

October 26, 2023



POLICY FOR RECURRING PEER REVIEW AT CBS

Introduction and Purpose

This document outlines the principles of the programme peer reviews.

The purpose is to give the individual programme new inspiration, and thus the review process focuses on quality *enhancement* rather than quality *assurance*.

The primary goal is to provide the programmes with new ideas on where to improve.

Concept

The recurring programme peer reviews include 5-year cycle peer reviews of all CBS programmes. Each semester a number of 6-8 programmes are reviewed.

In order to manage such peer reviews for a large number of programmes, CBS has developed a standardised model. These are the guiding principles:

- Programme director reports will form the basis for discussion for the peer reviews and must be comprehensive and fact based, and existing data should be used to the widest extent.
- Reflection paper (1-2 pages) is the programme directors' opportunity to add additional information to the panel about new developments or focus points for the panel discussion.
- The reports must take into account programme development initiatives already taken by the programme.

The peer review is based on the programme director report organised in five sections:

For pre-career programmes:

- A. Overall assessment of the programme
- B. Action Plan and follow-up on last year's Action Plan and the latest Recurring Programme Peer Review
- C. Assessment of key performance indicators
- D. Research-based education and contact with research environments
- E. Dialogue with Advisory Board

For in-career programmes

- A. Overall assessment of the programme
- B. Action Plan and follow-up on last year's Action Plan and the latest Recurring Programme Peer Review
- C. Assessment of key performance indicators
- D. Research-based education and contact with research environments
- E. Dialogue with Advisory Board

Data

Data on the below aspects derives from CBS' student and programme management systems.

For pre-career programmes

- A. New enrollments, graduates, lectures per ECTS, VIP coverage, completion time, first-year dropout and employment statistics. This data is part of the annual programme director report.
- B. Programme structure, research base and competency profile
- C. Student evaluations

For in-career programmes

- A. New enrollments, graduates, lectures per ECTS and VIP coverage. This data is part of the annual programme director report.
- B. Programme structure, research base and competency profile
- C. Student evaluations

The data includes programme regulations, evaluations of the entire programme, teaching contact hours and research base. Programme learning goals and course learning objectives are included in the programme regulations. Employment rate, salary statistics come from official statistics. Alumni feedback is based on surveys.

The programme director provides short comments to the data in order to clarify and explain unexpected patterns.

Review process

The programme director report and reflection paper are reviewed by a panel consisting of an internal reviewer (a colleague programme director) an external reviewer from another Danish or foreign university, and an employer representative (if possible, an alumnus).

The role of the panel is to give the programme a 360-degree review. The panel is asked to comment on issues related to quality assurance as well as quality enhancement.

The panel will meet with students and faculty members as well as the programme management team and relevant persons from the programme administration to discuss relevant matters pertaining to the quality of the programme. Finally, the panel will draw up recommendations.

The written feedback contains:

- An outline of the threats and opportunities
- 3 new ideas that would support further development
- 2 recommendations as where to improve.

Outcome

After the panel visit and the handing in of recommendations, the new ideas and inspiration will be discussed in the study board. The study board then chooses among the many ideas and chooses the 2 – 3 specific issues that will be integrated in the annual quality circle.

The programme director will hand in an action plan together with the annual programme director report to the Dean of Education. The Dean of Education discusses progress with the programme management at the annual status meetings, thus closing the programme development loop.

Responsibilities

The Programme Director is responsible for drawing up an action plan.

The Dean of Education is responsible for following up on the action plan.

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