

CBS Program Quality Handbook 1.0

This Handbook describes the quality assurance procedures and systems in place for CBS education programs.

The procedures are organized in four columns: Program Quality, Knowledge Sharing, Evaluation, and Learning. In each column, relevant goals, procedures and systems are described; the coverage is not exhaustive: most of what we do has a quality aspect, but this Handbook aims to cover those procedures that are explicitly concerned with quality assurance. Examples of subjects not in the book are: infrastructure, curricula and pedagogy.

The four columns are divided into four subjects each, and the following pages treat the 4 x 4 subjects. Each of the 16 subject descriptions covers the subject's: purpose, methodology, responsibility, implementation, indicators and follow-up.

The aim of quality work at CBS is to produce a consistent and integrated quality system. The present Handbook is a dynamic document, to be extended and improved when necessary and possible. Feedback is welcome and should be addressed to the Evaluation Unit.

CBS Program Quality Policy

1 Program Quality

Program Regulations

Student admission

Examination Integrity

New programs

2 Knowledge Sharing

Business Intelligence

Benchmarking & Ranking

Administration

Communication structure

3 Evaluation

Student feedback

Alumni feedback

Examiner feedback

Employer feedback

4 Learning

Faculty development

Support Staff development

Student support

Student involvement

1.1 Program Regulations

Purpose

The structure of a program is outlined in the program regulations which form the primary and unifying legal document for the program. The program regulations describe the professional and pedagogical organization of the program, the professional intentions of the program and the teaching processes. Program regulations are a statutory requirement, but also serve purposes of transparency, efficiency and predictability. The common templates for program regulations and course descriptions reinforce these purposes.

Methodology

The program regulations are drafted by the Program Director and must be approved by the Study Board. The Dean's Office produces a prepared template that is electronically accessible for Program Directors . This template includes a series of common rules and a number of recommended subjects.

Course descriptions are prepared in a centrally defined template as well. These templates ensure that the descriptions are exhaustive and that standards and requirements are followed regarding course credits (ECTS), exam formats, use of external examiners etc.

Each program regulation is reviewed by the Dean's Office's as a preparation for the Dean's final approval. All program regulations are sent to the Dean's office by 1 June and enter into force on 1 September. Minor adjustments of a program regulation follow a fast track procedure and are approved by the Dean's Office, while major revisions or new programs are approved in a closer dialogue between the Dean's Office and the program director.

Responsibility

The overall academic and legal control of the program regulations is performed by the Dean of Education, who also makes the final approval. The Dean ensures that the program meets the academic goals and the quality level intended by CBS, and that the program matches the CBS's overall strategy. The Dean also ensures compliance with internal and external regulations.

Implementation

The Legal Office oversees the legal quality of program regulations; other aspects are handled by the Dean's Office

Indicators

The program regulations will be published in August and meet all legal requirements.

Follow-up

The program regulations are revised every year by the Study Board in light of evaluation findings.

Approved by the Dean of Education	01-01-2014	
Reviewed	01-01-2014	
Responsible		

1.2 Student admission

Purpose

Admission to CBS programs has the purpose of ensuring the qualifications of admitted students, according to the pedagogical policies and academic standards set at CBS.

Methodology

Student admission to full-time, full-degree and pre-career programs at CBS is divided in two distinct processes at undergraduate and graduate level. Part-time and in-career programs follow a third procedure.

Admission to undergraduate programs takes place in a procedure coordinated centrally by the Ministry of Science, Innovation and Education, which decides the relevant entry requirements. CBS ensures that all applicants fulfil the relevant entry requirements. When the number of qualified applicants exceed the places available, as is normally the case, selection is done by high school GPA (with a few modifications, decided by CBS).

Admission to graduate programs selects students by entry requirements established by the study boards. CBS ensures that all applicants fulfil the entry requirements. Most programmes have a limited number of places and in case of more qualified applicants than places, a selection process takes place, normally incorporating indicators such as grade level, relevant courses and academic background.

Admission to in-career programs is operated by CBS Management Programs, where each program establishes its own admissions requirements and selects students accordingly.

Responsibility

The CBS president has the right to admit students; this right is delegated to the head of the study administration for pre-career programs and to the Vice Dean for in-career programs.

Implementation

CBS Admissions Office handles admission to all pre-career programs, while the program administration handles it for in-career programs. Decisions can by applicants be appealed to the CBS Dean or President. Guidance on application and admission is given through cbs.dk, at cbs.dk/undergraduateadmission and cbs.dk/graduateadmission, and in the Student Hub (see also Student Support).

Indicators

Indicators on the quality of the admission process: timely handling of applications (deadlines vary between levels and program types), number of complaints.

Follow-up

CBS Admissions Office follows up on relevant issues after each year's admission round internally with the study boards for the programmes and the Dean's Office and externally with the Ministry of Science, Innovation and Education and the other universities.

Approved by the Dean of Education	
Reviewed	
Responsible	Anne Mette Hou

1.3 Examination integrity

Purpose

The purposes of securing the integrity of exams are, first, to uphold respect for the academic work developed at CBS; this includes the quality and the reputation of CBS' degree programs. Secondly, students' legal rights, as stated in the Public Administration Act and government decrees regulating higher education, must be protected. Thirdly, exams must be experienced as fair and regular for students to be motivated to engage themselves seriously in the learning process

Methodology

The Complaints Office in the program administration assesses and answers grade complaints and reported malfeasance by examination participants. The principles and rules provided in the Public Administration Act give the complaining student the right to a hearing, to processual information and to appeal the first-level decisions. Complaints must be filed within four weeks after the exam in question, responses have a similar deadline. Sanctions for transgressions of exam rules are regulated by the University Act.

Implementation

Students appealing their grades write to the Complaints Office. Cases of alleged violation of exam regulations are submitted to the Complaints Office by examiners or program administrators.

The Office obtains statements from the parties involved and produces a first-level answer, covering both academic and legal aspects. Academic aspects cannot be appealed. If the decisions are appealed, an Appeals Board is convened to look at the legal aspects. Verdicts may range from complete rejection to reevaluation or re-examination.

The program administration is responsible for implementing the decision. In some cases, legal aspects of the case will be referred to the President, who will then make a decision.

Responsibility

The CBS President has delegated the responsibility for handling complaints and irregularities to the Program Administration. Appeals of certain aspects are decided in the President's office. Issues regarding the University Law or Ministerial Regulations can be appealed to the Ministry.

Indicators

The quality of the examination process is indicated by the number and gravity of complaints as well as appeals, and by the ability to remain within the deadlines provided.

Follow-up

The Study Boards receive information about the complaints and appeals cases and will use them in their regular Quality work.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Legal Office	

1.4 New programs

Purpose

The purpose is to ensure that CBS establishes new programs that are pedagogically and academically of high quality, educate employable students, fit into the CBS program portfolio and are financially viable.

Methodology

Suggestions for new programs can be developed among different stakeholders at CBS. The Dean of Education has produced a set of decision criteria and administrative procedures for new programs. The criteria for establishment of programs are:

- an overall and a specific need among employers, documented through a dialogue with employers, and a societal need to justify the societal investment.
- an adequate number of qualified applicants for the new programs.
- CBS is mainly financed by the Danish state. Thus, while the recruitment of talent from abroad is an important goal, taximeter-funded programs must be relevant to Danish employers and students.
- an academically relevant research background at CBS.
- The necessary capacity to implement the programme must be present (staff, class rooms, IT, etc.)
- The programme must be part of what we at CBS consider a business school - a dynamic concept, which we take part in developing.
- New programs must be distinct from the existing programs
- it must be possible to make a realistic plan for marketing, financing and staffing of new programs

Responsibility

The Dean of Education processes suggestions for new programs, while the CBS President, advised by the Academic Council, decides, subject to approval by the Ministry.

Implementation

Suggestions for new programs are sent to the Dean of Education. If approved and decided, the Dean appoints a temporary program director and a working group to prepare the implementation.

Indicators

Quality in the establishment of new programs is assessed in the short run by the success rate in getting positive decisions from the President and the Ministry. In the longer term, indicators are: the programs viability: its ability to attract applicants; and its performance in evaluations and reviews and on the labor market.

Follow-up

The Deans of Education's Office ensures the implementation of the program and takes over the oversight of the program's performance according to normal procedures for program reviews and evaluations.

Approved by the Dean of Education	01-11-2013	
Reviewed	01-11-2013	
Responsible	Per Holten-Andersen	

2.1 Business Intelligence

Purpose

The purposes of business intelligence are to ensure:

- an adequate, reliable and well-documented basis of decision at CBS
- that all units at CBS is able to perform the necessary follow-up and monitoring of selected key indicators to assist in their day-to-day management.

Methodology

CBS provides a management information system and ad hoc analytical service to relevant stakeholders at CBS: general management, programme directors, study boards and departments. The management information consists of e.g. key figures and indicators and standard reports. The analytical service is a targeted statistical preparedness tool to managers and committees.

Program directors and committees get relevant key indicators on program performance, supporting monitoring and follow-up. The statistical preparedness tool consists of a “data package” (Excel spreadsheet) including accessible data based on extracts from CBS’ administrative systems. Program administrators are trained in the use of the data materials.

CBS follows the development of indicators of the study programs at CBS and is benchmarking against the Danish universities and a selection of international business schools.

Responsibility

The Business Intelligence and Development (BID) unit and the IT department are units in Shared Central Services. They develop the business intelligence environment, including management information, data quality, data availability etc. BID is responsible for preparation, development, quality assurance and distribution of reports, ad hoc analysis and data packages. Needs for information and content of e.g. reports and data packages are decided on the basis of a dialogue between the BID unit and the rest of the organisation.

Implementation

Reports, key figures and data packages are sent to study programs and departments and made available to the entire organisation via Share. The information is employed broadly at CBS and by the programme directors and the study boards as a source of information in the daily work and quality assurance of the programmes.

Indicators

The quality of BI is measured by the adequacy of their data output, as determined through a dialogue with programs and departments.

Follow-up

Key figures, reports and data packages are used by a vast group of stakeholders at CBS. Individual study boards use the data as a source of information in relation to day-to-day control and quality assurance of the respective programs. The information is also used in the dialogue between program directors and the Dean/Dean’s office.

Approved by the Dean of Education	
--------------------------------------	--

Reviewed	
Responsible	Mette Dybkjær Hansen

2.2 Benchmarking and Ranking

Purpose

The purpose of benchmarking and ranking is to learn from international best practice. CBS aims at being a leading international business school, and keeping up with international standards in all areas of our activity enables us to continue to attract the best students, researchers and staff.

Participation in benchmarking and rankings also includes the commitment to produce the necessary data and self-evaluations. Those data bring to light not only knowledge about quality issues, but also an increased organisational awareness of the role and importance of quality in CBS' programmes and other activities.

Methodology

CBS conducts both internal and external benchmarking. Internal benchmarking includes recurrent program peer reviews, where practice and performance of individual programmes are compared systematically on all relevant quality parameters. External benchmarking is organized ad hoc by the participating institutions, and covers a number of dimensions defined by the participants. Currently, CBS is engaged in benchmarking with BI Norwegian School of Business, University of St. Gallen, Rotterdam School of Management, University of Cologne, and WU Vienna University of Economics and Business. Earlier CBS has participated in the ESMU benchmarking programme organised by the European Centre for Strategic Management of University in Brussels.

Ranking scope and methodology is defined by external ranking institutions. CBS participates in a number of programme and research rankings, as well as rankings of international reputation. CBS is currently ranked by Financial Times, The Economist, QS, University of Texas at Dallas, Eduniversal, and Webometrics. CBS supplies the data requested by the ranking institutions in order to participate.

Responsibility

CBS Business Development and Business Intelligence unit is responsible for benchmarking activities and delivery of institutional ranking information. Programme specific ranking data are delivered by the relevant programmes. Rankings are supervised and communicated internally and externally by the President's office.

Implementation

CBS management receives and discusses results of benchmarking and rankings. Information is shared with the relevant organisational units, where decisions on development are being taken and implemented. Even if benchmarking results don't give rise to any changes, the internal process of conducting a benchmarking, drafting benchmark report and collect data often gives rise to increased internal attention on quality issues, and benchmarking is thus of vital importance to maintain a constant organisational focus on quality development and to create an internal quality culture.

Indicators

All areas where CBS falls short of its peers give rise to internal discussions. Even if it is decided not to react directly on one measure, results are carefully monitored and built together into a pattern which subsequently may lead to actions in order to correct for observed shortcomings.

Follow-up

The results of benchmarking and ranking are discussed in CBS Management, and necessary actions and development plans are being monitored in annual reports from the relevant parts of the organisation (programs, departments, administrative units). If ranking outcomes lead to action initiatives, these are being monitored in subsequent rankings the following years.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Ole Stenvinkel Nilsson	

2.3 Administrative procedures

Purpose

The purpose is:

- to ensure that students, irrespective of program are met with same deadlines, procedures, forms and information/guidelines.
- to produce transparency for students on how they can go through their program without delays caused by administrative issues.
- to make it easier for staff in the program administration to handle individual cases.

Methodology

Joint paradigms and forms are available at the student intranet e-campus.dk, continuously developed and improved. Two centrally located service desks – Student Hubs – are established, where students from all programs can get easy information and guidance on questions concerning their program.

Updated and aligned information is available on e-campus and web.

Seminars and common information campaigns across study programs are conducted to ensure uniformity in the program administrations' communications and actions .

Responsibility

The Program Administration Director, in cooperation with the University Director, is responsible for efficiency, uniformity and correctness in administrative procedures.

Implementation

To ensure efficient and correct administration, CBS works towards

- uniform deadlines across programs for e.g. registration and withdrawal;
- a joint paradigm for menu items and content on e-Campus;
- joint forms across programmes;
- administrative standards and workflows, e.g. with respect to electives, admission, semester and program start, exam planning and timetabling.
- new IT systems – e.g. course catalogue, student administration system (STADS),
- registration systems and new intranet for students.

Indicators

High quality administration leads to: Fewer questions from students on basic information issues, less complaints from students on administrative issues, better guidance in depth on complex study related issues, less administrative efforts spent on simple tasks, more transparent work flows and responsibilities.

Follow-up

Annually student satisfaction evaluations combined with the administration's internal evaluations and adjustments of forms, procedures, information and work flows. Development on IT systems according to the needs derived from the evaluations.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Rie Snekkerup	

2.4 Communication Structure

Purpose

The Dean of Education wants to encourage knowledge sharing across programs and follow up on best practice. Efficient and timely communication is the prime means of ensuring knowledge sharing.

Methodology

Once or twice per semester the Dean of Education holds meetings with the program directors and the administrative staff. A seminar for both groups together is arranged every year. Members of all study boards meet every second year in a common seminar.

Program directors make an annual report stating the past achievements and the expectations for the coming year. The report serves as a basis for a continuous dialogue between the Dean of education and the program directors.

The annual report relates to the achievement of objectives in institutional strategies and policies relevant to the program and identifies challenges and suggests possible problems. Wherever relevant, the program director comments on KPIs, or specific quality issues. The annual report also comments on the action plan drawn up after the internal peer review process

Responsibility

The Dean's office plans all meetings and seminars.

Implementation

At the beginning of every year a calendar is distributed to program directors and administrators, planning all meetings and seminars in order to coordinate the initiatives.

Indicators

Good communication can be measure by the success of strategic initiatives and consistency of policies followed. Action points mentioned in the action plans for the individual programs should be aligned with the strategies as established by the Dean and President. Data packages should reflect converging developments in program results.

Follow-up

The Dean of Education visits all study boards every year in order to follow up on identified challenges and possible problems as well as future initiatives.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Jan Molin	

3.1 Student Evaluation of Teaching

Purpose

At CBS, student evaluation of teaching (SET) is a vital source of information to CBS' quality efforts; it's objective is to provide valid and relevant information on student perception of the quality of teaching and programmes; this information is used by study boards and the Dean in the continuous quality work, and forms the basis for the statutory publication of evaluation results.

Methodology

All courses concluded by a final exam at CBS are evaluated through a questionnaire; Time to fill in the questionnaire in class is allocated in all courses. All lecturers that have taught in the same course more than twice are individually evaluated; and all years of study are evaluated by means of a questionnaire distributed at the end of each study year. Response rates on student questionnaires tend to be low. Work is in progress to improve the response rates without biasing results.

In addition to the above, a study board, a course coordinator, a lecturer or a department head may organise supplementary evaluations as the need arises.

Responsibility

The regular survey that forms the core of Student Evaluation of Teaching is handled by CBS Evaluation & Accreditation (EVA), a unit in the Shared Central Services.

The Dean of Education oversees the survey process and monitors the results. Study boards must use the surveys in their quality work and supplement them with other evaluation formats where needed. Heads of Departments oversee the performance of instructors, using survey results as one important indicator.

Implementation

EVA distributes questionnaires, receives responses and reports them to study boards and departments. Study boards discuss the results and distribute them to course teachers and coordinators. Personally identifiable teaching staff evaluations (evaluations of a lecturer's personal performance) are treated confidentially. They are only made available to the lecturer in question, the course coordinator, the Head of Department and the relevant study board.

Results of study year evaluations are published on the programme homepage on CBS' website.

Indicators

Student evaluation of courses and programs can vary for numerous reasons, but must not be consistently low for any course or program. For the annual whole-year evaluation of all programs the goal is that it should reach at least a 3.8 score (out of 5) for each program year.

Follow-up

Study boards identify the issues that require action and initiate such action in a dialogue with departments, course coordinators and the Dean. In this process, surveys are supplemented with other sources of information as the basis of decisions on academic, pedagogical or staff-related measures. Study boards are obliged to give feedback to the students on their evaluations and inform them of any consequences (staff-related decisions excluded)

Approved by the Dean of Education	Date 2013-06-01
Reviewed	Date: 2013-06-01
Responsible	Jakob Ravn

3.2 Alumni feedback

Purpose

The purpose of alumni feedback at CBS is to obtain systematised, quantitative and qualitative input from CBS' graduates, to be used in the ongoing quality efforts on individual programmes and CBS at large.

Methodology

Alumni activities and communication with alumni are organised at program level. CBS works towards an integration of the decentralized efforts.

Institution wide alumni surveys are made every 3rd year at postgraduate level and includes all graduates 3 years back in time from all degree programs. The graduates are asked to fill in an online survey about their current position and the relationship between competencies gained from education and competencies needed for the job. Senior alumni are invited to be members of the advisory boards for departments and programs.

Responsibility

Study boards and study directors of graduate programs are responsible for establishing a strong relationship with alumni. This implies arranging alumni activities and ensuring continuous communication with alumni.

The task of carrying out institutional alumni surveys is allocated to CBS Evaluation & Accreditation (EVA). CBS External Office coordinates and services the program-based efforts. Both are units within Shared Central Services, and the University Director is responsible..

Implementation

The Dean of education transmits results from alumni feedback to be used as input in program management and development alongside other sources of information. Reports and findings are discussed in program director meetings.

Indicators

Contact with alumni must be continuous at all programs. Alumni participation in surveys, advisory boards and other interaction must be at a high level.

CBS monitors alumni feedback on the basis on a CBS average and in relation with other indicators of industry relevance such as Industry panels, unemployment rates and salary rates.

Follow up

The use of alumni feedback and implementation of decisions based on this is a topic on the annual program director/Dean meeting and in the recurrent Program peer review.

Approved by the Dean of Education	
Reviewed	2013-07-16
Responsible	Jakob Ravn

3.3 Examiner feedback

Purpose

External examiners constitute an independent element within the program quality assurance system. Their primary purpose is to provide an independent assessment of the students' exam performance. This assessment is based on the learning objectives and therefore gives the external examiners a good impression of the overall learning level of students. Some external examiners are representatives of employers and able to provide professional feedback on the program's competence profile.

Methodology

External examiners must be present at at least one third of all exams. After an exam, the external examiner submits a report form answering a number of questions about the examination. The CBS Evaluation Unit, in cooperation with the program administration, collects the reports and produces an aggregated report on the course in question.

The group of external examiner chairmen produces an annual report on exam experiences. This report forms the basis for a dialogue around program and course qualities.

Responsibility

The CBS' evaluation unit is responsible for producing a form for external examiners to fill and for handling the reports and distributing them to the chairmen of the external examiners and the Programme Directors. The CBS IT department produces an IT platform for use by examiners in reporting both grades and exam performances. The Dean of education monitors the process and ensures the continuing dialogue between the participants in the process.

Implementation

The program administrator handles the allocation of external examiners and provides support regarding the feedback survey.

Indicators

The examiner feedback provides the program directors with the information about the functioning of courses and exams. The feedback reports must be arriving regularly and contain relevant and systematic information.

Follow-up

The data from examiner feedback are a resource to which the different stakeholders can return at different times as they need to in respect to their processes of course and program development. Course Learning Objectives and external censor reports are examined at the Recurrent Program Peer Reviews.

Approved by the Dean of Education	
Reviewed	
Responsible	René Skaanning Jakobsen

3.4 Employer feedback

Purpose

The purpose of employer feedback is to ensure that the qualifications acquired by graduates from the programs are relevant for the labour market. CBS is interested in employer feedback in order to develop new programs and adjust existing programs in line with industry needs. Conducting a systematic dialogue with relevant employers is also a legal obligation in Denmark.

Methodology

Feedback from employers is sought at the institutional level (general issues and portfolio issues), at program level and in some cases also at departmental level.

The Dean of Education has an advisory board composed mainly by business representatives, meeting twice a year to discuss general issues of business education and provide feedback on the Dean's strategies and initiatives. All programs have an advisory board of employer representatives meeting once or twice a year, discussing program development and developments in the labour market. Some departments have an advisory board, mostly focused on research questions. Programs with a special relationship to one department can at times raise questions related to education in this context.

Responsibility

The Dean is responsible for employer feedback at the institutional level. The study boards and program directors are responsible for advisory boards at program level.

Implementation

Making the advisory boards work is a question of creating relevant and constructive tasks for its members. It cannot have authoritative functions of making decisions, but a focused and well-prepared exchange of information and insight works as an incentive to participate. The study boards and study directors have the responsibility to create such tasks in order to gain valuable feedback from employers.

Indicators

Employer relations and feedback from advisory boards are subject to discussion on program director meetings and on the annual meeting between program directors and the Dean of education. The data are qualitative and no quantitative indicators are set up.

Follow-up

The direct results of the dialogue are to be used in ongoing program development (annual or bi-annual). The indirect benefits are relevant also for course development and extracurricular activities.

Approved by the Dean of Education	
Reviewed	2013-07-16
Responsible	Jakob Ravn

4.1 Faculty development

Purpose

It is vital for the quality of CBS' programs that faculty members possess the required competencies to plan and develop good, research-based courses and programs. This creates a need for special pedagogic/didactic training courses targeted at different groups.

Methodology

The Academic Development unit runs a number of courses for teaching staff. The GUP course (Grundlæggende UniversitetsPædagogik) prepares PhD students and adjunct faculty in the basic aspects of basic teaching (lectures, class instruction, project supervision and examination). The APP (assistant professor program) has several elements contributing to the development of assistant professor teaching competences: Course attendance, paper writing, pedagogical supervision, course didactic tutoring and assessment. The program is based on the assistant professors' teaching practices. Both GUP and APP are mandatory for teaching staff having no prior teacher training.

Courses offered to all teaching staff at CBS are of a great variety. The most important are case teaching, multicultural classroom and technology enhanced teaching and learning. A special case is the executive teacher pedagogical program, offered to professors who teach in-career programs.

CBS also offers courses in developing language skills for those teaching in English.

Responsibility

The Dean of Education is responsible for faculty training. The Dean of Research administers the participation – mandatory and voluntary - of Faculty.

Implementation

Academic Development, a unit with the Dean of Education, organizes courses. Heads of Departments oversee the participation of their colleagues in relevant courses.

Indicators

The quantitative indicators are the number of participants; course quality and relevance is measured through evaluation schemes.

Follow up

The Head of Department follows up on the quality of the pedagogical training as part of the yearly MUS-interview / employee review interview.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Jens Tofteskov	

4.2 Support staff development

Purpose

Quality in administrative case handling is closely related to the knowledge and competencies held by individual caseworkers.

Administrative staff are offered competence development in a number of different fields to ensure the best possible service to students and VIPs. As part of that, they are offered to take part in various knowledge sharing networks, where staff members define and develop their own area. Such knowledge sharing networks are intended to create new relations as well as to utilise existing knowledge and create new knowledge across the organisation.

Methodology

The Dean's office for Education invites all program administration staff to participate in knowledge sharing networks, typically consisting of 4 seminars per year.

The HR unit offers induction courses once a month and issues a competence development catalogue. Participation is voluntary.

Responsibility

Heads of secretariat are responsible for following up on the competence development of the employees in the department. The HR unit is responsible for organizing and advertising training courses and events for competence development.

Implementation

The HR unit offers induction courses for new employees and other relevant courses. The Dean's Office sets up the activities in in the knowledge sharing networks, which meet 4 times a year. In addition, a joint meeting is held every year, as well as a final evaluation workshop.

Indicators

Participation in workshops and in course activities is measured and evaluated.

Follow-up

In employee review (MUS) interviews and in the ongoing dialogue with supervisors, the quality and relevance of courses are assessed, and new training modules planned.

The competency development initiatives are evaluated through employee satisfaction surveys every third year. The survey focuses mainly on competency development and job development.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Lotte Fredslund	

4.3 Student support

Purpose

Support services for students aim at

- Providing information o potential applicants about programs and student life at CBS
- making the student's progress through a CBS program as smooth and fruitful as possible.

Methodology

CBS offers student support through the Student Hubs on campus, which is a shared front office initiative for all units in the Program Administration. The Student Guidance Service is present and available in the Hubs and on its own premises for guidance to current and future students about choice of program, being a CBS student and general application rules and procedures.

In the Student Hubs the students can hand in forms and exam assignments, as well as get assistance and information on all topics of the student life from admission to graduation (e.g. rules and different opportunities, information on exams, enrollment, SU, study planning etc.).

The Student Guidance Counsellors provide students with assistance on study planning, study techniques and tools, or any other problem or question in relation to studies, personal issues and student life.

In addition to this, the students can get assistance and help through an electronic information platform; E-campus. On E-campus the students can find administrative information on the home pages of the different study programs and on the Student Guidance Service's own site, Study and Learning. This site contains information and advice on topics that go beyond what is learned during classes, e.g. techniques on how to write project reports, how to choose the right electives, how to contact a student guidance counselor etc.

Responsibility

The Student Hubs and the Student Guidance Service are both part of the CBS Program Administration, under the auspices of the Dean of Education.

Implementation

Besides the information and guidance given through the Student Hubs, the Student Guidance Service provides guidance through open days, information seminars and group- as well as individual counseling. Furthermore, the Student Guidance Service runs a mentor program for first year students and a special support for thesis writers. Guidance from the Student Guidance Service is provided by professional counselors as well as student counselors who have all received specific instruction on counseling.

Indicators

The quality of student support can be measured by dropout rates and completion time in the programs – although not directly. Many other factors play a role, and isolating the effect of student support is not yet possible.

Follow-up

The effects of student support is monitored in the program administration and the Dean's Office.

Approved by the Dean of Education	
Reviewed	
Responsible	Susanne Leth

4.4. Student Involvement

Purpose

The purpose of involving students is to ensure that students are involved in the quality assurance of the programs and in the development of CBS in general.

Methodology

Students compose fifty per cent of the elected members of the study boards. In order to ensure a broader representation of students' perspectives and evaluations, all study boards have set up quality boards. Members of the quality boards are 1 – 2 representatives from each cohort.

Representatives from the student boards meet the management of CBS at least once per semester. The students discuss overall matters with the President, educational matters with the Dean of Education and campus development with the University Director.

Responsibility

The study boards are responsible for setting up meetings with the quality boards.

Representatives from management and from student boards make joint decisions on the frequency of their meetings.

Implementation

The study boards meets with the representatives of the quality boards once per semester and discusses themes that the quality board finds relevant. The quality boards set up the agenda for the meetings.

Representatives from management and from student boards set up the agenda for their meetings in cooperation.

Indicators

Number of critical issues raised.

Follow-up

The study boards follows up on the issues raised by the quality boards. The Dean of Education follows up on the issues raised by the study boards.

Approved by the Dean of Education	01-09-2013	
Reviewed	01-09-2013	
Responsible	Jan Molin	

