

# Quality system for education

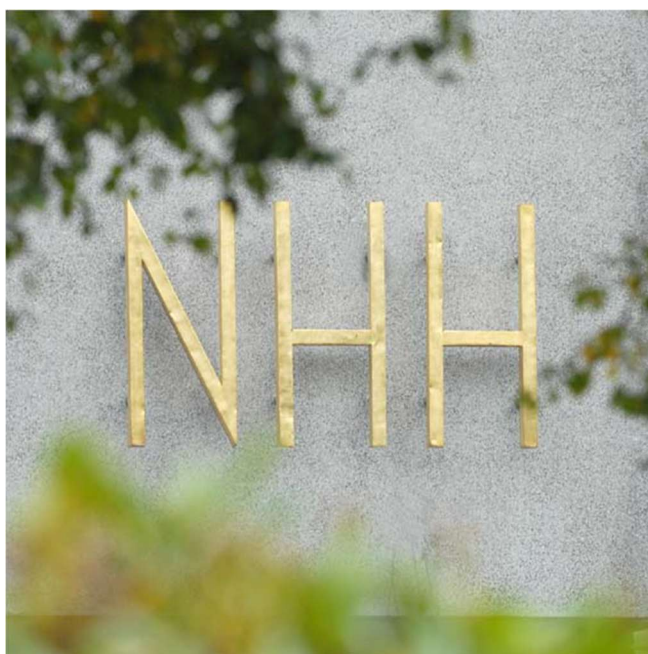
## SYSTEM DESCRIPTION

NHH



Adopted by the Board on  
15 June 2023

Revised by Rector 11.11.24



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# 1. INTRODUCTION

According to Section 3-5 of the Act relating to Universities and University Colleges (uhl.), NHH must have *'a satisfactory internal system for quality assurance that will ensure and further develop the quality of the education'*.

This document describes the quality system for the education at NHH. The system includes all important aspects of educational quality, from information given to prospective applicants, to the learning outcomes achieved at the end of a programme.

NHH is a medium-sized specialised university with a small number of study programmes and short lines of communication between management levels. This ensures an active and lively debate about the educational quality, both in formal and informal forums. Informal quality work takes place, for example, as a natural part of the planning and implementation of teaching and supervision, and in meetings between individuals, either between staff or between staff and students. This constitutes an important part of the quality work at NHH but is not part of the formal quality system.

The quality system, as described in this and associated documents, describes the formal quality work and applies to all study programmes at NHH. The PhD programme is in a unique position, as PhD students are both students and staff members, and research training contains elements that fall outside the quality system for education. Only the educational components of the PhD programme are covered in its entirety by the quality system for education.

## 1.1 The structure of the quality system

The quality system comprises three main components:

### 1. System description

The system description defines the areas of responsibility and specifies the minimum requirements for quality work and evaluation of education.

### 2. Procedures

The procedures for key processes shall specify

- how activities are implemented
- who is responsible for implementation
- how the results are processed (formal forums)
- who (which roles) are responsible for follow-up

### 3. Mandates

Mandates shall be in place for key roles and formal bodies that play a role in quality work. These specify responsibility for the implementation and follow-up of the activities in the quality system.

The quality system shall be available on NHH's website.

## 1.2 Framework and guidelines

The following national requirements and guidelines provide a framework for NHH's quality work:

- [The Act relating to Universities and University Colleges](#)
- [Regulations concerning Universities and University Colleges](#)
- [Regulations concerning admission to higher education](#)
- [Regulations concerning general approval of foreign higher education](#)
- [National qualification framework for lifelong learning](#)

The school's three international accreditations ([AACSB](#), [AMBA](#) and [EQUIS](#)) make additional requirements of the quality system.

## 1.3 Purpose

The quality system shall safeguard the formal quality work and help NHH

- achieve the education-related goals in its strategy
- meet the requirements of national and international accreditations
- perform systematic quality assurance and continuous improvement of all study programmes
- ensure compliance and documentation

## 1.4 Abbreviations

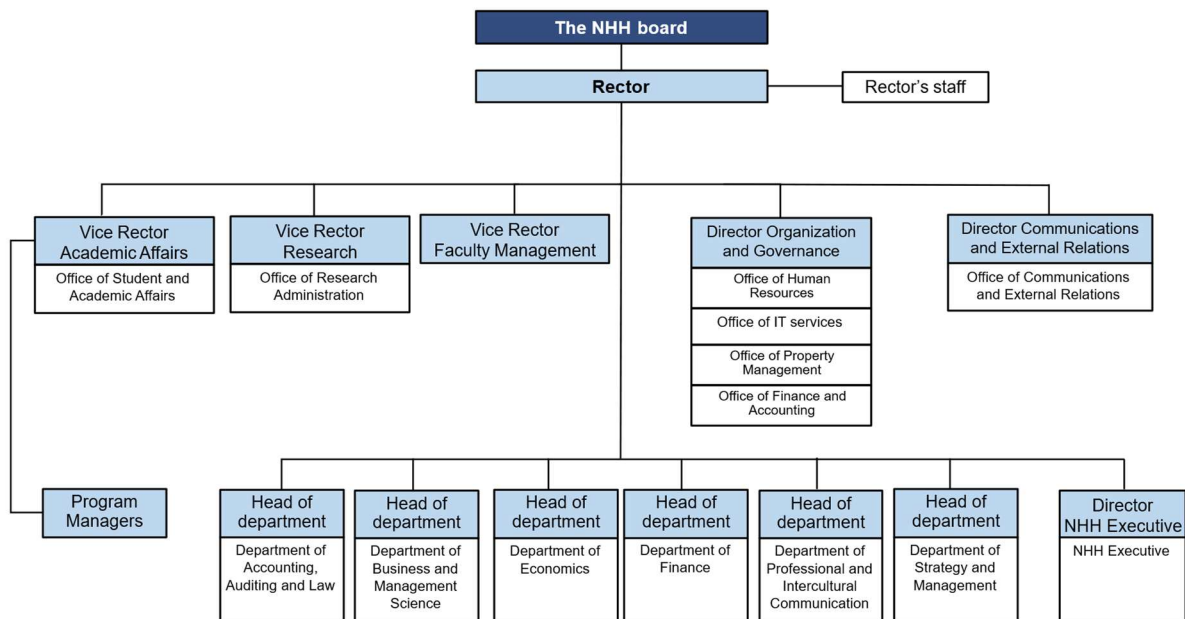
The following abbreviations are used in this document:

Abbreviation	Explanation
<b>AC</b>	Academic Committee
<b>BSc BEDS</b>	Bachelor's in Business, Economics and Data Science
<b>BSc EBA</b>	Bachelor's in Economics and Business Administration
<b>EMBA</b>	Executive MBA
<b>FAA</b>	Office of Research Administration
<b>KD</b>	The Ministry of Education and Research
<b>LMU</b>	Learning Environment Committee
<b>MSc AA</b>	Master's in Auditing and Accounting
<b>MSc EBA</b>	Master's in Economics and Business Administration
<b>NHHE</b>	NHH Executive
<b>NOKUT</b>	The Norwegian Agency for Quality Assurance in Education
<b>FFU</b>	The Research Committee
<b>STA</b>	Office of Student and Academic Affairs
<b>SUK</b>	Section for Educational Quality
<b>uhl.</b>	The Act relating to Universities and University Colleges

## 2. ORGANISATION AND DIVISION OF RESPONSIBILITIES

### Organisation

NHH has a unitary management structure with an external chair and an appointed rector. The board is the school's highest governing body, while the Rector is the most senior academic and administrative position. NHH has three vice rectors, for academic affairs, research and faculty management, respectively, cf. figure below.



The full-time programmes (bachelor/master/PhD) are organised centrally, and do not belong to specific departments or academic communities. The programmes are organised based on a matrix model. This means that each programme has a responsible academic director who, in the educational context, is above the departments. The departments deliver courses (the supply side), while academic directors attend to the demand side.

The academic directors for the bachelor's and master's degree programmes report to the Vice Rector for Academic Affairs, while the academic director role for the PhD programme is filled by the Vice Rector for Research.

NHH Executive (NHHE) is organised as a department under the Rector. NHHE is headed by a director with professional, organisational and financial responsibility for the education offered. Each study programme has a programme manager/professional with academic responsibility who reports to the Director of NHHE.

### Division of responsibilities – study programmes

The board has overall responsibility for ensuring that NHH engages in systematic quality work. The responsibility for implementing the quality work is enshrined in NHH's governance model, which stipulates that the Rector, vice rectors, academic directors, heads of departments and the Director of NHHE are all responsible for ensuring that quality work is implemented in accordance with the school's quality system for the different study programmes, cf. the table below.

Role	Responsibility
Rector	The programme portfolio
Vice Rector for Academic Affairs	Bachelor's and master's degree programmes
Vice Rector for Research	PhD programme
PhD coordinator	PhD specialisation
Academic director	Programme
Head of department	The department's courses
Director of NHHE	The executive education programmes

### Endorsement and involvement

In order to ensure the endorsement and involvement of the academic community and students, many of the decision-making levels have advisory bodies, cf. table below.

Role	Advisory body
Vice Rector for Academic Affairs	Academic Committee
Vice Rector for Research	Research Committee
Academic director BSc EBA	Reference group BSc EBA
Academic director BSc BEDS	Reference group BSc BEDS
Academic director MSc EBA	Reference group MSc EBA
Academic director MSc AA	Reference group MSc AA, Advisory body for MSc AA
Profile coordinators MSc EBA	Reference group <profile>

Students and staff are represented on NHH's board and on the Academic Committee (UU), the Research Committee (FFU), the Learning Environment Committee<sup>1</sup> (LMU) and in all reference groups. They further participate in strategy work and programme evaluations and are natural members of project groups that assess and develop various aspects of the field of education, such as the creation of new study programmes.

There is a close cooperation, through regular meetings, between the Rector's team and the student association. In addition, NHH has a broad cooperation with working life and with representatives from other universities. There are external representatives on NHH's board, NHH's Advisory Board<sup>2</sup>, Reference Group BSc EBA, Reference group BSc BEDS, Reference Group MSc AA and the reference groups for the profiles on the MSc EBA.

### Joint coordination of the quality work

The Section for Educational Quality in the Office of Student and Academic Affairs (STA) is the system owner for the quality system and provides support to the Rector's team, programme management, other administrative units and departments in their work on educational quality. STA has overall responsibility for the management of administrative support functions for full-time bachelor and master level programmes. The Office of Research Administration (FAA) and NHHE, with the support of STA, assume this responsibility for the PhD programme and the executive education portfolio, respectively.

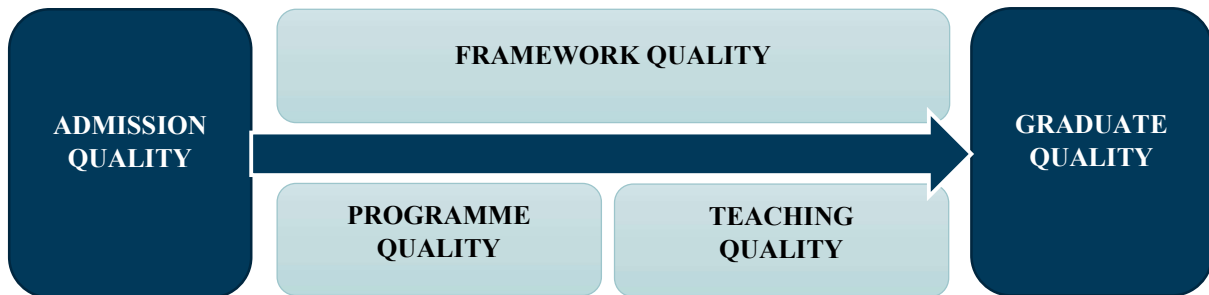
A detailed description of the roles and responsibilities in the quality work is set out in the system description's appendix.

<sup>1</sup> The Learning Environment Committee advises management and reports directly to the board.

<sup>2</sup> NHH's Advisory Board is composed of international members and is an advisory body for NHH's management.

### 3. QUALITY AREAS

The term educational quality is not a clear-cut concept. To work systematically with key elements of educational quality, the school has chosen to define five quality areas. These five areas encompass quality work ranging from the information given to prospective applicants to the learning outcomes achieved at the end of a programme.



#### **Admission quality**

describes the students' prerequisites for studying at NHH. It is divided into individual and collective admission quality.

- *Individual admission quality* is the prior knowledge and skills the individual student has when starting their studies at NHH.
- *Collective admission quality* is about the composition of the student body in terms of diversity.

#### **Framework quality**

describes the prerequisites for students' learning, and includes the students' physical and psychosocial learning environment, the staff's academic and educational competence, as well as appropriate administrative functions, information systems and library services.

#### **Programme quality**

describes how the programme is designed and structured for students to achieve the learning outcomes at programme level. Programme quality includes good programme management and good programme design.

- *Programme management* encompasses quality assurance, quality development and the running of each programme, as well as NHH's overall programme portfolio.
- *Programme design* is about ensuring good correlation between the courses and the individual learning outcomes, and that the content is relevant. This includes consistency, variation and progression in and between courses, and measures that help the transition between semesters and academic years.

#### **Teaching quality**

describes the learning activities that will help students achieve the learning outcomes of the course. This includes teaching, work and assessment methods, as well as educational tools.

### Graduate quality

describes the knowledge, skills and general competence acquired on graduation from NHH. Central to this are relevance to, and preparation for, the labour market, and national and international master's and PhD programmes.

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Within each of these five areas, the quality system shall contribute not only to quality assurance but also quality development of the programme portfolio. This will be achieved with the help of

- **key processes** that ensure that NHH meets requirements and achieves its formal objectives
- systematic collection of information that forms a solid **knowledge base** for use in the quality work
- good reporting procedures and clear **reporting lines**

## 4. KEY PROCESSES

As a specialised institution<sup>3</sup>, NHH is self-accrediting. This means that NHH has a responsibility to meet all the formal requirements related to the establishment, accreditation and reaccreditation of degree awarding programmes. The following key processes, with associated procedural descriptions, help to ensure compliance with the requirements:

### Accreditation and establishment of degree awarding programmes

The Rector, in collaboration with the Vice Rector for Research (PhD level), the Vice Rector for Academic Affairs (full-time programmes at bachelor's and master's level) and the Director of NHHE (executive education portfolio), is responsible for initiating and following up work on developing new, degree awarding programmes. This is done in accordance with established procedures intended to ensure that study programmes are established in accordance with the current strategy and relevant regulations. The board accredits the programme and adopts its establishment.

### Reaccreditation of degree awarding programmes

The reaccreditation of degree awarding programmes is conducted every five years. The purpose of the reaccreditation is to ensure that the programme continues to meet all the formal requirements set out in the relevant regulations. The board reaccredits programmes and this is normally done in connection with the periodic programme evaluation.

### Discontinuation of study programmes

The authority to discontinue a study offer rests with the same body/role that has authority to establish it.

### Changes to established programme descriptions

Significant changes to established programme descriptions in the executive education portfolio, the PhD programme, or full-time programmes at bachelor and master level, must be approved by the Rector, the Vice Rector for Research, or the Vice Rector for Academic Affairs respectively.

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<sup>3</sup> cf. uhl. Section 3-4 (3)



Significant changes are understood to mean changes to the study programme's name, scope, learning outcomes or admission requirements. The board receives the amended programme description for their information.

Minor changes for the full-time programmes can be made by the individual academic director in consultation with the vice-rectors. For NHHE, minor changes can be approved by the director of NHHE after input from the relevant academic director.

### **Establishing new profiles/specialisations**

Based on the recommendation of the relevant academic director, the Rector, Vice Rector for Academic Affairs and the Vice Rector for Research adopt new profiles/specialisations in the executive education portfolio, the bachelor's and master's degree programmes, and the PhD programme, respectively.

### **Approving the course portfolio and course descriptions**

The academic director shall ensure that the composition of programme courses helps students to achieve the programme's learning outcomes. The course portfolio is developed in collaboration with the departments, which are responsible for development and quality assurance of their courses. The academic director then approves the course descriptions for their programme and, together with STA, ensures that they are in accordance with prescribed templates and internal guidelines.

## **5. KNOWLEDGE BASE**

NHH regularly gathers information from various sources regarding the status of the five quality areas. This information is used to identify any shortcomings in quality and serves as a basis for the continuous improvement of educational quality. The primary sources of information include key performance data, evaluations, and surveys

### **5.1 Key management data**

Student and programme data are key to following up the quality of education. The information is actively used to follow up students, courses and programmes, both on a regular basis and on an ad hoc basis from academic directors, departments or individual lecturers. Relevant data is also collected about academic staff. This is managed by the administration.

### **5.2 Evaluations**

Study programmes are regularly evaluated at all levels. The results of these evaluations are assessed and followed up by the person responsible. NHH conducts the following evaluations:

#### **5.2.1 Programme level evaluations**

##### **Periodic programme evaluations**

All study programmes shall be evaluated at least every five years. The periodic evaluations shall cover material factors of importance to the quality of education. A programme evaluation is prepared based on reports and data for the period, as well as any surveys or analyses that were specifically conducted

for the programme evaluation. Input from external representatives and students shall be included in the programme evaluation in accordance with procedure. The evaluation is summarised in an official report, which, in consultation with the Rector, is forwarded to the board for their information. The programme evaluation should be regarded as the academic director's status report for the programme in question. The evaluation shall lead to an *action plan* that is approved by the Vice Rector for Academic Affairs (bachelor's and master's degree programmes), the Vice Rector for Research (PhD programmes) or the Director of NHHE (executive education programmes), and in consultation with the Rector, this is forwarded to the board for their information.

### **Assurance of Learning (AoL)**

The AoL process evaluates the students' achievement of selected goals at programme level. If the result is unsatisfactory, the academic director stipulates changes to be implemented for the subsequent year group. The process is repeated until the programme enables students to achieve the programme's goals in a satisfactory manner. The process and results are discussed in the AoL Committee<sup>4</sup>, and in the respective academic directors' advisory bodies, but the academic directors are responsible for implementation on the mandate of the Vice Rector.

### **Evaluating exchanges**

All incoming and outgoing students are asked to evaluate their study exchanges. The evaluations are actively used in the quality assurance of student exchange agreements. They are available to students interested in exchanges and international opportunities, and to the academic directors.

## **5.2.2 Course level evaluations**

### **Course evaluations (bachelor's and master's)**

A student evaluation of all courses is conducted in accordance with established procedures. The results are summarised and sent to the course coordinator, the department and the academic director. The course coordinator prepares a report that contains comments on the students' evaluations and their suggestions for changes and improvements. The report is sent to the department and relevant academic director. The STA is responsible for the practical implementation of the evaluation. The results are the topic during annual dialogue meetings between the academic director and the department. The quality system does not require intermediate evaluations, but course coordinators are encouraged to conduct these on their own initiative. They can choose which format they would like to use.

### **Course evaluations (PhD)**

PhD courses that are offered more than once are evaluated each time they are run. The results of the course evaluations, for each individual PhD specialisation, are summarised and sent to the respective department. The results are the topic during annual dialogue meetings between the Vice Rector for Research and the department.

### **Course evaluations (NHHE)**

NHHE conducts evaluations after each session of their session-based programmes. In addition, students provide a final evaluation on completing modules and other non-degree awarding elements.

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<sup>4</sup> The AoL Committee is described in further detail in the system description appendix.

## 5.3 Surveys

Surveys are regularly conducted to obtain important and relevant information about the various areas of quality. The results of these surveys are assessed and followed up by the relevant roles and bodies. NHH regularly uses the following surveys:

	SURVEY	TARGET GROUP	FREQ.	RESPONSIBILITY
<b>Satisfaction surveys</b>	Student Satisfaction Survey	All students, including incoming, bachelor's and master's	Every 3 years	NHH
	“Studiebarometeret”	2nd year students, bachelor's and master's	Every year	NOKUT
	SHoT survey	All students, including incoming, bachelor's and master's	Every 4 years	Norwegian Institute of Public Health
<b>Graduate surveys</b>	Labour market survey	Graduated six months ago, master's	Every year	NHH
	Graduate survey (PhD)	Former PhD students	Every 5 years	NHH
	Graduate survey (NIFU)	Graduated six months ago, master's	Every 2 years	NIFU
	Graduate Survey (SAMMEN)	Graduated two years ago, bachelor's and master's	Every 2 years	SAMMEN
	Graduate survey (EMBA)	Former EMBA students	Three years after grad.	NHH
<b>Faculty time use and teaching</b>	The National Teacher Survey	Academic staff	Every 4 years	NOKUT

## 5.4 Whistleblowing procedures

Students or employees who experience, observe or suspect issues of concern that affect the learning environment at NHH can notify the management using NHH's online reporting system (*Si fra*). Reports can also be made by email or by phone, either openly or anonymously.

## 6. REPORTING LINES

Good reporting practices are crucial in the work on educational quality. NHH has a range of regular reports that contribute in different ways. The reports show the status of educational quality in different quality areas, as well as analyses and suggestions for improvements. The reporting line follows the same path up through the organisation that authority and responsibility are delegated downwards.

NHH compiles the following reports:

### **Annual report to the Ministry of Education and Research (KD)**

In connection with the annual report to KD, a number of parameters are reported for all study programmes. The report assesses the achievement of goals and defines further plans and measures. The report is approved by the board before it is sent to KD.

*Reporting line: From NHH to KD*

### **Annual report from the Learning Environment Committee (LMU)**

The LMU reports on measures that have been implemented and plans for future measures within the committee's area of responsibility. The report is presented as an information item to the board.

*Reporting line: From LMU to the NHH Board*

### **The annual report for the PhD programme**

The annual report for the PhD programme is an annual briefing to the board on the status of NHH's PhD programme. The report covers all aspects of the programme and contains updated statistics, and an overview of relevant issues raised during the past year.

*Reporting line: From the Vice Rector for Research to the Rector and the NHH board*

### **The quality report (bachelor's and master's)**

The quality report is compiled after each calendar year and contains programme reports from the academic directors, as well as the status of the quality work.

*Reporting line: From SUK and academic directors to the Vice Rector for Academic Affairs  
Sent to the Rector and forwarded to the NHH board for their information*

### **Periodic programme evaluation (full-time programme)**

The programme evaluation is summarised in an official report.

*Reporting line: From academic directors to the Vice Rector for Academic Affairs/Research  
Sent to the Rector and forwarded to the NHH board for their information*

### **Course report (bachelor's and master's)**

The course coordinator prepares a report based on the students' course evaluations and their own experience of how the course was run. The report is used as a basis for quality assurance and quality development of the course and is sent to the department and the relevant academic director.

*Reporting line: From the course coordinator to the departments and the relevant academic director*

### **Admissions report (bachelor's and master's)**

The admissions report summarises the marketing of study programmes and the implementation of the admissions process. It presents relevant key figures and how they have developed over time, as well as

special measures taken to increase the number of applicants and the number of people enrolling and is presented to the Academic Committee as an information item. The annual admission figures are assessed against recruitment measures that have been implemented.

*Reporting line: From the Section for Admissions and the Office of Communications and External Relations to the Vice Rector for Academic Affairs  
Sent to the Rector and forwarded to the NHH board for their information*

### **Admissions report (PhD)**

The admissions report includes data about applications, results from the applicant survey, an evaluation of the marketing and an overall assessment/summary of the year's main admissions and is presented to the Research Committee as an information item. The results are followed up by the Vice Rector for Research, who adopts measures.

*Reporting line: From the FAA to the Vice Rector for Research*

### **Progress report (PhD)**

Each year, PhD candidates and their supervisors provide feedback on the programme and report on the candidate's progress and work related to the thesis articles or monograph. The reports are discussed in the dialogue meeting (PhD) where any measures are also adopted.

*Reporting line: From PhD student and supervisor to the relevant department and Vice Rector for Research*

### **Programme manager's report (NHHE)**

The programme manager prepares a report after the completion of a programme. The report contains summaries of the students' seminar evaluations, the programme manager's own thoughts, and an assessment of any improvements and changes required.

*Reporting line: From the programme manager to the Director of NHHE*

## **OTHER REPORTING POINTS**

In addition to the written reports described above, we use the following reporting points, in which quality of education is a central theme:

### **Dialogue meetings (bachelor's and master's)**

The academic director meets the department management at least once a year to review relevant key figures and the evaluation results for the courses for which the department is responsible.

### **Dialogue meetings (PhD)**

The Vice Rector for Research holds annual dialogue meetings with each department, represented by the PhD coordinator and administration manager. Representatives from the Section for Doctoral Education and the Office of Human Resources are also present in the meeting. During the meetings, the progress of each student is assessed, and course evaluations and any challenges relating to the relevant PhD specialisation are discussed.

## 7. FOLLOW-UP

The knowledge base established through the systematic collection of information, as described in sections 5.1–5.4, is used in the work on quality assurance and development of the individual areas of quality.

The table below shows the way in which individual elements of the knowledge base can contribute to this.

Admission quality	Framework quality	Programme quality	Teaching quality	Graduate quality
Student data	Staff data	Student data	Student data	Graduate data
Admissions reports	Student data	Periodic programme evaluations	Intermediate evaluations	Labour market survey
	Satisfaction surveys	Assurance of Learning	Course evaluations	Graduate surveys
	SHoT survey		“Studiebarometeret”	
	“Studiebarometeret”	Evaluation of exchanges	Whistleblowing ( <i>Si fra</i> )	
	Whistleblowing ( <i>Si fra</i> )	“Studiebarometeret”	Course reports	
	Annual report LMU	Course reports	Programme manager’s report (NHHE)	
		Progress report (PhD)		
		Programme manager’s report (NHHE)	Dialogue meetings	
		Dialogue meetings		

### Change Log

Date	Note
11.11.24	Revised section on <i>Reaccreditation of Degree Awarding Programmes</i> and section on <i>Changes to established programme descriptions</i> , along with some linguistic adjustments.
02.07.25	Updated legal references

## 8. APPENDIX

### Overview of the roles and responsibilities in the quality work

The table below provides an overview of key roles – both individual roles and various forums – and the responsibilities they have in the quality work. Roles marked \* have their own mandate. A link to these mandates can be found under each role description here: [Roles and responsibilities in the quality work| NHH](#)

#### BOARD, COMMITTEES and ADVISORY BODIES

ROLE		RESPONSIBILITY IN THE QUALITY WORK
<b>The Board of NHH</b>	NHH's board is its highest governing body. The board has an external chair, and the Rector is the board secretary.	The board has overall responsibility for ensuring that NHH engages in systematic quality work that is in accordance with the requirements and guidelines issued by national legislation, the Norwegian Agency for Quality Assurance in Education (NOKUT) and international accreditation bodies. The board has a specific responsibility in connection with the accreditation, reaccreditation and discontinuation of degree awarding programmes.
<b>Academic Committee*</b>	The Academic Committee is an advisory committee for the Vice Rector for Academic Affairs and comprises the academic directors for the bachelor's and master's degree programmes, teaching coordinators, student representatives, the heads of the sections from the Office of Student and Academic Affairs, and other representatives appointed by the leader.	The committee shall provide input and advice on strategic and education policy issues related to the bachelor's and master's degree programmes.
<b>Research Committee*</b>	The Research Committee is an advisory committee for the Vice Rector for Research, and comprises one representative from each department, the Head of the Office of Research Administration, and two PhD students.	The Committee shall, among other things, give advice about the PhD programme, including quality measures, and help to ensure that the programme is academically and educationally suited to the current and future needs of research and society.
<b>NHH Advisory Board</b>	The NHH Advisory Board, a body that advises NHH's management, is composed of international members including leaders from the business world, public institutions and academia.	NHH's Advisory Board shall contribute external perspectives on NHH and advise the Rector and the Rector's management team on strategic issues, to secure NHH's position as a leading international business school.

<b>Council for Cooperation with Working Life (RSA)</b>	NHH's Council for Cooperation with Working Life (RSA) is part of Competence Forum Vestland, which is a collaborative body for competence in the region. Competence Forum Vestland comprises representatives from the University of Bergen, Western Norway University of Applied Sciences, the Norwegian School of Economics, Fagskolen Vestland, Vestland County Authority (chair), the Confederation of Norwegian Enterprise (NHO), the Norwegian Confederation of Trade Unions (LO), the Norwegian Association of Local and Regional Authorities (KS), the Norwegian Labour and Welfare Administration (NAV) and the Western Norway Regional Health Authority.	
<b>NHHE Academic Council*</b>	The NHHE Academic Council is an advisory committee for the Vice Rector.	The Academic Council shall help ensure that NHHE's study programmes maintain a high academic standard and that they satisfy relevant laws, regulations, guidelines and requirements issued by KD, NOKUT and international accreditation bodies.
<b>Learning Environment Committee</b>	The Learning Environment Committee is an advisory body to NHH's Board of Directors in respect to students' physical and psychological learning environment, health, safety and welfare.	The Learning Environment Committee will help to ensure compliance with the provision in Section 10-1 of uhl. on the learning environment and ensure student participation in processes that affect the learning environment.
<b>Bachelor's and master's reference groups</b>	Each of the academic directors for full-time bachelor's and master's degree programmes has his/her own reference group. The composition of the group is described in their respective mandates.	The reference groups are advisory bodies for academic directors.
<b>Advisory body to the MSc AA</b>	This is an advisory body for the MSc AA academic director and comprises one member from the management of each of the accountancy firms BDO, Deloitte, EY, KPMG and PwC, NHH is represented by the head of the Department of Accounting, Auditing and Law and the MSc AA academic director.	The body shall contribute to NHH achieving its goal of providing an attractive MSc AA programme of high academic standard that imparts relevant competence for educating state-authorised accountants.
<b>Reference groups profiles</b>	Each of the profile coordinators in the MSc EBA has his/her own reference group. It comprises a selection of representatives from across the academic community at NHH, at least one student and at least one representative from working life.	The reference groups are advisory bodies for profile coordinators.
<b>AoL Committee</b>	The AoL Committee coordinates the work of establishing good AoL systems for all degree awarding programmes. The committee is chaired by the Vice Rector for Academic Affairs and comprises academic directors, the Head of Section for Study programmes and Quality (NHHE) and the AoL coordinator.	The AoL systems test student's achievement of learning outcomes at programme level.



<b>Academic Appointment Committee*</b>	The Academic Appointment Committee makes decisions regarding appointments to academic posts. The Committee is chaired by the Vice Rector for Faculty Affairs, and comprises the heads of departments, one representative for temporary staff in teaching and research positions, one union representative, and two student representatives.	Among other things, the Committee shall ensure that appointees have academic and teaching competence (educational theory and practice and didactics for universities and university colleges).
<b>Pedagogical Academy*</b>	The Pedagogical Academy comprises NHH's merited lecturers and is part of its learning infrastructure.	The Pedagogical Academy shall contribute to a good learning environment and a collegial teaching culture by participating in educational development work.

## INDIVIDUAL ROLES

ROLE		RESPONSIBILITY IN THE QUALITY WORK
<b>Rector</b>	The Rector is the most senior academic and administrative leader.	The Rector has overall responsibility for quality and the work on quality in the study programmes/courses/modules. The operational responsibility for the full-time bachelor's and master's degree programmes is delegated to the Vice Rector for Academic Affairs, for the PhD programme to the Vice Rector for Research, and for executive education programmes to the Director of NHHE.
<b>Vice Rector for Academic Affairs*</b>	The Vice Rector for Academic Affairs is part of the Rector's management team, is the head of the Office of Student and Academic Affairs, the head of the Academic Committee and has academic responsibility for the full-time bachelor's and master's degree programmes.	The Vice Rector has the academic and administrative power of decision for the full-time bachelor's and master's degree programmes and has overall responsibility for programme quality.
<b>Vice Rector for Research*</b>	The Vice Rector for Research is part of the Rector's management team and is the head of the Office of Research Administration, the head of the Research Committee, and the academic director of the PhD programme.	The Vice Rector has the academic and administrative power of decision for the PhD programme and has overall responsibility for programme quality.
<b>Academic director for the bachelor's and master's degree programmes*</b>	The academic director is the programme's academic leader and coordinator, has his/her own reference group, participates in the academic director meetings, and is a member of the Academic Committee.	The academic directors are responsible for ensuring that their respective programmes maintain a high academic standard and that they satisfy relevant laws, regulations, guidelines and requirements issued by KD, NOKUT and international accreditation bodies, and that the provisions laid down in NHH's quality system are followed.

<b>Director of NHHE*</b>	The Director of NHHE is the most senior academic manager for NHH's executive education programmes, NHH Executive (NHHE).	The Director of NHHE is responsible for ensuring the executive programmes maintain a high academic standard and that they satisfy relevant laws, regulations, guidelines and requirements issued by KD, NOKUT and international accreditation bodies, and that the provisions laid down in NHH's quality system are followed.
<b>Head of department</b>	The head of department is the department's most senior academic and administrative leader and is the chair of the department's board.	The head of department has ultimate responsibility for the planning, implementation and evaluation of teaching and assessment in the department's courses. The head of department is also responsible for following up the evaluations and ensuring that necessary changes are implemented.
<b>Head of Teaching and Learning*</b>	Each department has a head of teaching and learning who is part of the department management and is a member of the Academic Committee.	The head of teaching and learning shall facilitate the planning, implementation and evaluation of the department's courses.
<b>Course coordinator*</b>	Each course has a course coordinator.	The course coordinator is responsible for the content and quality of the course, including evaluation and continuous improvement. The course coordinator is also responsible for planning and implementing teaching and assessment in a good and pedagogical manner.
<b>Profile coordinator*</b>	Each profile in MSc EBA has its own coordinator.	The profile coordinator is responsible for the composition of the profile's course portfolio, as well as the profile's academic integrity, coherence and progression.
<b>PhD coordinator</b>	Each department has a PhD coordinator who is part of the department's management.	The PhD coordinator has academic responsibility for following up PhD students at the department, for the composition of the department's course portfolio at PhD level and for the academic integrity of the specialisation.
<b>PhD students</b>	PhD students are represented on the Research Committee.	PhD students are expected to report annually on their own progress, etc. to the Vice Rector for Research and to the departments, and to participate actively in various surveys.
<b>Bachelor's and master's degree students</b>	The students are represented on NHH's board, the department boards, the Learning Environment Committee, the Academic Committee, the reference groups and in various working groups.	Students are expected to participate in internal and national surveys and evaluations, provide ongoing feedback on the quality of education, and be represented in various forums in which issues relating to the quality of education are illuminated and discussed.

## OTHER FORUMS

COMPOSITION		RESPONSIBILITY IN THE QUALITY WORK
<b>Rector's management team</b>	The Rector's management team is the most senior management team at NHH, and comprises the Rector, the Vice Rectors, the Director of Organisation and Governance and the Director of Communications and External Relations.	
<b>Academic management team</b>	The academic management team comprises the Rector's management team, the Director of NHHE, the Head of the Office of Research and Administration, and the heads of departments.	In the academic management team, NHH's management addresses issues/topics of a strategic, academic, operational and budgetary nature.
<b>Informal meetings with the Rector</b>	The Rector's team has regular meetings with representatives of the Executive Board of the Student Association of NHH and the student members of the Board of NHH.	The Rector's team and the students exchange general information and discuss matters of importance to the students and matters that the Rector's team wishes to raise with the students.
<b>Academic director meetings</b>	The academic director meetings are regular meetings between the Vice Rector for Academic Affairs, the academic directors for the full-time bachelor's and master's degree programmes, and representatives from the Section for Educational Quality.	In the academic director meetings, issues that are relevant to full-time studies at bachelor's and master's degree level are discussed.
<b>Town hall meetings</b>	Town hall meetings for all employees at NHH	NHH's management regularly invites all employees to inform about ongoing issues of broad general interest, as well as news from the board meetings.