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# 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. New programmes are reviewed 4 years after 1<sup>st</sup> admission at the earliest.

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

For BSc and MSc programmes:

The latest programme report will form the basis for discussion for the peer review. The report is organized in five sections:

- 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 and quality standards
- D. Research-based education and contact with research environments
- E. Dialogue with Advisory Board

The programme report must take into account programme development initiatives already taken by the programme

In addition, a reflection paper (1-2 pages) is included, which is the study directors' opportunity to add additional information to the panel about new developments or focus points for the panel discussion.

Finally, the latest head of studies report for all programmes in the study board is included to provide insight into the quality work across the programmes in the study board.

For HD and Master programmes (Executive Education):

The latest associate dean report will form the basis for discussion for the peer review. The report is organized in five sections:

- 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

The associate dean report must take into account programme development initiatives already taken by the programme.

In addition, a reflection paper (1-2 pages) is included, which is the associate deans' opportunity to add additional

information to the panel about new developments or focus points for the panel discussion.

### **Supporting key figures and other data**

The recurring peer review process is supported by reporting from CBS' Insight.

For BSc and MSc 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 report.
- B. Programme structure, research base and competency profile
- C. Student evaluations
- D. Employment and salary data

For HD and Master programmes (Executive Education):

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

The data also includes programme regulations, which contains programme learning goals and course learning objectives. Employment rate, salary statistics come from official statistics. Alumni feedback is based on surveys. Finally, information about Nordic Nine and the programme mapping of Nordic Nine is included in the material (only for BSc and MSc programmes).

The study director (for BSc and MSc programmes) / associate dean (for HD and Master programmes) provides short comments to the data in order to clarify and explain unexpected patterns if this is needed before the material is sent to the panel.

### **Review process**

The report and reflection paper are reviewed by a panel consisting of an internal reviewer (a colleague study director for BSc and MSc programmes / colleague associate dean for HD and Master programmes), 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 (incl. study director for BSc and MSc programmes) 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 recommendations will be

discussed in the study board (and with study director for BSc and MSc programmes). The study board then chooses 2 – 3 specific issues that will be integrated in the annual quality work.

For BSc and MSc programmes:

The study director for the BSc or MSc programme will hand in an action plan together with the annual programme report to the dean of education. The dean of education discusses progress with the programme management at the annual status meetings, thus completing the programme development loop.

For HD and Master programmes:

The associate dean will hand in an action plan together with the annual associate dean report to the vice dean of executive education. The vice dean of executive education discusses progress with the programme management at the annual status meetings, thus completing the programme development loop.

### **Responsibilities**

For BSc and MSc programmes, the head of studies must ensure that the panel recommendations are discussed in the study board with participation from study director. The study director is responsible for preparing and following up on action plans based on panel recommendations as well as discussing these in the study board. It is the study board that decides which panel recommendations should be included in the final action plan.

For HD and Master programmes, the associate dean is responsible for preparing and following up on action plans based on panel recommendations as well as discussion these in the study board. It is the study board that decides which panel recommendations should be included in the final action plan.

The dean of education is responsible for following up on the action plans for BSc and MSc programmes while the vice dean of executive education is responsible for following up on the action plans for HD and Master programmes.

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