

27 October 2023



APPLICATION OF TEACHING RESOURCES

The purpose of this sub-policy is to ensure that CBS programmes offer teaching corresponding to full-time bachelor's and master's degrees as well as one-year master's programmes. This sub-policy therefore applies only to these programmes.

Once a year, the Dean of Education announces the principles for the upcoming programme budget on which the programmes can base their teaching activities. (For example, special strategic teaching activities could be in focus, the division of teaching activities in relation to exam activities etc.)

The Budget and Education & Quality units are then responsible for engaging in dialogue with the programme management and assessing whether there, with budget changes, is realistic and credible documentation for the student working hours (SAT) consumption and whether there is a good balance between the regard for research base, class size and number of lessons in the application of the allocated teaching resources.

It is not advisable to offer a large range of teaching activities at the expense of inappropriately large classes and/or a critically low permanent staff ratio. A very high permanent staff ratio at the expense of a critically low offer of teaching activities and/or inappropriately large classes is also not advisable.

When planning the teaching activities and allocating the resources, the study board and the programme director are expected to ensure an appropriate balance.

The finalised programme budget is approved in connection with the Senior Management's approval of the annual CBS budget.

Minimum standards for lessons

An academic year of 60 ECTS credits must correspond to a workload of 1,650 student working hours (SAT). Accordingly, a calculation must be made for the individual teaching elements (courses, projects, etc.) documenting that the total workload (scheduled lessons, exercises, own preparation, exam and preparation for exam) adds up to 1,650 student working hours per year.

Besides documenting that the programme requires a full-time effort from the students, the calculation will also clarify what is expected from the students' own efforts during the programme (preparation, assignments, etc.). The workload can be adjusted based on feedback from the students if they assess it is either too high or too low compared with the number of student working hours. For each course, the course catalogue must give an outline of the expected hourly consumption.

As far as the lessons are concerned, the below minimum standards for the number of lessons per ECTS apply to courses without non-timetabled periods for project work or periods with a reduced provision of teaching activities due to assignments or projects, special activities requiring a lot of preparation etc.

In principle, the autumn and spring semesters include a minimum of 12 weeks of teaching (without exam and non-timetabled preparation for the exam). Quarter courses run for a minimum of 6 teaching weeks. If a semester or quarter is completed with a project etc. without timetabled teaching activities, the semester will end on the project submission deadline. CBS Summer University courses are more compressed and therefore have a special time frame.

A semester on a bachelor's programme (30 ECTS) must consist of a minimum of 152 lessons in total, i.e. a course worth 7.5 ECTS will as a minimum include 38 lessons. The number of lessons per ECTS is, on average, a minimum of five.

Hours per ECTS is the total number of hours, both teaching and guidance

The number of ECTS classified as teaching

A semester on a graduate programme (30 ECTS) must consist of a minimum of 120 lessons as more preparation here than on the bachelor programmes is a precondition. Consequently, a course worth 7.5 ECTS will as a minimum include 30 lessons at master's level. The number of lessons per ECTS is, on average, a minimum of 4.

The number of lessons is stated in the individual course and project descriptions in the course catalogue.

Please note that those above are minimum standards and that the programmes are allowed to allocate more lessons to enhance the learning outcome. How this is best achieved in relation to research base, and class size should be assessed by the study board and the course coordinators.

The minimum standards should therefore not limit the programmes' possibilities for ensuring sensible teaching practices for the individual courses reflecting the pre-defined learning objectives. Naturally, it must be possible to have non-timetabled periods for project work etc. or periods with a reduced offer of teaching activities due to written assignments, activities that require extensive preparation etc.

Follow-up

As part of the annual programme director report, the Dashboard outlines the extent to which the programmes meet the minimum standards for the number of lessons per ECTS at programme level.

In cases where the standards are not met, the study board is tasked with rectifying the matter at the annual status meetings with the Dean of Education.

Responsibility

The Dean of Education is responsible for the total budget in the area of education and therefore the education budget. The individual programme director is responsible for the programme budget. The total education budget is administered by Education & Quality, and each programme budget is administered by the programme manager.

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