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EDUCATIONAL QUALITY POLICY AT CBS

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1.0 INTRODUCTION

CBS wishes to provide the business sector with graduates who have both strong fundamental business skills and transformative capabilities. CBS is a large business university both in terms of student numbers and in the variety of academic disciplines in its programmes. CBS strives to achieve high educational standards to ensure that our students and graduates live up to the highest international standards. We educate many graduates and for many purposes, we carry out various international benchmarking activities, and we seek to attract the best teachers and researchers nationally and internationally.

CBS' quality policy is based on politically adopted European conventions (the Bologna Accord) and on national legislation for university education in Denmark. Within this framework, CBS has developed a quality policy and quality assurance system focused on relevance and high quality.

The goals of our quality assurance system are to both ensure systematic monitoring of educational quality and to maintain and further develop a local culture of quality that supports the students in building up values that form the foundation for action and prepare the students for their future careers.

Quality lives in the academic environments and in encounters with the students. Consequently, CBS works to raise local quality awareness and support the locally anchored development of quality in the programmes. The students' wishes, concerns and ideas are seen as essential sources of inspiration and quality improvement.

CBS' cross-cutting strategic initiatives on educational strategy must be integrated in the quality assurance system and its processes when relevant.

2.0 QUALITY POLICY AND SUB-POLICIES

An essential objective of CBS' quality policy is to ensure that CBS offers research-based education, as described in the programme regulations. This includes that the programme and students are closely linked to relevant academic environments and always based on relevant and updated knowledge. It is also imperative that the programme is organised by teachers who participate in or have active contact with relevant research environments. Finally, students must be in regular contact with the relevant research environments with a view to achieving the overall goals of the programme.

To this end, CBS has a number of sub-policies that include minimum standards and processes for monitoring and developing quality.

- Research-based education at CBS
- Application of teaching resources
- Recurrent programme peer reviews
- Part-time teachers at CBS – management and administration of DVIPs
- Establishment and discontinuation of programmes
- Sub-policy for Quality Boards

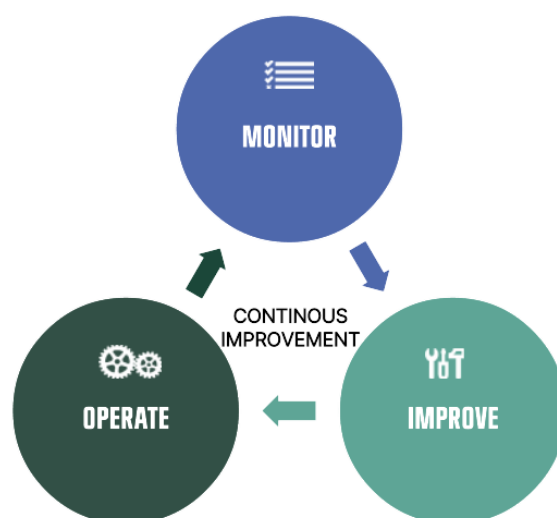
All the sub-policies are available at [CBS' website](#). The sub-policies are supported by established quality assurance processes with defined roles and responsibilities.

CBS' department Educational Development and Quality is responsible for the daily operations and development of the quality assurance system in cooperation the Dean of Education and the Vice Dean of Executive Education. This includes, among other things, to ensure fulfillment of external criteria, develop the quality policies and processes, ensure the quality work is systematic across CBS's educational portfolio, and support the Dean of Education, Vice Dean of Executive Education, and Study Directors, Heads of Studies/Associate Deans¹ and Study Boards in the quality work.

¹ The title 'studieleder' in Danish is translated into Head of Studies for BSc and MSc programmes and Associate Dean for HD and Master Programmes (Executive Education).

3.0 QUALITY ASSURANCE SYSTEM AND QUALITY DEVELOPMENT

CBS' quality assurance of the offered programmes contains a number of elements and processes that together comprise the quality assurance system, which ensures quality and relevance in our programmes. Quality assurance takes place in accordance with a circular three-stage process, as illustrated in the figure below. The system monitors the educational quality. If analysing what we monitor gives reason for adjusting with the purpose of develop and improve the CBS programmes, the necessary measures are initiated and implemented.



Monitor

The quality of CBS programmes is monitored based on quantitative and qualitative data and input from a range of stakeholders, e.g. VIP/teachers, students, Quality Boards², employers, graduates, etc.

Improve

The quality of CBS programmes is developed and improved through a range of processes, with input from internal and external stakeholders. The internal stakeholders are: Students, teachers, course coordinators, study directors, study boards, heads of studies/associate deans and heads of department. The external stakeholders are employers, alumni and external examiners.

Operate




CBS programmes are operated by internal stakeholders, including study directors, study boards, programme directors, teachers, and technical-administrative staff (TAP). The day-to-day operations ensure that changes and improvements are implemented and put into operation.

3.1 THREE-STAGE QUALITY ASSURANCE SYSTEM

Each of the quality assurance system's three stages contains a number of elements: Data, stakeholders and/or processes. All the quality processes and roles are described in detail in the quality assurance system. The contents

² Only applicable for BSc and MSc programmes.

of the three stages can be illustrated as follows:

 MONITOR	 IMPROVE	 OPERATE
Data: Teaching evaluations Programme evaluations Learning environment assessment Key figures Assurance of Learning Feedback: VIP/teachers Students Quality Boards Alumni Advisory Boards External examiners	Programme Report and Head of Studies Report/Associate Dean Report Recurring Programme Peer Review Revision of programme regulations Allocation of staff Competency development Establishment and discontinuation of programmes	Study Boards Heads of Studies/Associate Deans Study Directors Course coordinators Teachers Study administrative and pedagogical support Stakeholders ensure that changes and improvements are implemented into the day-to-day running of the programmes

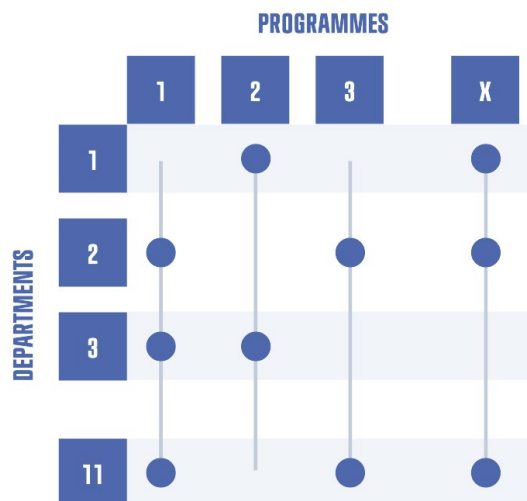
The monitoring stage involves data and data sources used by CBS for quality assurance purposes. The improvement stage involves the quality processes that use quality data to develop and improve quality. The programmes are operated by a range of stakeholders, each with a role in the quality work.

1.1. 3.2 ORGANISATION AND RESPONSIBILITY

Responsibility for the continuous programme management and quality assurance lies with the individual programme director and the dean of education (BSc and MSc programmes) / vice dean of executive education (HD and Master programmes). A study director is appointed to each BSc and MSc programme. In this role, the Study Director must manage day-to-day programme management and engage in quality assurance and quality development of the programme in collaboration with study board and Head of Studies. The study board makes decisions on programme quality and is responsible for continuous quality assurance.

The programmes report to the Dean of Education, who also holds overall responsibility for educational quality. The programmes have their own budgets and purchase teaching and project supervision from the various departments. In this respect, the heads of department are responsible for ensuring that appropriate and sufficient teachers are allocated to the individual programmes.

The quality assurance system is designed to embrace the matrix organisation at CBS and to ensure coordination at the right levels, and that the quality assurance system includes clear responsibility and decision-making competence.



The dialogue between study directors, heads of studies, heads of department and senior management is important, as it forms the basis for continued quality assurance of courses as well as entire programmes. Heads of studies and dean of education engage in dialogue in the Educational Forum, while senior management and heads of department meet and discuss the connection between the programmes and research.

3.2.1 Programme management and study boards

BSc and MSc programmes

CBS has several study boards for respectively BSc and MSc programmes.

GRADUATE PROGRAMMES

MARKET & INNOVATION	ORGANISATION, STRATEGY, LEADERSHIP & PEOPLE	GLOBAL BUSINESS & POLITICS	GOVERNANCE, LAW, ACCOUNTING & MANAGEMENT ANALYTICS	TECHNOLOGY & DIGITALISATION	FINANCE, ECONOMICS & MATHEMATICS
CM EMF MSc BIO MSc EBA BCM MSc EBA IMM MSc EBA MIB MSc EBA SAM MSc EBA SCM MSc IHC MScSoc OIE MScSoc SDE Master STHM	CM(psyk.) CS HRM MSc EBA PBD MSc EBA SOL	MSc BADS (BLC) MSc DCM (BLC) MSc EBA IBS MSc IBP	CM AUD CM(jur.) MSc EBA ASC MSc EBA GMA MSc PHIL	CM(kom.) MSc Data Science MSc Digital Business MSc IT	CM FIR CM(mat.) MSc EBA AEF MSc EBA FIN MSc EBA FSM MSc AEF (Oecon) MSc AdEF (Oecon)

BACHELOR PROGRAMMES

GENERAL MANAGEMENT	PROFESSIONS	SERVICE & MARKETS	GLOBAL RELATIONS	BUSINESS, LANGUAGE & AREA STUDIES
HA almen HA PRO	HA(it.) HA(jur.) HA(mat.) HA(psyk.)	BSc DM BSc SEM HA MAK HA(fil.) HA(kom.)	BSc IB BSc IBP BSc Shipping BSc SOC	BSc BLC BSc IBA HA EB

Programmes marked in orange are under closure.

The dean of education has appointed a head of studies for each study board and together with the vice-chairperson for the study board (a student) and study manager (from the programme administration) they comprise the programme management in the study boards. Study manager is responsible for the administrative tasks. The head of studies is, as a rule, the democratically elected chairperson of the programmes' study board.

Executive Education

Each programme within the executive education portfolio has its own study board except the HD study board which contains HD1 and HD2 programmes.

STUDY BOARDS



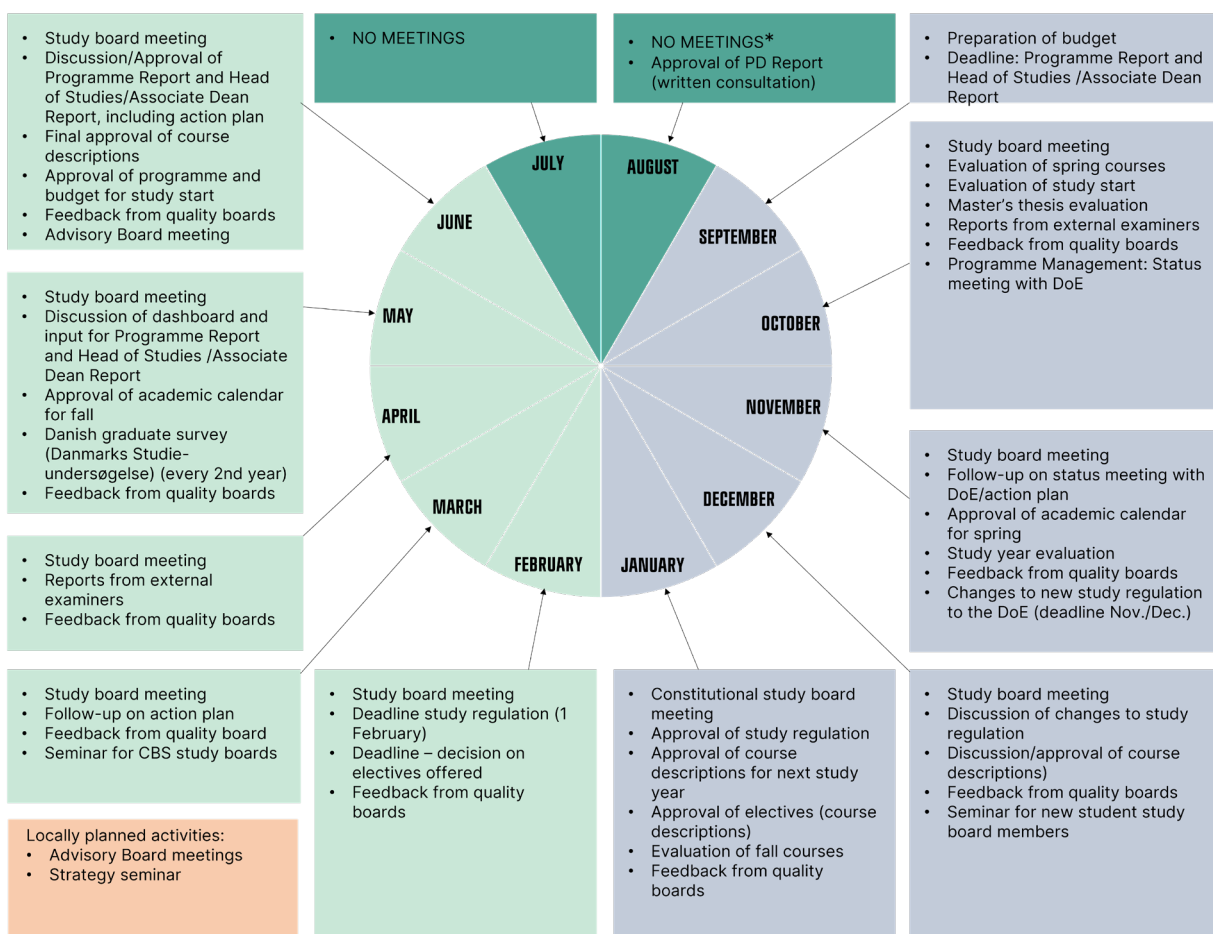
The dean of education has appointed an associate dean³ for each programme and together with an administrative programme manager/director, they comprise the programme management. At the flexible master programmes deputy programme directors are part of the programme management.

At HD and Master programmes the students are not part of the programme management.

It applies to all programmes at CBS that the students and faculty on the study boards safeguard quality and quality development at both course and programme levels. The quality assurance activities in the study boards' annual cycle can be seen in the figure below, which is based on the meeting cadence in the study boards for BSc, MSc and HD programmes. The Master programme study boards hold fewer study board meetings (there are also written consultations between meetings).

³ Before appointment of Programme Directors for HD and Master programmes, the Vice Dean of Executive Education is entitled to be consulted.

ANNUAL WHEEL FOR QUALITY ASSURANCE IN STUDY BOARDS



*The HD study board meets in August to discuss the programme director report.

The Dean of Education has an annual status meeting with the programme management for the BSc and MSc programmes. The Vice Dean of Executive Education holds an annual status meeting with HD and Master programmes.

3.2.2 Participants

The quality assurance system covers a range of stakeholders. The roles and responsibility of both internal and external participants are described below.

3.2.2.1 Internal participants

The Dean of Education

The Dean of Education has overall responsibility for the programme portfolio, both in terms of quality and finances. It is the Dean's responsibility that all courses and programmes comply with CBS' institutional frameworks and strategy adopted by the management (CBS' strategy, development contract and quality policy).

Vice Dean of Executive Education

The Vice Dean of Executive Education is responsible for quality development of the HD and Master programmes.

Study boards and programme directors

All programmes are affiliated with a study board with the overall responsibility for the professional and pedagogical organisation of the programmes in each study board within the framework of the areas of responsibility described in the Universities Act and the related executive orders and in alignment with the institutional strategies and policies. There is parity⁴ in the study boards, which consist of an equal ratio of VIP and student representatives elected to the study boards at university elections. Student representatives are elected once a year whereas VIP representatives are elected every four years.

Head of Studies/Associate Dean

For BSc and MSc programmes, the head of studies is responsible for all programmes under the study board and is appointed as the head of studies for all of them. The study board nominates the head of studies for appointment by the dean of education. The study board has the option to nominate the chairperson as head of studies. The dean of education appoints heads of studies for a four-year period, which aligns with the election period for the academic staff. The head of studies, in collaboration with study directors, is responsible for implementing the decisions of the study board. The head of studies report to the dean of education for BSc and MSc programmes.

For Executive Education, an associate dean is appointed for each programme. The associate dean reports the vice dean of executive education.

Study Director

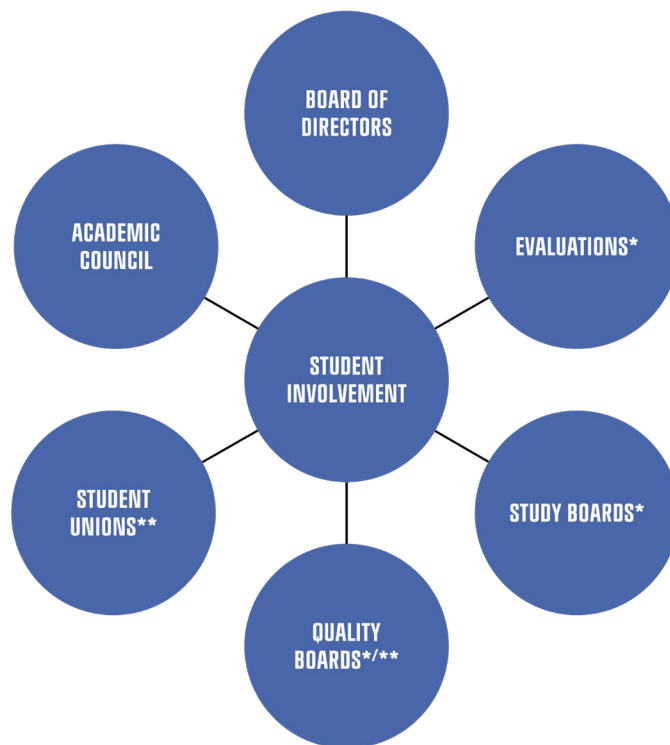
For each BSc and MSc programme, a study director is appointed to manage the daily operations of the programme. The dean of education appoints the study directors based on the nomination from head of studies. The study director is appointed for a four-year period. The appointment is made based on a dialogue between heads of department, the head of studies, and the study board. Beforehand, the head of department has communicated interested candidates to the head of studies and the study board, and the dialogue about the final candidates is based on this input. The study director engages in dialogue and collaboration with the head of studies and the study board regarding quality assurance and development of the programme.

Students

The students are involved in quality assurance and quality development of the programmes at CBS in a wide range of ways. The students' responsibilities include active participation in educational activities, including preparation and committed presence in class. Students also participate in various forums, deliver feedback about the programmes, and are engaged in student-driven organisations and the programmes' Quality Boards⁵.

⁴ The chair of the study board has the deciding vote if the votes are tied.

⁵ Quality Boards are applicable for BSc and MSc programmes.



(* at programme level - ** only BSc and MSc programmes)

Heads of Department

Heads of department are involved the quality assurance of CBS' programmes through allocation of course coordinators and teachers to the courses in the programmes, and through evaluation of courses and teachers. The heads of department participate in the staffing process in the quality assurance system to ensure that the programmes meet the quality standard for VIP coverage.

Heads of department is involved in the process for student evaluations and must use the results from course evaluations to ensure that the courses meet the quality standard for student evaluations. As the personnel manager for all teachers, the heads of department must also ensure the professional development of VIP and DVIP at CBS.

Course coordinators

The coordinator formulates learning objectives, content, literature, pedagogy, and form of exam, then unfolds these elements in a course description that must be approved by the study board. The study board checks whether the course learning objectives are relevant for the students' fulfilment of the programme learning goals, i.e. the programme competency profile.

The course coordinator ensures that the intentions of the course description are converted into teaching and also coordinates and instructs other teachers on the course. This includes ensuring that the students have access to the relevant research environments and that teaching and learning are research-based.

Teachers

Teachers are providers of knowledge about programme quality, both through participation in the study boards and through reporting to the boards. The teachers use input from their networks in the business community and at other universities when continuously developing the courses.

Teachers and students are jointly responsible for implementing the planned course activities. It is the teacher's task to help students achieve the learning objectives, but the students are individually responsible for achieving the learning goals. The teacher's professional and pedagogical responsibilities include organising the individual activities in the course description, ensuring committed presence in class, and gathering information on student learning outcomes during the lessons, e.g. via partial exam or mid-term evaluations.

3.2.2.2 External participants

Employers

Dialogue with the business community takes place in the Dean of Education's business panel and the programmes' Advisory Boards.

For BSc and MSc programmes each studyboard has an Advisory Board consisting of relevant representatives from the business community, including alumni. The study board and head of studies decides on nomination of members of the advisory board. Head of studies appoint the members for periods of 2-4 years. The Advisory Boards continuously discuss subjects in relation to the quality assurance of the programme, development of new courses, employability of graduates etc. A programme can have its own advisory board, if the programme is exempted by the dean of education to do so. For Executive Education programmes each programme usually has its own advisory board.

The dean of education's business panel (CBS Business Panel) is a central advisory board. Its members are from relevant industries and organisations and are appointed for a two-year period. The purpose of the panel is to further strengthen the relations between CBS, the business community and society in general.

Alumni

CBS values its collaboration and connection with its alumni because it benefits students, alumni and CBS to have a close dialogue, as seen in connection with development of the programmes. The alumni engage themselves in CBS as guest lecturers, and members of councils, boards and Advisory Boards, in research projects and rankings as well as via surveys. Alumni from BSc and MSc programmes can also mentor students in connection with careers, such as transitioning from student life to joining the workforce.

At HD and Master programmes alumni are important ambassadors spreading knowledge of the programmes to both public and private sector and contributing to attract new students. A meeting with external stakeholders, including alumni and Advisory Board members, are held every year. At MBA programmes, alumni are also engaged as mentors within leadership and careers. Alumni also contribute to ensuring the relevance of the programmes by participating in workshops and act as cases in teaching.

External examiners

External examiners ensure that examinations take place in accordance with the programme regulations, but they are also important suppliers of knowledge about the quality of our programmes; partly through external examiner reports and partly through ongoing dialogue with CBS' academic environments. In addition, CBS has an annual meeting with the main body of external examiners for the business administration programmes. At these meetings, CBS receives valuable feedback on its programmes.

4.0 QUALITY ASSURANCE AND DEVELOPMENT PROCESSES

4.1 QUALITY STANDARDS AND KEY FIGURES

As part of the quality assurance system, CBS uses various information sources to monitor and form an overview of the programmes' quality status and development. CBS uses key figures on programme performance as well as information from students via teaching and programme evaluations, Quality Boards and study boards and from dialogues with both internal and external stakeholders: alumni, employers, external examiners and teachers.

A number of quality standards are defined against which each programme is evaluated annually. These are described in the sub-policies.

Business intelligence

Study directors, heads of studies/associate deans and heads of department have access to data in terms of the number of lectures per ECTS, VIP coverage, number of new enrolments, completion, 1st year drop-out rates, and unemployment rates. These key figures are updated continuously and distributed with the call for the annual programme reports and head of studies reports/associate dean reports (see below).

The study directors, heads of studies/associate deans and heads of department also have access to other data on the programme in CBS' reporting tool, including application figures, employment data, grade averages and share of passed students.

Evaluation by students

Students participate in systematic evaluations of all elements of their programmes. Evaluations are generally conducted from two perspectives: teaching evaluations and programme evaluations.

Teaching evaluation covers all programmes at CBS:

- Course evaluation (all courses and teachers are evaluated)
- Evaluation of final projects (supervision and supervisors are evaluated).
- Evaluation of other projects (supervision are evaluated when needed).

Programme evaluation:

- Evaluation of study satisfaction and learning (for BSc and MSc programmes these evaluations are conducted in the national survey 'Danmarks Studieundersøgelse', in the CBS annual study year evaluation, and in the study start evaluation.
- Exit and graduate surveys (at MS programmes the graduate survey is part of 'Danmarks Studieundersøgelse' and for HD and Master programmes the graduate survey is part of the exit evaluations.

Furthermore, entry surveys at programme level are conducted at MBA-programmes.

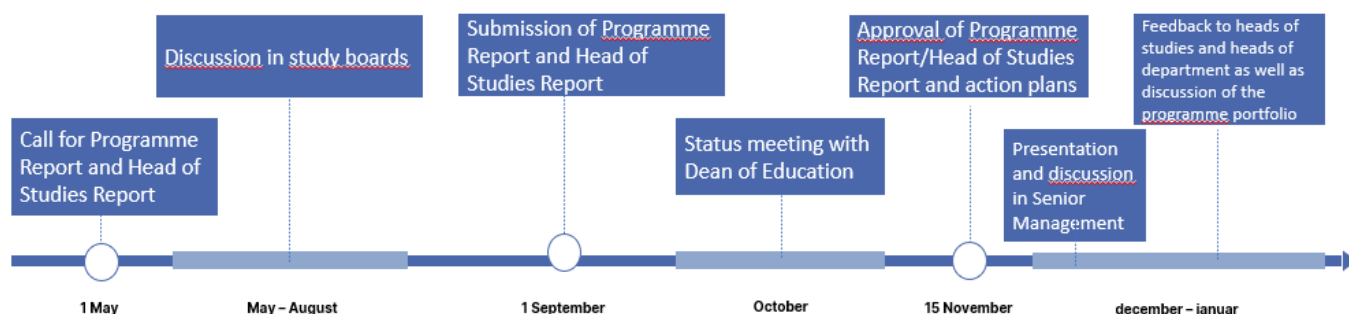
Key figures for evaluation as well as evaluation results for all courses are included as a quality parameter, which is followed up in the annual programme reports and head of studies reports/associate dean reports. Study directors have access to results from general questions on teaching satisfaction and teacher satisfaction for all teachers who are evaluated in the respective course in the programme for which they are responsible. Heads of

studies/associate deans have access to results from general questions about teaching and teacher satisfaction for all teachers who are evaluated in the respective course, across all programmes for which they are appointed as head of studies/associate dean. Heads of departments have access to results from general questions about teaching and teacher satisfaction for individual teachers who are employed in the department, and who are evaluated in the respective course.

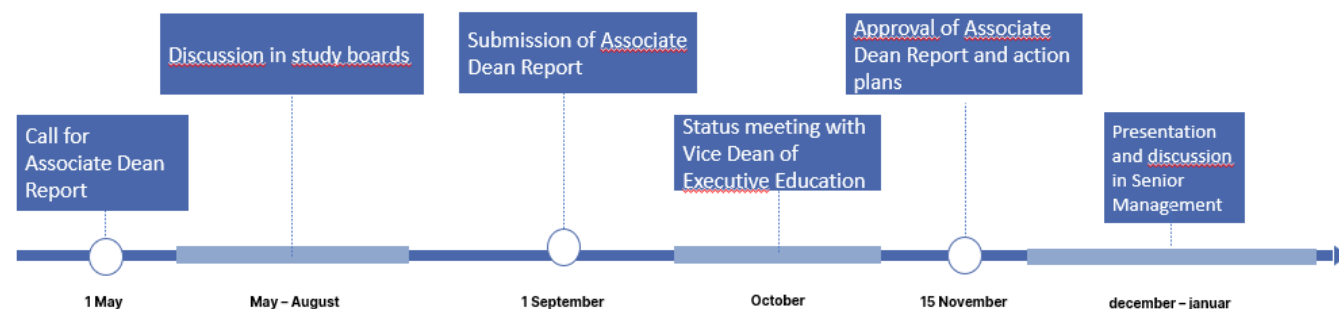
4.2 ANNUAL PROGRAMME REPORT AND HEAD OF STUDIES REPORT/ASSOCIATE DEAN REPORT

For BSc and MSc programmes the study director prepares an annual report about the quality status of the programme, stating achievements for the past academic year and the expectations for the coming academic year. Head of studies prepare a report for all programmes in the study board (Head of Studies Report). Both the head of studies report, and the programme reports for each programme serve as a basis for the annual status dialogue between the Dean of Education and the head of studies for all programmes in the study board. For the HD and Master programmes the associate dean prepares a report for each programme which serves as a basis for the annual status dialogue between the vice dean of executive education and the individual associate dean. Once all status meetings have been held, the Dean of Education is responsible for summarising the year's quality assurance work and presenting Senior Management with a consolidated overview of the BSc and MSc programmes, including a follow-up plan and the dean's recommendation regarding areas requiring management attention, as well as the key points from discussions on the programme portfolio. The Vice Dean for Executive Education presents a consolidated overview of the HD and master programmes. Subsequently, the Dean of Education presents an overall summary of the quality assurance work and Senior Management's discussions and feedback to heads of studies in the Educational Forum and to the heads of department. As part of the same process, CBS' overall programme portfolio and its development are discussed with both fora.

Process – BSc and MSc programmes:



Process – HD and Master programmes:



The annual reports are a core element of CBS' quality assurance system, and systematically monitors key figures and quality data.

The reports relate to achievement of the quality standards, and also identify quality challenges and potential problems. The programme reports for BSc and MSc programmes and the associate dean reports for HD and Master programmes include an action plan for developing the programme in the academic year ahead. After a programme has completed the internal recurring peer review process, it is linked to the action plan with comments. The reports are discussed with the study boards before submission to the dean of education/vice dean of executive education. This ensures that the students have influence.

4.3 PROGRAMME STAFFING

The matrix structure at CBS means that the programmes are not anchored in one department. This encourages dialogue between the head of studies/associate deans and departments, and with study directors for BSc and MSc programmes, ensuring that teachers with the right qualifications are allocated for the right courses and programmes.

Based on input/suggestions from the study board, a course coordinator is appointed for each course from among the academic staff in collaboration with the departments.

Thus, the study director⁶ or head of studies/associate dean nominates course coordinators for appointment by the Head of Department. Nomination and appointment take place after dialogue between the study director or head of studies/associate dean and the head of department. The study director or head of studies/associate dean approves the appointments by Head of Department. This means that it is the responsibility of both study director or head of studies/associate dean and head of department to cooperate on finding solutions in cases of disagreement.

If the study director or head of studies/associate dean and head of department cannot agree on the approval of the course coordinator, the matter will be brought up for decision at PUF (Deputy President, Dean of Education and Dean of Research forum). Thus, senior management within the framework of PUF has the overall responsibility for ensuring that decisions regarding teaching, which are made by the study boards and programme management, are appropriately coordinated.

In accordance with CBS policy, part-time teaching staff (DVIP)⁷ cannot be course coordinators.

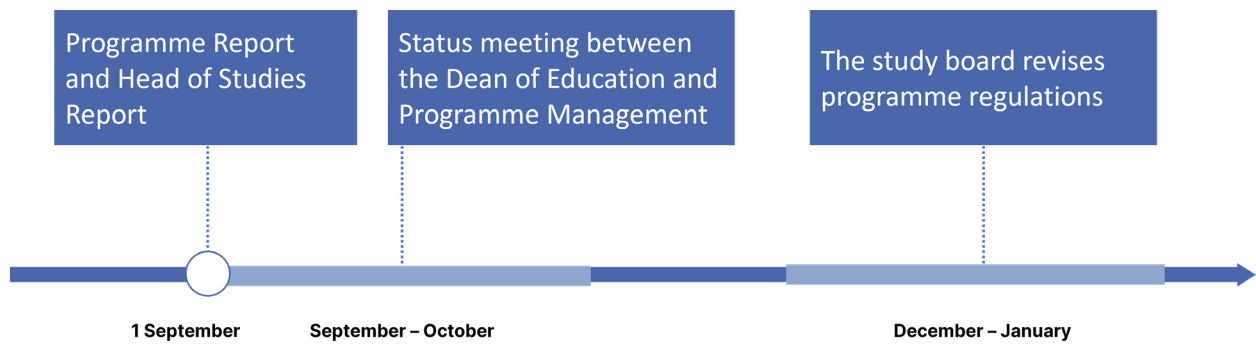
4.4 PROCESS FOR REVISION OF PROGRAMME REGULATIONS

Major developments that would change the overall profile of the programme must be discussed with the dean of education, whose approval is required. Continuous dialogue about planned developments start at the status meeting between the programme director and Dean of Education in autumn and continue until the new programme regulations are approved by the Dean of Education. Changes will be reflected in the new version of the programme regulations.

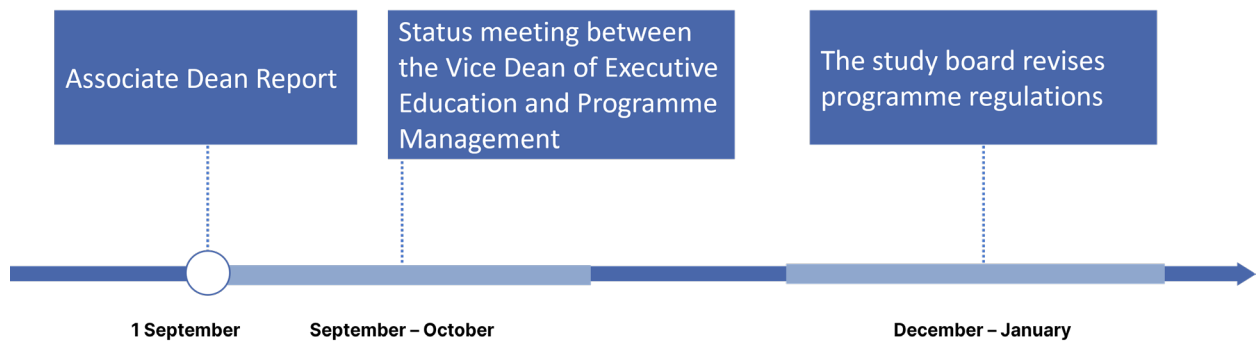
Process – BSc and MSc programmes:

⁶ Head of studies can delegate tasks in the staffing process to study directors for BSc and MSc programmes.

⁷ Meaning teachers employed part-time without research obligations.



Process – HD and Master programmes:



4.5 RECURRING PEER REVIEWS OF OUR PROGRAMMES

The ongoing quality management is supplemented by programme peer reviews of each programme every five years. These evaluations cover all aspects of the quality of a programme. The evaluations are conducted by internal and external reviewers, at arm's length to the programme management. The evaluation results are included in the first upcoming programme report (for BSc and MSc programmes)/associate dean report (for HD and Master programmes).

5.0 OTHER INTERNAL FORUMS FOR QUALITY DIALOGUE AND DEVELOPMENT

In the matrix organisation, dialogue is essential to create understanding and share 'best practices'. This dialogue is formalised in a series of forums at different levels of the organisation. These processes, which are of crucial importance to educational quality at CBS, are:

- Forums primarily for dialogue on **overall strategic programme management**, institutional strategies and policies: Board of Directors meetings, Senior Management meetings and Academic Council meetings.
- Forums primarily for **continuous programme quality development** under the auspices of the Dean of Education:
 - Meetings in Educational Forum⁸
 - Seminars for all study board members⁹
 - Seminars for study directors, heads of studies/associate deans, HD study coordinators and heads of department

⁸ The Educational Forum based on the work and initiatives of the study boards, must serve as an advisory body to the Dean of Education focusing on cross-coordination and the strategic discussions. The Educational Forum consist of heads of studies for BSc and MSc programmes, the vice dean of executive education and directors for programme administration. The dean of education is chair of the educational forum.

⁹ The seminars are held for BSc and MSc programmes and HD and Master programmes respectively. The Dean of Education is responsible for the seminars for the former, and the Vice Dean of Executive Education for the latter. The seminars are held 1-2 times yearly for BSc and MSc programmes. For HD and Master programmes the seminars are held when needed for the strategic development of the executive educational area.

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