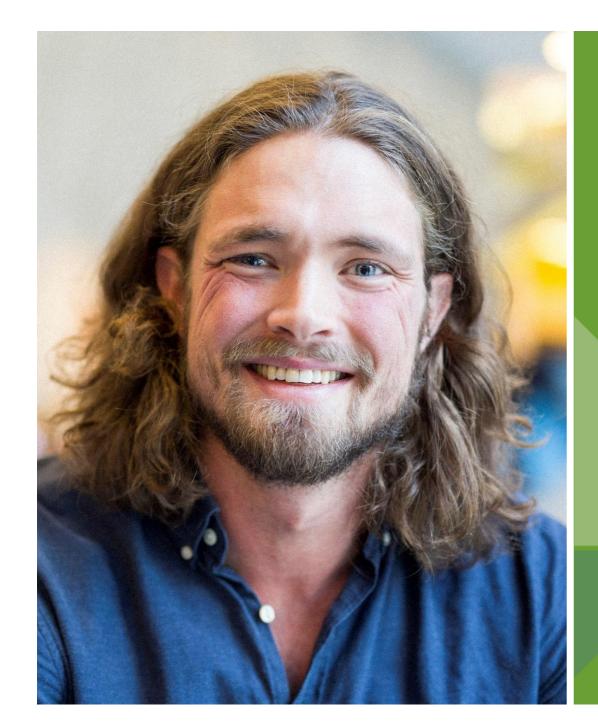


REALLY SHORT VERSION

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



«Everything»



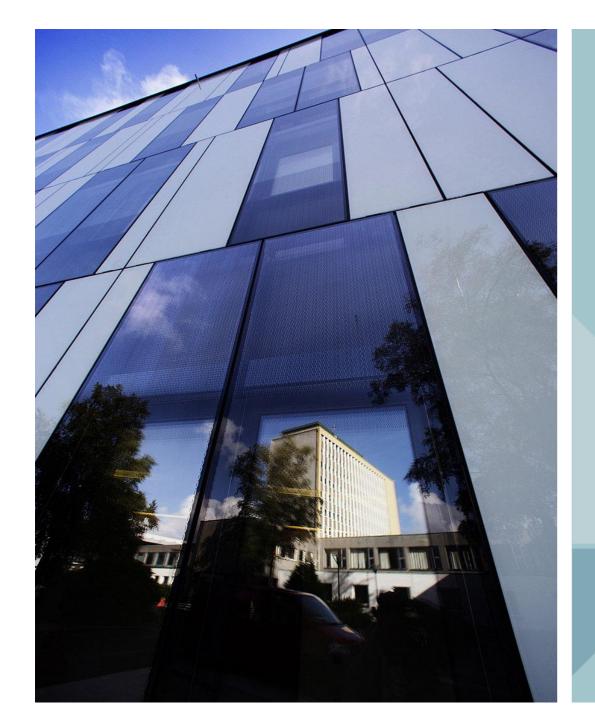




REALLY SHORT VERSION

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

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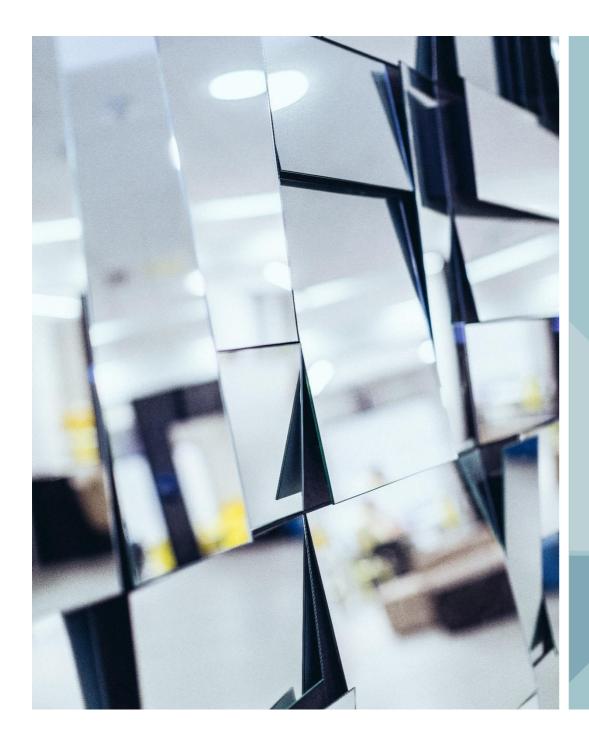






«REFLECTIONS» by Lello//Arnell (2013)



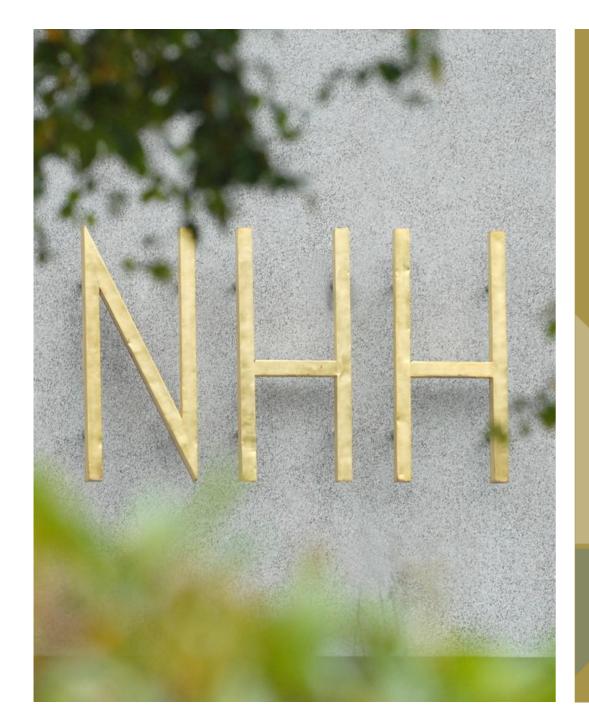






THE GOOD

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







THE NOT SO GOOD

Unclear citeria ←→ Over complication

That mirror again









Q2: THE PROCESS

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







DOES IT WORK?

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

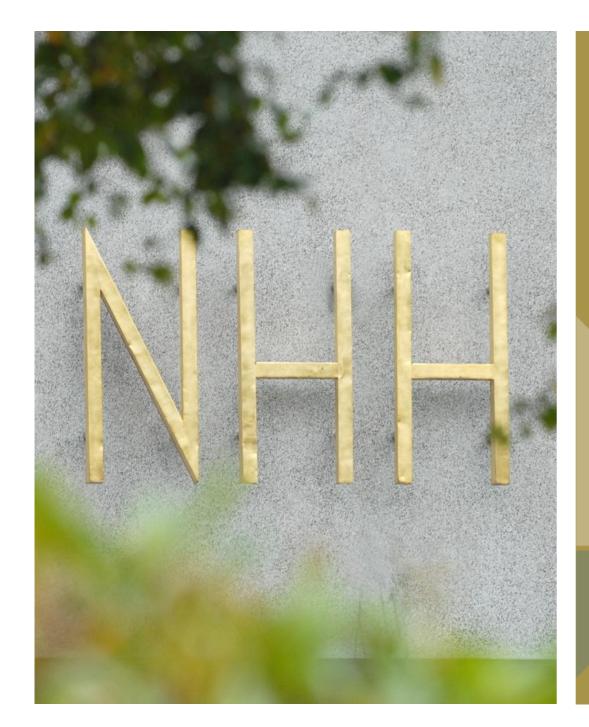






DOES IT WORK?

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







Q3: ALTERNATIVES?

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

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