

Self-Assessment Form for NOKUT’s Evaluation of Post-Experience Master’s Programmes in Management

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Introduction

This is a translation of the self-assessment form for [NOKUT's evaluation of post-experience master's programmes in management](#) (2025 – 2027). The Norwegian language original will be sent to the institution alongside this translation.

The [evaluation terms of reference](#) were published on the 24th of November 2025, and the translated terms of reference document is available [here](#). The evaluation report is scheduled to be launched in November 2027. The following study programmes are included in the evaluation:

Institution	Study programme
BI	Executive MBA (Oslo)
University of Inland Norway	Master of Public Administration
Nord University	Master of Knowledge Management
NHH	Executive MBA (specialisation: Financial management and leadership)
NTNU	Master of Management
OsloMet	Executive Master of Public Management
University of Agder	Master in Leadership
University of Stavanger	Executive Master of Business Administration
UiT The Arctic University of Norway	MBA
University of South-Eastern Norway	Executive Master of Management
VID	Master of value-based leadership

Evaluations of quality in higher education are a central part of NOKUT's external quality assurance activities (cf. the Universities and University Colleges Act §§ 16-2 and 16-3). They are intended to support quality enhancement within the institutions, contribute to evidence-based policy for higher education, and foster public trust in higher education.

The evaluation of post-experience master's programmes in management addresses selected aspects of educational quality across the eleven study programmes. Within these defined areas, the evaluation report will identify strengths and weaknesses, map challenges, and provide recommendations for action—both at the national level and for each study programme.

NOKUT emphasises that the evaluation should take the academic distinctiveness of the programmes into account and that it should be useful to the participating institutions. We therefore involve programme representatives and other key stakeholders in the selection of evaluation themes, inviting them to highlight aspects of educational quality they find particularly important or challenging in these programmes, and that they would like to gain more insight into.

The assessments of educational quality are carried out by the evaluation's expert panel, who work on behalf of NOKUT. NOKUT is responsible for the evaluation methodology, data collection and quantitative analysis, dialogue with evaluation participants, and providing administrative support to the panel throughout the evaluation period.

NOKUT's evaluations of educational quality should comply with the [European Standards and Guidelines for Quality Assurance in the Higher Education Area \(ESG 2015\)](#). These have been operationalised in our [principles for external evaluation activities](#). You can find more information about NOKUT's programme evaluations [here](#).

In line with the [evaluation terms of reference](#), the evaluation targets two themes:

1. Research-based and experience-based education
2. Students' final independent assignment / Master's dissertation

The institutions' self-assessments will form an important part of the evaluation data. Each institution submits one self-assessment. The self-assessment form has been prepared by NOKUT and the expert panel, with the evaluation's consultation panel providing feedback on a draft version. Those who participate in digital site visits as peer observers¹ will have the opportunity to read the self-assessment submitted by the institution they are visiting.

NOKUT invites all interested parties to an online information meeting about the self-assessment on the 17th of March, from 10 to 11. Contact NOKUT (inger-lise.kalviknes.bore@nokut.no) or the evaluation contact point at your institution for more information and a calendar invite.

It might also be useful to reach out to colleagues who took part in NOKUT's evaluations of the professional programme in medicine; primary and lower secondary education; or integrated secondary teacher education, to hear about their experiences.

Involvement

We encourage each institution to facilitate an inclusive process for the self-assessment work. Here, we ask you to involve representatives from the following groups: students, graduates, management, academic leads, teaching staff (see Definitions), supervisors, administrative staff, and any relevant external partners or other contacts in industry / professional practice. This involvement may well take place in existing forums.

Involvement should begin early in the process. We recommend that a small team is responsible for drafting a comprehensive self-assessment based on input from the various groups, including comments on any differences in viewpoints. Beyond this, NOKUT does not wish to prescribe how involvement should take place, as each institution has their own forums, networks, and routines.

This participatory approach provides an opportunity for dialogue about experiences relating to strengths, weaknesses, challenges, and opportunities for development. It will also give the expert panel insight into different perspectives on the study programme and on educational quality.

The self-assessment form

Enter your responses in the text boxes within this document. The document is now 9 pages long. You may add up to 15 pages of text, and the completed document should preferably be no longer than 24 pages. Item 14, "Further comments", and appendices are in addition.

Provide explanations in your responses in the self-assessment form. Make your answers concrete and illustrate them with examples. Where there is overlap between different responses, please refer to the relevant sections of the form to avoid unnecessary repetition. NOKUT received each programme's programme syllabus [studieplan] in 2025, together with the

¹ NOKUT will facilitate a peer observer arrangement for the digital site visits, so that each visit can include one observer from another study programme included in the evaluation.

latest periodic evaluation or programme report. You are encouraged to refer to these documents in the form where relevant and where it can save work.

Aside from what we specifically ask you to include, there are no documentation requirements for the self-assessment. Support your answers with examples as far as possible and appropriate. For instance, it may be relevant to include or link to selected module descriptions, examination papers, meeting schedules, reports, evaluations, and partnership agreements. Only include appendices that are referred to in the self-assessment.

To limit the workload associated with the inclusion of appendices, we ask you to be prudent in your selection. NOKUT may request further information if needed.

Definitions

Relevance to professional practice: In this evaluation, we use a broad understanding of "relevance to professional practice". We here refer to the idea that the content and methods used in the study programme should provide knowledge and skills that are relevant for today's working life and lay the foundation for continued learning and development in professional practice.

Industry partners: By "industry partners" we mean individuals and organizations in any sector with whom you have a formal or informal collaboration related to this study programme.

Teaching staff: By "teaching staff" we refer to employees in teaching and research positions, as well as other individuals who teach, such as guest lecturers.

Teaching and other learning activities: Here, we refer to in-person sessions as well as teaching and other learning activities organized on digital platforms.

Submission

The self-assessment with appendices should be submitted to postmottak@nokut.no with the subject line «Evalueringen av erfaringsbaserte masterprogrammer i ledelse, saksnr. 25/00324» by the **22nd of May 2026**. If the email exceeds 55Mb it needs to be submitted via Filesender or eFormidling.

NOKUT's privacy statement can be found [here](#). If you believe you have legal grounds to exempt certain appendices from public access, these should be sent in separate, clearly marked files.

If you have any questions or wish to discuss anything during the process, please contact Inger-Lise Kalviknes Bore (inger-lise.kalviknes.bore@nokut.no or 90972734).

Self-assessment form

Introduction

1. Provide a brief introduction to the study programme.

Here, you may wish to highlight the distinctive features of the programme and institution, important ongoing or forthcoming changes (including development projects), or provide any other information you consider important for the evaluation.

2. Provide a brief description of the work involved in responding to the self-assessment form and assess how useful the process has been.

Describe which actors have been involved and how their involvement has taken place.

Evaluation Theme 1: Research-based and Experience-based Education

3. State which sectors / industries the students work in, their educational backgrounds, and the length of their professional experience. Reflect on the opportunities and challenges presented by the composition of the student group.

We do not require exact figures but estimates – as far as you have an overview. Please attach the programme’s admission requirements.

Sectors / industries, educational background and professional experience:
Reflection:

4. Describe and explain the underlying pedagogical rationale for research-based and experience-based approaches to teaching and learning in the study programme.

Feel free to refer to the programme syllabus and the latest periodic evaluation, which the institution submitted in 2025. Please attach other documents that illustrate the pedagogical rationale in practice for a course / module, such as module plan, timetable, reading list.

Brief description:
Explanation:

5. Describe and assess how teaching and other learning activities facilitate students' use and integration of research-based and experience-based knowledge in their studies.

As part of your response, please assess how teaching and other learning activities support students' critical thinking, analysis, and reflection on the links between research-based and experience-based knowledge. Provide concrete examples and include appendices that help the expert panel understand the examples you use.

Please involve teaching staff and students when preparing this response.

Brief description and examples:
Assessment:

6. Describe and assess how teaching and other learning activities can support students' ability to apply new knowledge and skills in their professional practice.

Provide concrete examples.

Please involve teaching staff, students, graduates and any industry partners when preparing this response.

Brief description:
Assessment:

7. Describe and assess how teaching staff use assessment methods that promote students’ use and integration of research-based and experience-based competence.

Provide concrete examples and attach relevant documents that demonstrate these assessment methods. If you have a strategy document for assessment, please also attach it.

Please involve teaching staff and students when preparing this response.

Brief description:
Assessment:

8. Describe and critically reflect on how you work on the programme’s relevance to professional practice, including contact and collaboration with students, graduates, and industry (including students’ employers, if relevant) regarding the planning, implementation, and further development of the programme.

As part of your response, please provide a concrete example of how feedback has been used to improve the programme.

Please involve teaching staff, students, graduates and any industry partners when preparing this response.

Evaluation Theme 2: Students’ Final Independent Assignment/ Master’s Thesis

9. Provide an analysis of students’ final independent work.

This encompasses both the final product and the process (for example, seminars, supervision, and students’ efforts), as well as elements earlier in the study journey that have been particularly important for preparation. You may include both internal and external factors. The purpose of the analysis is to provide an overview. You are encouraged to refer to the analysis when answering other points in the self-assessment.

Please involve teaching staff, supervisors, students, graduates and any industry partners when preparing this response.

Current strengths	•
Current challenges and limitations	•
Areas for development and opportunities for innovation	•
Risk factors that may hinder educational quality	•

Expectations of the programme from students, staff, industry and any other key actors

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10. Describe and assess the scope and content of teaching in methodology in the study programme.

Refer to the programme plan or module plans where relevant.

Please involve teaching staff, supervisors, students, and graduates when preparing this response.

Brief description:

Assessment:

11. Describe and assess the structure, scope, and content of seminars, supervision, and other support activities related to students' final independent work.

Refer to the programme syllabus or course/ module plans where relevant.

Please involve teaching staff, supervisors, students, graduates and any industry partners when preparing this response.

Brief description:

Assessment:

12. Critically reflect on the purpose of students' final independent work, and on the requirements and expectations you set for the work.

Please involve teaching staff, supervisors, students, graduates and any industry partners when preparing this response.

Critical reflection:

13. Critically reflect on academic quality, relevance to working life, and innovation in students' final independent work.

If relevant, comment on any discussions within the academic community at your HEI regarding these issues.

Please involve teaching staff, supervisors, students, graduates and any industry partners when preparing this response.

Critical reflection on academic quality:

Critical reflection on relevance to professional practice:

Critical reflection on innovation:

Additional comments

14. Additional comments

Here you may add additional information and reflections not addressed elsewhere in the form.

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