Report on

Evaluation of Master's Degree Programme

Master of Science in Business Administration

120 ECTS

The UiS Business School

January 18, 2023

Introduction

The Norwegian authorities require the University of Stavanger to supervise study programmes in accordance with the provisions of the Act relating to Universities and University Colleges, the Regulations concerning Quality Assurance and Quality Development in Higher Education and Tertiary Vocational Education (Ministerial Regulations) and the Regulations concerning Supervision of the Educational Quality in Higher Education (Academic Supervision Regulations)[1].

Section 4-1(3) of the Academic Supervision Regulations states: "Institutions must systematically ensure that all study programmes meet the requirements set out in sections 3-1 to 3-4 of the Regulations concerning Quality Assurance and Quality Development in Higher Education and Tertiary Vocational Education and chapter 2 of the Regulations concerning Supervision of the Educational Quality in Higher Education."

The comments on the paragraph state: "This entails that the institution has satisfactory procedures and practices for the accreditation of programmes and the revision of accreditations. In this context, the term 'revision of accreditation' entails a review of whether the programme meets the requirements for accreditation and whether it produces satisfactory results."

The Ministerial Regulations include a requirement for periodic evaluations. Section 2-1(2) states:
"The institutions shall carry out periodic evaluations of their study programmes. Representatives of employers or society at large, students and external experts, who are relevant to the study programme, shall contribute to the evaluations."

At the University of Stavanger, revision of a study programme's accreditation pursuant to section 4-3(3) of the Academic Supervision Regulations must be based on periodic evaluations of the study programme in line with section 2-1(2) of the Ministerial Regulations.

The Dean must appoint an Evaluation Committee: The Committee must produce a report describing how the study programme satisfies the regulations' accreditation criteria and any additional requirements stipulated by the university. The report must also highlight areas where further development is desirable. Reference is made to the following documents:
[Accreditation of Study Programmes at the University of Stavanger](#) and
[Guidelines and Procedures for Periodic Evaluations and Reaccreditation of Study Programmes](#).

This template was produced by the Director of Academic Affairs to aid the work of the Committee and Faculty. Contents of the document:
1. Composition and mandate of the Evaluation Committee
2. Overview of the documentation that must be procured for the committee's work
3. General overview of the study programme
4. The Committee's evaluations in relation to the accreditation criteria
5. The Committee's overall evaluation
6. The Dean's evaluation, recommendations, and action plan

The report containing the Dean's recommendations and action plan must be submitted to the Director of Academic Affairs for further consideration.

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[1] In Norwegian: Studiekvalitetsforskriften and Studietilsynsforskriften.

1 Composition and mandate of the Evaluation Committee

The Committee's composition:
- 1-2 academic staff members from the study programme's academic environment
- 1-2 external academic representatives from equivalent or related subject areas
- 1 external labour representative
- 1-2 students
- 1 representative from the administrative staff

The Committee's mandate:
- To evaluate whether the accreditation criteria of the Academic Supervision Regulations have been satisfactorily met, or in which areas the study programme does not satisfy the accreditation criteria
- To evaluate whether the programme's feasibility and documented results are satisfactory
- To provide evaluations and recommendations of potential use for the further development of the programme

The members of the Committee:

Yuko Onozaka, Professor and study programme leader of the Master of Science in Business Administration at the UiS Business School

Anne-Lin Brobakke, senior advisor with administrative responsibility for the Master of Science in Business Administration at the UiS Business School

Ellen Katrine Nyhus, Professor at the School of Business and Law at the University of Agder

Bendik Meling Samuelsen, Provost Academic Programmes, BI Norwegian Business School

Bengt Magne Espeli, 2nd year student at the Master of Science in Business Administration at the UiS Business School

Kathrine Håvarstein, 1st year student at the Master of Science in Business Administration at the UiS Business School

2 Overview of the documentation that must be procured for the Committee's work
- Programme description
- Matrix illustrating the programme's structure
- Course descriptions for all courses, with reading lists
- Template for Diploma and Diploma Supplement
- Titles of all master's theses submitted by the students who have graduated in the past three years
- Schedules of all three cohorts for the academic year 2022-2023
- Overview of the academic year's scope of 1,500-1,800 hours distributed by self-study, organised learning activities, the examination and preparation for examinations
- The academic environment's publications registered in Cristin 2018-2022
- Any other publications from the academic environment that are relevant to the programme 2018-2022
- Overview of the academic environment 31 December 2022 (table)
- CVs of everyone included in the academic environment
- Student exchange agreements quality assured by the academic environment
- Supervised professional training agreements (if relevant)

- Overview of existing arrangements for cooperating with hosts for the supervised professional training (if relevant)
- The following student data and results data (the faculty can supplement as needed):

Data	Source
No. of admissions places 2023	The board's decision
Applications and admissions 2018-2022	UiS Innsikt/DBH
Admission quality 2018-2022 **- Numbers of qualified applicants** **- Average admission points** **- Admission points limits**	UiS Innsikt/DBH
Number of starting students 2018-2022	UiS Innsikt/DBH
Number of students2018-2022	UiS Innsikt/DBH
Throughput cohort 2017-2019	UiS Innsikt/DBH
Drop-out rate cohort 2017-2019	UiS Innsikt/DBH
Qualifications and student exchange 2019-2022	UiS Innsikt/STAR Tableau
Outgoing exchange students 2018-2022	UiS Innsikt/DBH
Passed credits per student 2018-2022	UiS Innsikt/DBH
Internal mobility **- Internal recruitment** **- Change study programme from/to**	UiS Innsikt/STAR Tableau
Evaluation data	Studiebarometeret, internal data
Examination data, time series 2019-2022 **Grade distribution** **Fail rate** **Passed/registered**	Database for Statistics on Higher Education (DBH)

3 General overview of the study programme

Name, qualification, and starting date
Norwegian name of the study programme   Master i økonomi og administrasjon
Master of Science in Business Administration
Qualification (degree and titles) to which the study programme leads: Master i økonomi og administrasjon/Master of Science in Business Administration   Candidates that satisfy the criteria in the local admission, will be awarded the title siviløkonom.

Type of study programme (check box)	
X	Campus/location-based study programme
o	Session-based study programme
o	Decentralised study programme at another location (specify the location)

o		Online study programme
o		Online/Assembly-based study programme
o		Experience based
o		Joint degree

The study programme is offered as (check box)	
X	Full-time study programme
o	Part-time study programme

4 The Committee's evaluations in relation to the accreditation criteria

The study programme must be evaluated in relation to the following accreditation criteria specified in NOKUT's Academic Supervision Regulations (ASR) and the Ministerial Regulations (MR)[2] laid down by the ministry:

Requirements for study programme

4.1 **Information provided about the programme must be correct and show the programme's content, structure, and progress of study, as well as opportunities for student exchanges.** ASR, section 2-1(2)

In this context, the term 'information' refers to what is indicated in the programme description and associated information about the programme.

Committee's evaluation: The criteria are met. The presentation of the programme at www.uis.no matches the programme well. Still, there are some improvements that could be made, see recommendations below:
Committee's recommendations: - The overview of the study plan and courses – the curriculum – at the bottom of www.uis.no is hard to understand. It is more confusing than illuminating for an applicant. The study plan is nicely illustrated by the pyramid below. This illustration can be shown in the presentation of the programme on the programme website.

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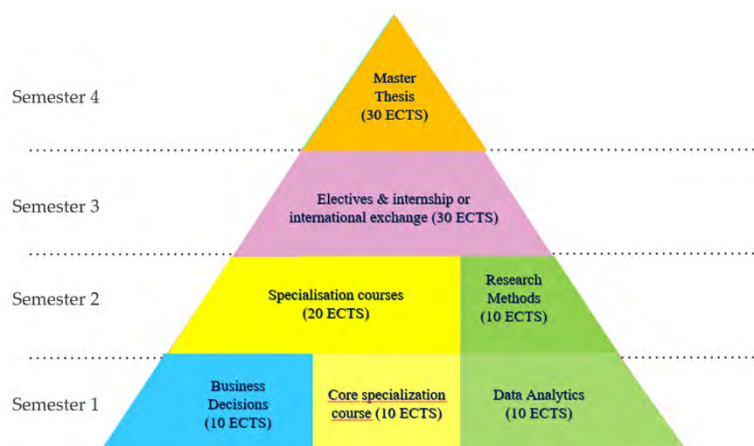
[2] In this section, the text from the regulations is highlighted in bold font and the comments are in ordinary font (generally taken from the comments on the regulations and NOKUT's guidance). The evaluations and any recommendations must be written in the text boxes.

- It should be said more clearly that the whole programme is taught in English.
- It could be explained a bit more what the EMFD programme accreditation entails.
- The presentation of the programme could be more detailed (for instance which courses the internal staff teach).
- It should be more clear which courses are mandatory and which courses are elective.
- The study plan and courses – the curriculum – is presented a bit differently at the different specializations. It should be similar (the presentation of the Economics specialization and the Applied Finance specialization is the best way of doing it).
- It is important to be gender balanced in the presentation of former students in the programme, and furthermore to enhance gender balance in the programme (by, for instance, using women to present the Applied Finance specialization)
- The programme description (and course decriptions) should emphasize more that the students learn about sustainability.

4.2 The learning outcomes for the programme must be in accordance with the National Qualifications Framework for Lifelong Learning, and the programme must have an appropriate title. ASR, section 2-2(1)

Learning outcomes must be described as what a candidate shall have achieved upon completion of the programme. The learning outcomes for programmes subject to professional requirements, for example, programmes subject to national curriculum regulations must meet both the professional requirements and the requirements of the National Qualifications Framework for Lifelong Learning (NQF).

Committee's evaluation:
The criteria are met: The current intended learning outcomes (ILOs) for the programme are in accordance with the National Qualifications Framework for Lifelong Learning, and the programme has an appropriate title. The students' learning outcomes match the intended learning outcomes for the programme, according to the students in the audit committee.

The programme is accredited by the EFMD. EFMD has given the following requirement for improvement of the programme, the School must:

Develop a systematic ILO system with a view to ensuring a more formal and tangible alignment between programme objectives, programme ILOs and course ILOs with appropriate linkage to the assessment scheme.

EFMD furthermore states:

The School has defined 21 programme-level Intended Learning Outcomes; they emphasise general knowledge, cognitive and practical skills and students' competencies. ILOs related to internationalisation appear to be missing, however, as well as those concerning the development of soft skills, like teamwork. The PRT formed the view that this system should be developed further for more clarity and fewer repetitions. The high number of ILOs is difficult to manage, and quality rather than quantity can usefully be emphasised.

The intended learning outcomes for the programme are revised for the study year 2023-2024 to meet both the requirements from the *National Qualifications Framework for Lifelong Learning*, the criteria for using the title siviløkonom from UiR Universities Norway (V*ilkår for bruk av tilleggsbetegnelsen siviløkonom*, fra UHR-ØA) and the EFMD requirements. This is a challenge. Nonetheless, the proposed ILOs were presented to the committee. The committee believes the

suggested ILOs meet the criteria. See below for further comments and recommendations from the committee.

Committee's recommendations:
The committee discussed the new proposed intended learning outcomes for the programme.

The programme intended learning outcome: (The candidate will be able to) *Critically evaluate ethical and sustainability perspectives in business* has become very important for companies. Candidates might benefit if this aspect is emphasized in the programme; in the outcomes and programme descriptions (candidates that have competence in life cycle analysis would, for instance, be interesting to potential employers).

The committee also commented that it is challenging to assess students in the programme intended learning outcome: (The candidate will be able to) *Demonstrate abilities to communicate and work effectively with others*. Furthermore, employers will perceive a candidate's grades as a reflection of his/her own knowledge, skills, and competencies within the subject fields of the study programme. It could be misleading if the grade is heavily based on team output (i.e., is the grade in a course reflecting the knowledge and ability of the candidate personally or someone else in the team? Is the grade in a course reflecting the ability to make the team function or the knowledge and skills within the subject area of the course). The ability to work effectively with others is a skill that the employers will try to assess in the hiring process. The students on the committee were also critical of the use of teamwork in the programme.

The committee, therefore, suggests that the study programme leader/council considers removing or reducing graded teamwork in the programme. Students could get their teamwork training through coursework requirements instead, and exam questions could then be related to the work in teams, so that students will benefit from being active participants in the teamwork. One could also have a specific course in teamwork, for instance organized as a case competition. The teamwork component in the intended learning outcome could be moved to the programme objectives instead.

4.3 **The programme must be academically up-to-date and have clear academic relevance for further studies and/or employment.** ASR, section 2-2(2)

The requirement that the programme must be academically up to date entails that it must be up to date in relation to knowledge development in both academic and professional arenas, society, and the labour market. Relevance and updated knowledge in academic and professional arenas, society, and the labour market, are ensured through schemes for interaction with the labour market and/or society adapted to the programme's content and level. The institution is expected to have assessed the recruitment base based on expected demand/need and overall capacity related to the same or similar programmes at its own and other institutions.

Committee's evaluation:
The criteria are met: The programme is considered highly relevant for the labour market and for PhD-studies, by the committee.

Committee's recommendations:
The student representatives emphasize that ethics, responsibility, and sustainability is transversal in the programme. This should be more emphasized in the marketing of the programme. The student representatives also emphasize the thorough training in the use of programmes like R and Yahoo Finance as a particular strength of the programme in terms of work-life relevance.

4.4 The total workload of the programme must be between 1,500 and 1,800 hours per year for full-time students. ASR, section 2-2(3)

Workload is a calculation of how much time the typical student will take to complete the various academic activities required to achieve the learning outcomes. Such a calculation must include self-study, preparation for examinations and organised learning activities. The learning activities a study programme contains will vary but could include lectures, seminar teaching, laboratory work, academic supervision, and supervised professional training. The amount of self-study included in a programme will vary based on the profile of the study programme. The study programme must achieve a balance between self-study and organised learning activities that enables students to achieve the learning outcomes within the normal length of study.

Committee's evaluation:
The criteria are met: The master's programme has the required workload for the students. The programme also has a balance between self-study and organized learning activities.
Committee's recommendations:
None.

4.5 The programme's content, structure and infrastructure must be adapted to the programme's learning outcomes. ASR, section 2-2(4)

The study programme's learning outcomes are achieved through the courses. A course is the smallest credit providing unit. The content and structure of the study programme must show how the courses in the study programme, as well as the progression from semester to semester, leads to the learning outcomes.

The study programme must have adequate access to suitable premises, equipment, library services, administrative and technical services, adequate and suitable ICT services, network support, suitable learning platforms, etc., that support the student's learning and learning environment, as well as the academic staff's teaching, research and/or artistic development work and academic development work.

Committee's evaluation:
The criteria are met: The programme's content, structure and infrastructure are adapted to the programme's learning outcomes. The study programme has a good structure, and the university is well equipped with facilities. The students on the programme give the university library a high score on the Study Barometer.
Committee's recommendations:
The programme would benefit from having designated student spaces for the programme's students (group rooms, study spaces). This would strengthen the students' learning environment.

4.6 The teaching, learning, and assessment methods must be adapted to the programme's learning outcomes. The programme must facilitate students taking an active role in the learning process. ASR, section 2-2(5)

The different teaching and learning methods must be adapted to the programme's content and structure. This means that teaching, learning, and assessment methods must be adapted to a digital society.

Teaching and learning methods must be structured such that students achieve the study programme's described learning outcomes. Assessment methods must be suitable for measuring whether the student has achieved the learning outcomes.

How the academic environment facilitates students taking an active role will depend on the study programme's profile and also relates to ensuring and safeguarding a good learning environment.

Committee's evaluation:
The criteria are met: Teaching and learning methods are sufficiently mixed and facilitate the students taking an active role. The assessment methods are varied and seem appropriate.

Committee's recommendations:
The student representatives comment that if teaching sessions where students are active are recorded, the students' willingness to participate actively in the teaching sessions is reduced (the students do not want to be recorded when being active). Hybrid solutions are therefore not optimal.

The practice of describing the distribution of workload on the various learning activities varies between courses. This should be done in a more standardized way.

Assessment methods are varied. The programme has many formative assessment methods. According to the student representatives, formative assessment methods give the students higher learning outcomes than a written school exam (students steer their learning strategies towards the exam).

4.7 The programme must have relevant links to research and academic development work and/or artistic research. ASR, section 2-2(6)

The academic environment must be able to point to an adequately relevant mutual connection between R&D/artistic development activities and the programmes and how the students are introduced to R&D/artistic development during the programme.

The academic environment can ensure this connection through the use of its own research results, but also by using other research results in the education.

Committee's evaluation:
The criteria are met: All courses are taught by teaching staff with research competencies within the area of their course. The students are trained in rigorous research methods at sufficiently high academic standards and are expected to conduct their own research at the end of the programme (in the master's thesis).

Committee's recommendations:
None.

4.8 The programme must have internationalisation schemes adapted to the programme's level, scope, and other characteristics. ASR, section 2-2(7)

This requirement entails that the study programme must be placed in an international context and students thusly exposed to a variety of perspectives. Students at different levels in the study programme will experience the international dimension differently and it will also vary from subject area to subject area.

In this case, the programme is the central point for the internationalisation and the arrangements can include activities such as the use of international literature, international guest lecturers, incoming international students on exchanges, or the students' participation in international conferences or workshops, etc.

Committee's evaluation:
The criteria are met: The students are exposed to international perspectives in teaching and curriculum. The programme has a high proportion of international students that give the students exposure to cultural diversity. A high proportion of the staff has an international background.
Committee's recommendations: None.

4.9 **Programmes that lead to a degree must have schemes for international student exchanges. The content of the exchange programme must be academically relevant.** ASR, section 2-2(8)

This provision entails that the institution must ensure that students in all programmes that lead to a degree are offered an opportunity for academic student exchange through updated and binding agreements, and that the relevance of the student exchange is guaranteed by the programme's academic environment. The scheme must be visible and predictable for the students such that they improve the students' opportunities and motivation to take part in student exchanges. The agreements must describe the timing of the exchanges in the study programme (exchange semester) and, insofar as it is possible, describe preapproved courses (student exchange packages).

Committee's evaluation:
The criteria are met: The programme has exchange agreements. Of 150 students in their third semester this fall, 20 students applied to go on exchange this semester. Only 7 of these students actually went on exchange (6 on local intake, 1 on international intake). The number of students partaking in international exchange seems very low. These are the previous numbers: 2021: 19 2020: 0 (because of Covid) 2019: 23 2018: 12
Committee's recommendations: Exchange on the programme should be increased. This could be done by: - Making exchange an opt-out instead of opt-in. - Having representatives from work life telling the students how important the international experience gained through the exchange is. - Give students extra assistance in the practical arrangements and application for exchange. - Increase the peer-to-peer information flow. Use students who have been on the exchange or that wants to go on the exchange. - Creating a culture in which taking the international exchange semester is the norm. Suggestions for options for students that are not interested in spending a semester abroad: - Introducing micro-credentials in the programme, e.g., through the ECIU network. - Giving the students the possibility of doing an internship abroad. - Field trips.

- Introducing digital courses from institutions abroad in the programme, e.g., a joint course or a degree program.

4.10 Programmes that include supervised professional training must have formal agreements between the institution and the host for the supervised professional training. ASR, section 2-2(9)

Agreements with hosts of supervised professional training must be in place to ensure and regulate the academic implementation of the supervised professional training and makes it possible for the supervised professional training to be quality assured in the same way as that implemented at the institution.

Committee's evaluation:
The criterion is met: The programme has an internship with formal agreements between the institution and the host for supervised professional training.
Committee's recommendations:
None

4.11 The second-cycle degree programme must be defined, delineated, and have adequate academic breadth. ASR, section 3-2(1)

The delineation of the second-cycle degree programme must be clear from the description of the subjects, disciplines, and areas of knowledge covered by the study programme. The study programme's profile and possible specialisations must be described in a way that ensures that the breadth of the study programme is clear.

Committee's evaluation:
The criteria are met: The programme has a clear identity and breadth and is clearly separated from the other programmes at the UiS Business School and other programmes within the University. All the courses in the programme (except a few electives) are courses that are not shared by other study programmes.
Committee's recommendations:
None.

Requirements for the academic environment

4.12 The second-cycle degree programme must have a broad and stable academic environment that consists of an adequate number of staff with a high level of academic competence within education, research, or artistic development work, and academic development work within the programme. The academic environment must cover subjects and courses that make up the programme. The staff in the academic environment must have relevant competence. ASR, section 3-2(2)

The academic environment associated with the programme includes persons who directly and regularly contribute to the development, organisation, and implementation of the programme.

The academic environment must be broad and composed of staff with relevant competence within education, research or artistic development work, and academic development work in all parts of the programme. It is not sufficient for the competence to be relevant to the programme. Overall, the academic environment must have a high level of competence that covers the subject area. The academic environment must include persons with Associate Professor qualifications and senior qualifications, including Docent and

Professor. This regulation introduces stronger and stricter rules, while it also it allows for flexibility in the composition of the academic environment.

Committee's evaluation:
The criteria are met: The study programme has a broad, stable, and extensive academic environment, which covers the subject areas of the study programme. The proportion of Professors is high. All members of the academic staff are active researchers.

Committee's recommendations:
None.

4.13 **The academic environment must have relevant educational competence.** ASR, section 2-3(2)

Educational competence includes University and University College Pedagogy and Didactics, as well as the competence necessary to use digital technology to promote learning. Universities Norway's guidelines for basic pedagogic competence specify minimum requirements for academic staff. In accordance with the guidelines, UiS assumes that it requires 150-200 hours of work to develop the desired basic competence and thus satisfy the requirement for educational competence.

Committee's evaluation:
The criteria are met. However, not all teachers in the programme have the required 150200 hours of basic pedagogical courses, particularly the teachers who were hired before the UiS requirement of 150-200 hours were implemented.

Committee's recommendations:
The management system for securing the required 150–200 hours of pedagogic training must be better formalized and implemented. Special arrangements could be made for members of the academic environment with many years of teaching experience who do not fulfill the required hours, e.g., more advanced and practically oriented courses, about for instance digital and student-active teaching.

4.14 **The programme must have a clear academic leadership with defined responsibilities for quality assurance and the development of the study programme.** ASR, section 2-3(3)

The requirement all institutions must satisfy is that the academic leadership must consist of staff in teaching and research positions and bear formal responsibility for ensuring that the study programme is completed in accordance with the programme description and that the programme description is developed. Those who hold academic responsibility must have the competence necessary to carry out quality assurance and develop the study programme.

Committee's evaluation:
The criterion is met: The programme has a study programme leader and a study programme council. The study programme leader at the Master of Science in Business Administration has 30% of his/her full-time position allocated to the role. The study programme leader participates in the weekly leadership meetings (attended by the Dean, Vice Deans, Faculty Director, Department Heads, and other study program leaders) for smooth and continuous information sharing and strategy implementation. The study program leader's role is well-defined in a separate document and is equipped with additional decision-making power (e.g., a double-voting count when voting counts

are tied in a program council). The study program leader is also responsible for the on-going ILO revision process.

Committee's recommendations:
None.

4.15   **At least 50 % of the academic full-time equivalents affiliated to the programme must be staff with their primary employment at the institution. Of these, academic staff with at least Associate Professor qualifications must be represented among those who teach the core elements of the programme. In addition, the following requirements apply to the academic environment's level of competence:**

For second-cycle programmes, at least 50 p% of the members of the academic environment must hold at least Associate Professor qualifications. Within this 50 %, at least 10 % must hold Professor or Docent qualifications. ASR, section 2-3(4)

Academic environment includes the persons who directly and regularly contribute to developing, organising, and implementing the programme. Staff in primary employment are staff in at least 50 % full-time equivalent positions at UiS.

In other words, only the academic environment linked to the study programme in the form of man-year is evaluated under this point. Positions from and including 0.1 man-years are included in the calculation.

Committee's evaluation:
The criteria are met. The courses in the programme are predominantly taught by Professors and Associate Professors, with a higher percentage by Professors.

Committee's recommendations:
None.

4.16   **The academic environment must be able to document results of a high standard and results from partnerships with other national and international academic environments. The institution's assessments must be documented so it can be used in NOKUT's work.** ASR, section 3-2(3)

The academic environment must be able to point to documented results of a high standard. What is considered a high standard must be assessed based on what is regarded as a high standard in the field of study, nationally and internationally.

In other words, what must be documented is not just the academic environment's results from its own institution, but also results from R&D/artistic development partnerships with other academic environments, both nationally and internationally. More research activity is required for a second-cycle degree programme than a first-cycle degree programme. As part of its supervision, NOKUT will also require all activities in academic environments that run study programmes within a third-cycle degree platform to maintain a 'high international quality' at all levels of study.

Committee's evaluation:
The criteria are met. However, the presentation and the completeness of the documentation can be improved. See below for more details of the committee's recommendations.
Committee's recommendations:

Although the documentation and information provided were sufficient, and the program certainly met the criteria, the committee believes that both presentation and the management of data can be improved. The academic environment defined here emphasizes the interconnectedness with national and international academic environments, but the provided documents presented were rather indirect and fragmented (e.g., from faculty CVs and the list of publications). It would have improved the presentation if the information had been organized more explicitly by specialization to showcase the academic environment and the national/international collaborative activities.

4.17 **The academic environment for programmes that lead to a degree must actively participate in national and international partnerships and networks that are relevant for the programme.** ASR, section 2-3(6)

Partnerships and networks must be relevant for the study programme and provide the academic environment with experience that can be used in the study programme, and that can contribute to the development of quality. This could be research cooperation, participation in international conferences, partnerships on educational quality, etc. The networks that the academic environment actively takes part in must be evaluated. How the partnerships contribute to the quality of the environment's R&D activities must also be evaluated.

| Committee's evaluation: |
| Criteria are met. |
| Committee's recommendations: |
| See recommendations above. |

4.18 **For programmes involving mandatory supervised professional training, the members of the academic environment must have relevant and updated knowledge from the field of the professional training. The institution must ensure that professional training supervisors have relevant competence and experience in the field of the professional training.** ASR, section 2-3(7)

The term 'professional training supervisors' refers to persons who facilitate and supervise students during the professional training period.

The term 'relevant competence' in the second sentence refers to relevant academic knowledge of and competence in supervision and support.

For programmes that include supervised professional training, institutions and academic environments are expected to ensure systematic contact with the professional field so that the programmes' and academic environments' own professional experience is up to date and in line with developments in the professional field. It is important for the quality of the programme that there is continuous interaction between competent individuals in the professional field and key individuals who have their principal position at the institutions. The academic environment at the institution must itself possess knowledge about supervised professional training so they can partner well with the supervised professional training field and integrate/build bridges between theory and supervised professional training in the education.

| Committee's evaluation: |
| Not relevant. |
| Committee's recommendations: |
| |

5 The Committee's overall evaluation

The Committee evaluated the provided documentation from the programme and concluded that the study programme satisfies the criteria specified in this report. The programme is well-structured and with the academic rigor and environment appropriate for a second-cycle degree program. Course contents are well-tuned with today's business education, taught predominantly by professors/associate professors/assistant professors who have research competencies in their respective fields.

The Committee also provides recommendations for the further development and improvement of the programme under each criterion. In addition, it is the Committee's recommendation that the programme (and the faculty) improves its data management. Transparent and easily accessible documentation is central toa good quality-improvement culture, and a key to such practice is systematic and integrated data gathering and handling. It is particularly important for the leadership group (including department heads and programme directors) to be able to track the performance and make strategic plans. It would also streamline the process of organizing the necessary information for accreditation bodies, including NOKUT and international accreditation programs.

6 The Dean's evaluation, recommendations, and action plan

Here, the Dean will provide their evaluation and recommendation before the report is submitted to the Director of Academic Affairs for further consideration. Specify the committee's consideration

If all accreditation criteria are deemed to have been met:
- o It is recommended that the study programme's accreditation is continued.

If all the evaluated criteria are *not* met, but restructuring necessary to satisfy the criteria can be carried out within a reasonable period of time:
- o It is recommended that the study programme's accreditation is continued with an action plan for satisfying the criteria.

If all the evaluated criteria are *not* met, and restructuring necessary to satisfy the criteria cannot be carried out within a reasonable period of time:
- o It is recommended that admissions be temporarily postponed while development work necessary for the study programme to satisfy the criteria is carried out, or
- o Recommendation and plan for phase-out and discontinuation

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The report was considered by the following committees:
The UiS Business School Faculty Board (Fakultetsstyret på Handelshøgskolen ved UiS), februar 2023.

The Dean's evaluation and recommendations:
The Dean finds the evaluation report interesting and useful and recommends the study program council to discuss all recommendations in the report and take prioritized actions accordingly. In particular, one should discuss the potential in improved data management, i.e. how systematic and integrated data gathering can guide decisions on program quality and program development.

The Dean recommends that the study programme's accreditation is continued.

Prioritised measures for further development:
The UiS Business School has set up a team working on data management. The outcome and success of this work is a measure for further development.

UiS, February 14th, 2023

Ola Kvaløy

Dean

The UiS Business School

The document has been personally approved by the Dean in Public 360[3]

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[3] Please do not submit signed and scanned documents