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# ESTABLISHMENT AND DISCONTINUATION OF PROGRAMMES

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# 1. ESTABLISHMENT AND DISCONTINUATION OF PROGRAMMES

The purpose of the sub-policy on establishing and discontinuing programmes is to set a framework for CBS criteria for establishing and discontinuing programmes that applies across the entire programme portfolio - both daytime programmes and Executive Education (HD and Master programmes).

The decision on which programmes to offer at CBS is the responsibility of the president. The academic council has an advisory role in both establishing and discontinuing programmes. Therefore, the academic council give their opinion to the president on the range of programmes and on the quality and relevance of the general programme portfolio. The chairs of the external examiners also have an advisory role when a new programme is proposed for inclusion. Advisory Boards and other stakeholders at CBS are also to be involved in these important decisions. Below is a description of the overarching principles for the composition and content of CBS's overall programme portfolio, as well as the criteria for the establishment and discontinuation of programmes and how these decisions are structured and carried out

## 1.1. PRINCIPLES FOR CBS' PROGRAMME PORTFOLIO

The provision of programmes at CBS is guided by a set of strategic and structural principles designed to ensure that CBS maintains its position as a recognised business university offering attractive, relevant, and practice-oriented programmes.

### 1.1.1. Strategic principles

#### 1. Strategic governance and consistent high quality

CBS' programme portfolio must:

- be actively governed in line with CBS' strategy
- deliver robust, research-based programmes of consistently high quality that align with CBS' quality policy and accreditation standards
- offer clearly defined and differentiated programmes that are understandable, relevant and attractive to applicants and employers
- include programmes in various formats that offer the same learning outcomes over time through different opportunities for lifelong learning

#### 2. Strategic direction and academic profile

CBS' programme portfolio must:

- reflect CBS' academic profile as an academically diverse business university offering research-based programmes within business administration and in combination with other disciplines
- be developed with attention to the needs and demands of applicants and employers while maintaining CBS' strategic focus and academic priorities
- be developed with consideration for and analysis of changes in student search patterns, for instance based on changes to legal claim and possible ministerial requirements for programme dimensioning

#### 3. Disciplinary, interdisciplinary and transformative competences

CBS' programme portfolio must:

- develop students' disciplinary, interdisciplinary and transformative competences across all programmes ensure that transformative competences are fostered through the integration of the Nordic Nine so that our graduates are equipped to understand and contribute to solving complex societal challenges

#### **4. Diversity and inclusive learning environments**

CBS' programme portfolio must:

- reflect the ambition to increase diversity among students, including in terms of gender, geography and social background
- ensure that increased diversity supports labour market needs and CBS' societal impact
- ensure that learning and well-being depend on inclusive and safe learning environments, which must be an integral part of portfolio development

#### **5. Internationalisation and global outlook**

CBS' programme portfolio must:

- reflect and maintain our position as an international business university, which the continued development of the portfolio must support
- ensure an overall international perspective, for example in relation to language of instruction, student diversity, recruitment of international researchers and the inclusion of global issues in programme content

### *1.1.2. Structural principles*

#### **6. Flexibility, transitions and lifelong learning**

CBS' programme portfolio must:

- ensure clear and flexible transitions between bachelor and master programmes
- support lifelong learning and offer different formats, including 2-year and 1-year master programmes as well as part-time master programmes
- be sufficiently flexible to attract different target groups and support different career and research paths in accordance with political ambitions

#### **7. Variety in programme formats and language**

CBS' programme portfolio must:

- reflect the goal of all study boards to offer both 2-year and 1-year master programmes as well as part-time master programmes
- ensure a well-maintained balance between Danish and English-taught programmes

#### **8. Matrix organisation and academic basis**

CBS' programme portfolio must:

- be shaped by the matrix organisation, which ensures that CBS' programmes draw on multiple academic environments and departments, supports collaboration on research-based teaching and creates coherence between programme content and employer needs.

#### **9. Strategic development rather than expansion**

CBS' programme portfolio must:

- be developed through strategic prioritization rather than by increasing the number of programmes
- reflect that financial sustainability is a key concern, although other factors may take precedence in exceptional cases

## **1.2. CRITERIA FOR THE ESTABLISHMENT AND DISCONTINUATION OF PROGRAMMES**

New programmes established by CBS must be of both high pedagogic and academic quality, educate skilled business graduates, fit in the CBS programme portfolio and be economically viable. And if an existing programme no longer lives up to these requirements adequately, the programme will be considered for discontinuation. The criteria described above align with the Danish and international accreditation requirements. The criteria are used both when establishing and discontinuing programmes (if a programme fails to live up to one or more of the criteria below, the programme's future is considered).

1. Each programme must rest on an overall demand and a specific need among employers. A dialogue must be established with employers to document that there are employers who will employ the graduates, and a societal need must be demonstrated to justify the societal investment.
2. There must be an adequate number of qualified applicants for the programme.
3. CBS is funded to a significant extent by the Danish state. Thus, taxpayer-funded programmes must be relevant for the Danish business community and young people in Denmark – but not exclusively.
4. There must be an academic and a research-based background at CBS for offering the programme.
5. The necessary capacity to implement a programme must be present (staff, classrooms, IT, etc.).
6. All programmes must be part of what we at CBS consider a business school's academic field – a broad and dynamic concept, which we take part in developing.
7. New programmes must live up to the above criteria, and apart from that, be distinct from the existing programmes. In addition, it must be possible to make a realistic plan for marketing, financing and staffing new programmes.

Whether the individual programme or the individual programme proposal live up to these requirements will be based on a specific assessment – and will also reflect an order of priorities.

## **1.3. CRITERIA FOR ESTABLISHING SEPARATE EXECUTIVE EDUCATION MODULES**

1. Specific and broad demand must be present among employers. A dialogue with employers is needed to document a societal need to justify investment in a separate module.
2. An academic assessment must demonstrate that the separate module cannot be part of an existing master's programme.
3. There must be an adequate number of qualified applicants.
4. CBS is state funded to a large extent and consequently taxpayer-funded programmes must be relevant for the Danish business community – but not exclusively.
5. There must be an academic, research-based background at CBS for offering the module.

6. The necessary capacity to implement the module must be present (staff, classrooms, IT, etc.).

7. The module must be part of what we at CBS consider a business school's academic field - a broad and dynamic concept that we take part in developing.

Whether the individual proposal for a separate module lives up to these requirements will be based on a specific assessment – and will also reflect an order of priorities.

#### **1.4. DECISIONS REGARDING NEW PROGRAMMES (BOTH BSC AND MSC PROGRAMMES AND HD AND MASTER PROGRAMMES)**

CBS must constantly keep the programmes it offers up to date to meet the needs of society. This is part of the standard quality development but is also necessary to adjust the programme portfolio on an ongoing basis. This process can thus be divided into four stages.

##### **a. The concept stage**

It is important that we ensure the best conditions and processes for gathering, exchanging and developing concepts for new programmes. Students and employees must be included in this process. Furthermore, feedback should be collected and dialogue established with national and international peers and employers in a broad sense. Academic staff who are developing concepts for new programmes should contact the dean of education early in the process. The dean of education supports the development processes and advises on procedure and strategy.

##### **b. The consultation stage**

When ideas are close to becoming actual proposals, their viability must be tested, cf. the above criteria. The submitted proposals must be presented to the consultation partners listed below:

- Academic Council
- Educational Forum
- Heads of Departments
- CBS Business Panel
- Students elected to relevant fora

The consultation partners must make statements on both the quality and the relevance of the individual programme and the general programme portfolio when establishing the proposed programme.

##### **c. The decision stage**

On the basis of the above, the Senior Management will discuss the programme proposal, and the president will decide which programmes should be presented to RUVU with a view to approval.

##### **d. The prequalification stage**

The programme must be placed under a study board, and a development lead must be appointed along with the establishment of a development team. The development team is responsible for preparing the application for prequalification. During the drafting phase, the development team must involve the study board, the Advisory Board, the CBS Business Panel, student representatives elected to relevant fora, and relevant heads of department. The Dean of Education must submit the proposals to the Academic Council and the Educational Forum well in advance of the submission of the prequalification application to RUVU (the advisory committee for assessing the availability of higher education degree programmes).

## **1.5. DECISIONS REGARDING NEW SEPARATE MODULES (EXECUTIVE EDUCATION ONLY)**

CBS continuously assesses in dialogue with employers whether there is a specific and concrete need for courses offered within a predetermined area. Consequently, separate modules can be offered in addition to the existing programmes.

### **a. Development stage**

Separate modules are most often developed based on a specific need from a group of employers. During this stage, ideas for any new modules are collected, exchanged and developed. VIPs who develop concepts for new programmes should contact the vice dean for executive education. The Vice Dean of Executive Education is to involve the Dean of Education early in the process.

### **b. The consultation stage**

When ideas are close to becoming actual proposals, their viability must be tested, cf. the above criteria. The submitted proposals must be presented to the Academic Council. Before the presentation, relevant academic assessments and the reaction of any recruitment panels must be in place.

### **c. The decision stage**

In light of the above, the Dean of Education is to decide which separate modules should be presented to the Ministry of Higher Education and Science with a view to approval.

Proposals for separate HD modules must first be presented to the HD academic joint committee that submits separate modules for approval to the Ministry of Higher Education and Science.

When a separate module is approved, the Vice Dean of Executive Education will make decisions on an ongoing basis concerning when the module will be offered following dialogue with employers, if necessary.

## **1.6. DISCONTINUATION OF PROGRAMMES**

Programmes are discontinued following the principles specified above in the criteria and the procedure. Naturally, no concept stage is needed in connection with discontinuing programmes, just as the decision process can be shortened. If necessary, the consultation process can be limited to only the academic council. Similarly, no material is required to be submitted to RUVU, however the ministry must be notified of this.

During the process, consideration must be given as to whether admissions to the programme in question should be put on hold or permanently discontinued. This must be discussed within the study board, with students, relevant academic environments, and employer representatives. Subsequently, the Head of Studies must discuss the possibility with the Dean of Education or the Vice Dean of Executive Education at the annual status meetings. These discussions must take into account key figures and data assessing whether the programmes meet CBS's quality standards. The final decision on whether a programme is to be put on hold or discontinued rests with the Dean of Education or the Vice Dean of Executive Education. The same applies if there are considerations about discontinuing or suspending concentrations/specialisations within a programme; however, in such cases, the Academic Council is not involved.

When a programme is discontinued because it no longer lives up to one or several of the above requirements, there is a special duty to ensure a proper out phase of the programme, not least out of consideration for the students.

When the decision to discontinue a programme is made, it often takes up to 6-7 years before the last student is out of the system. CBS is committed to ensuring that the students are able to complete their programme, including the number of exam attempts that they are entitled to.

Programmes that are discontinued are quantitatively monitored for the standard programme duration + 1 year. Consequently, key figures are collected for 4 years for bachelor's programmes after the last admissions, and for 3 years for master's programmes after the last admissions. The remaining students are subsequently monitored qualitatively as they complete their programmes.

## **1.7. RESPONSIBILITY**

The Dean of Education processes proposals for new programmes, whereas Senior Management, with guidance from the Academic Council, reaches a decision subject to ministry approval. The Dean of Education is responsible for assessing whether a programme no longer lives up to the criteria for continued inclusion, and for presenting proposals for discontinuation. The final decision lies with the president.

When new programmes are established, the study board, the Head of Studies, and the Development Lead each have a number of responsibilities during the development and consultation stages. The roles and responsibilities associated with this are described in a separate document linked to the development of new programmes ([LINK to the programme development page on Share](#)).

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