QUALITY MANUAL

Description of the Quality Assurance System at Kristiania University College

2020
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1.0 Introduction
Section 1-6 of the Norwegian act on universities and university colleges stipulates that “Universities and university colleges shall have a satisfactory internal quality assurance system that will ensure and further develop quality of education. Student assessments shall be included in the quality assurance system.”

Systematic quality work at Kristiania University College will cover all factors that are significant to study programme quality, from information to potential applicants to completion of study programmes. The Quality System covers all study programmes at the University College – from bachelor’s degree level to post-graduate and further education level.

The Quality System will contribute towards ensuring that the overall quality objectives are achieved by facilitating systematic work on the further development of modules, study programmes and the study programme portfolio.

Kristiania University College has defined eight quality areas that set down the framework for quality work at the University College. These areas are intake quality, framework quality, research quality, study programme quality, teaching quality, result quality, relevance quality and governance quality.

The purpose of the Quality Manual is to provide a description of the principles used in systematic quality work so as to obtain a good overview and understanding of quality work at Kristiania University College. Internally, the Quality Manual will be used by managers and middle managers in their efforts to ensure good quality work and the development of a positive quality culture within their units. Externally, the Quality Manual will be used to demonstrate how the University College works on quality within its defined quality areas.

All updates made to the Quality Manual will be listed in the version history, which will provide a good overview of change work at all times. The organisational level at which changes are approved will depend on the nature of the changes.
2.0 Internal and external frameworks for quality work

The Norwegian act concerning universities and university colleges requires Kristiania University College to have a quality assurance system in place to ensure and further develop quality of education. A number of instructions concerning quality work and quality system requirements are also set down in national regulations. The University College’s quality work is anchored through the following external and internal governing documents:

- The Norwegian act concerning universities and university colleges
- Norwegian regulations concerning degrees and vocational education, protected titles and standardised study programme completion times at universities and university colleges
- Norwegian regulations concerning admission to universities and university colleges
- Norwegian regulations concerning master’s degree requirements
- Norwegian regulations concerning the crediting of higher education
- Norwegian regulations concerning quality assurance and quality development in higher education and vocational education
- Norwegian regulations concerning supervision of educational quality in higher education
- The Norwegian national qualification framework for higher education
- Regulations concerning admission, study programmes, degrees and examinations at Kristiania University College
- Strategy plan for Kristiania University College

NOKUT is responsible for assessing and approving the institutions’ systematic quality work. The assessment criteria can be found in the Norwegian regulations concerning supervision of educational quality in higher education.
Section 4-1 of the regulations lists the assessment criteria:

Section 4-1. Requirements concerning systematic quality work.

(1) Quality work at the institution shall be anchored through strategy and will cover all key areas significant to the quality of students’ learning outcomes.

Quality work at Kristiania University College is anchored in the current strategy for the University College. Based on the sector objectives, Kristiania University College has developed self-defined business objectives and, for each of these, a set of indicators and target figures that guide priorities and how to work within each business objective to achieve the strategic objectives that have been set. The University College strategy is further detailed through the sub-strategies. Several of the strategy objectives share indicators with the quality areas at the University College. One consequence of this is that the quality indicators are used in the University College’s strategic work, strategy documents, result indicators and target figures through a Strategic scoreboard. Strategic result indicators and quality indicators are gathered in the scoreboard. There are strategy indicators and quality indicators associated with each of the focus areas in the strategy. This ensures that quality work becomes an integral part of strategic work at the University College.
(2) Quality work shall be anchored through the Board of Directors and management at all levels of the institution. Through the quality work, the institution shall contribute towards promoting a quality culture among employees and students.

Governance quality is one of the quality areas for the University College’s quality work. Governance quality denotes the University College’s ability to manage quality assurance and quality developments in its own activities. The quality indicators linked to this area consist of management support, objective and planning structure, reporting and councils and committees. Management at all levels have a clearly defined responsibility in quality work. Practical quality work is formalised through reporting work, preparation of quality reports and the use of action plans, ensuring that development and improvement work is anchored at the correct levels of the organisation. Good governance quality also contributes to ensuring that there is a good balance between formal and informal quality work. Both factors are important in promoting quality culture among employees and students alike. In this work, it is particularly important that there is clear anchoring among management, as well as openness and transparency in systematic quality work. All quality indicators, including target figures and results, are therefore available to all employees through the University College’s quality portal.

The institution shall have systems in place to systematically check that all study programmes satisfy the requirements set down in Section 3 to 3-1 of the regulations concerning quality assurance and quality development in higher education and professional college education and Chapter 3-4 of these regulations and any additional requirements set down by the institution.

The University College has its own bodies that verify that all study programmes satisfy the requirements set down in the regulations concerning quality assurance and quality development in higher education and professional college education. The Education Committee quality-assures all study programmes and modules at Kristiania University College on behalf of the Board and the University College Management. The local advisory body for quality in education (LOKUT) is the University College’s own advisory body and contributes to the auditing of existing study programmes and the development of new study programmes. Any significant changes to existing study programmes or accreditation of new study programmes covered by the University College’s right to self-accreditation are subject to approval by the Board, following recommendations from the Education Committee. The Board also approves accreditation submissions to NOKUT for study programmes at master’s degree level. All process relating to the development and supervision of study programmes are described in the University College’s quality system.

(4) The institution shall systematically collect information from relevant sources in order to assess the quality of all study programmes.

Relevant data concerning quality is routinely collected and made available through the Quality Portal. The information is systematised in accordance with the University College’s quality areas and associated indicators. The data is used as an information base for annual quality reporting and action plans for continuous improvement. Quantitative key data on quality indicators is made available through dashboards in the Power BI system. Feedback from students is also collected through several channels; module assessments constitute summative assessments that provide insight into the quality and potential for improvement from a student perspective. Ongoing assessments alert us to any dissatisfaction with modules so that the Module Coordinator and Head of Faculty/School or Pro-
Dean can quickly contact elected representatives to identify the cause of the dissatisfaction and correct the matter. Furthermore, feedback on study programmes is also collected from students on the elected committees. Besides systematic work, module coordinators are also encouraged to engage in dialogue with students concerning teaching, ideally using separate qualitative surveys customised for the nature of the module in question.

(5) Knowledge obtained from quality work shall be used to develop the quality of study programmes and to identify any inadequate quality. Inadequate quality shall be corrected within a reasonable period of time.

The quality of study programmes is assessed as part of annual reporting based on fixed criteria based on the University College’s quality areas and quality indicators. The assessments are conducted using a comprehensive documentation basis that comprises, among other things, student data, employee data, student surveys and assessments, self-assessments from module coordinators, study programme councils (external academic assessment of the study programme) and industry councils (industry representatives’ assessment of the industry relevance of the study programme). The data is collected and made available through the University College’s quality portal.

Based on the available data and reporting guidance, assessments are conducted by the Study programme Coordinator, Dean and rectorate. The process emphasises not only insight and reporting but also development. Action plans are therefore created for each school and include specific improvement and follow-up items for each quality area. Action plans are essential tools in follow-up work and contribute to planning and continuity in quality work.

For more continuous change, feedback is collected throughout the semester through the Elected Committee, ongoing assessments and dialogue with students, so that any inadequate quality can be corrected before the end of the semester. This ensures that inadequate quality is identified and corrected within a reasonable period of time.

(6) Results from quality work shall be included in the knowledge base for assessment and strategic development of the institution’s overall study programme portfolio.

The University College has an annual process for study programme innovation. This process looks at the development of new study programmes, as well as whether existing study programmes should be revised or discontinued. The decision-making basis uses indicators for quality, strategy and finances. Furthermore, the action plans in the annual quality report also require the University College to develop its portfolio. The action plans, which may relate to both individual study programmes or larger parts of the portfolio, form the basis for budget work and follow-up on the University College’s business plan. Furthermore, periodic assessment of study programmes is an essential element of the work on the strategic development of the University College’s overall study programme portfolio.
3.0 Objectives and principles for quality work

The overall objective of quality work at Kristiania University College is to facilitate a positive learning pathway that forms the basis for students achieving the best possible learning outcomes and personal development in relevant study programmes that prepare them for an evolving working and social life. The governing bodies and management at all levels of the University College have a responsibility for quality work and must contribute to developing a quality culture among employees and students alike.

Systematic quality work will be characterised by:

- Clear anchoring among management at all levels of the organisation.
- A good balance between formal and informal quality work.
- Openness and transparency in systematic quality work.
- Use of quality indicators within all quality areas as the basis for regular measurements. These must be strategically anchored at institutional and school level.
- The perceived usefulness of the quality system among employees must be high.
- Employees must understand that individual work processes are connected and that we rely on one another to create quality.
- A culture of continuous follow-up and improvement is created.

The items that have been set out are key principles for ensuring good systematic quality work with ownership throughout the entire organisation. This also provides important guidance for the continued development of the University College’s quality assurance system and quality work. Overall, the principles contribute to promoting a strong quality culture at the University College.
4.0 Quality areas with associated quality indicators

Several quality areas have become established within higher education and are normally used by educational institutions to break down the quality work in a sensible manner and to ensure that the quality system is adequate both in terms of regulatory requirements and internal objectives. Kristiania University College’s quality assurance system is based on eight quality areas. These areas are intake quality, framework quality, research quality, study programme quality, teaching quality, result quality, relevance quality and governance quality.

4.1 Intake quality

Definition

Intake quality is linked to the prior knowledge and assumptions students bring when they begin their study programmes. This is often referred to as students’ basic competence.

Role in quality work

Students’ basic competence is of great importance to making the best possible start on the learning pathway.

It will therefore be important to recruit students with the correct basic competence and high levels of motivation.

A successful start to student life is closely linked to the academic community’s awareness of students’ basic competence, while student reception focuses on both social and academic aspects and contributes to creating a sense of safety and engagement on the part of students who are new to student life.

(Source: Quality areas for study programmes, NOKUT)

Quality indicators

Student assumptions

QI 1.1 a: study programmes without entrance exams: Grade levels of new students
QI 1.1 b: study programmes with entrance exams: level in entrance examinations
QI 1.1 c: Demographic distribution (gender, age and place of residence)

Student admission

QI 1.2 a: study programmes without entrance exams: Conversion rate and number of registered students per study programme
QI 1.2 b: study programmes with entrance exams: number of entrance exams submitted per study programme
QI 1.2 c: master’s degree study programmes: Proportion of internal master’s degree students.

Study programme information

QI 1.3: Relevant and correct information for potential applicants and new students

Starting student life

QI 1.4: Students’ experience of starting student life

Knowledge base

Dashboard for admission, applicants and contracts: Stakeholder data showing real-time data for the number of applicants, including status and conversion rate, as well as developments compared to previous years and the adopted budget. Key figures linked to entrance exams, waiting lists and applicants per campus are also
shown. The data basis can be narrowed down from institutional level to study programme level.

**Dashboard for intake quality:** Student data regarding gender distribution, grade average, admission criteria and the county the applicants lived in at the time of submitting an application. The data basis can be filtered by place of study and year group and can be narrowed down from institutional level to individual level.

**Start-up survey:** Survey aimed at first-year students with a focus on the experience of starting student life, into campus and some key questions from the Student Barometer, allowing us to measure changes between the first and second year of study.

### 4.2 Framework quality

**Definition**

Framework quality describes the facilitation of the implementation of study programmes by way of resources such as premises, structures, rules, equipment and aids, as well as the psychosocial and academic environment in which the education takes place.

**Role in quality work**

A good infrastructure with adapted premises and aids is required both to ensure a good learning environment and to achieve defined learning outcomes. The academic community’s level of academic and educational expertise are equally important. Facilitating the learning of others is an extensive task that requires good academic and didactic expertise, as well as good educational management. Good educational expertise contributes to ensuring that the teaching and the study programme as a whole are organised at the correct level and with the relevant profile. Framework quality is therefore closely linked to study programme and teaching quality. (Source: [Quality areas for study programmes](#), NOKUT)

**Quality indicators**

**QI 2.1: Academic community:** Total academic FTEs (including PhD candidates), Percentage of women – academic FTEs, Percentage of academic FTEs in permanent employment, Percentage of Senior Lecturer FTEs, Percentage of Professor and Associate Professor FTEs.

**QI 2.2: Educational activity in schools:** Academic employees’ educational expertise, merit scheme, research in own field of teaching.

**QI 2.3: Academic environment in which the education takes place:** Number of students (FTEs) per academic FTE, the academic environment’s level of teaching expertise per study programme

**QI 2.4: Infrastructure:** Premises and equipment for teaching and a holistic learning environment

**QI 2.5 Resources and learning environment:** Academic employees’ and students’ experience of resources and the learning environment

**Knowledge base**

**Dashboard for employee data and academic resource use:** The dashboard shows the number of employees, percentage of females and level of expertise. Academic resource use is also shown and can be narrowed down from institutional to module level.

**The Study Barometer and annual student surveys:** The Study Barometer is conducted on behalf of NOKUT and
is aimed at second and fifth year students. In addition, the University College also conducts a similar survey aimed at first and third year students, but adjusted for the stage of the learning pathway the students are at. Questions concerning the students’ perception of resources and the learning environment are asked in all surveys.

**Annual report from the Learning Environment Committee:** The annual report describes the Committee’s work within the physical, psychosocial, digital and organisational learning environment.

**Self-assessments from module coordinators:** The implementation of the module is assessed with a view to the achievement of learning outcomes, learning methods and students’ own efforts. Assessments linked to resources and the learning environment will appear in the Module Coordinator’s reflections.

### 4.3 Research quality

**Definition**
Research quality looks at the level, scope and relevance of research activities conducted in each academic environment.

**Role in quality work**
All higher education shall be based on leading research, academic and artistic development work and experiential knowledge (Section 1-3 of the Norwegian act concerning universities and university colleges). An academic environment that puts students at the centre enrolls students into a vibrant culture of learning with a focus on leading research and development work, as well as the scientific basis, way of thinking and methodologies of the academic field. Academic innovation and critical reflection are also characteristics of high quality academic environments. A strong academic environment stays abreast of the latest research on teaching and learning and also initiates such research itself, in order, amongst other things, to develop teaching and assessment methodologies that help students, to the greatest extent possible, to come into close contact with the development of the knowledge base for the academic field.
(Source: [Quality areas for study programmes](http://www.nokut.no), NOKUT)

**Quality indicators**
- **QI 3.1:** Total publication points
- **QI 3.2:** Publication points: percentage share, level 1 and level 2
- **QI 3.3:** Publication points per academic FTE
- **QI 3.4:** Publication points per senior FTE
- **QI 3.5:** Total external research funding
- **QI 3.6:** Share of international co-publication
- **QI 3.7:** Public defence in external study programmes
- **QI 3.8:** Artistic results

**Knowledge base**

**Dashboard for research activity:** The dashboard shows the number of publication points per senior role,
research projects and allocated research funding.

**Cristin database**: Cristin provides access to e.g. statistics and reports in the form of NVI results and institutional reports (DUCT). Academic employees with a duty to conduct research also have their own researcher profiles.

### 4.4 Study programme quality

#### Definition
Study programme quality is linked to the actual study programme, study programme and module descriptions, work and teaching methods and the examination programme.

#### Role in quality work
Developing and maintaining a study programme is a complex activity that requires good educational management and takes place through an interaction between students, academic employees, support services, industry, academic and professional organisations, as well as society at large. The study programme design contributes towards the facilitation of good learning and to students achieving a qualitatively good learning outcome and will ensure that there is a close link between R&D and the study programme. Periodic assessment of study programmes contributes to regular improvements to the study programme, as well as other factors that influence students’ learning pathways. Such assessments help ensure that the study programme and students’ learning outcomes correspond to the needs of the student, as well as society and industry, now and in the future.

(Source: [Quality areas for study programmes](http://qualityareasforstudyprogrammes.nokut.no), NOKUT)

#### Quality indicators

- **QI 4.1**: Assessment of attainment of defined learning outcomes at study programme level
- **QI 4.2**: Assessment of name, module and curriculum relevance in relation to learning outcomes
- **QI 4.3**: Assessment of teaching, learning and assessment forms in relation to learning outcomes
- **QI 4.4**: Assessment of student pathways in the study programme
- **QI 4.5 a)**: Assessment of internationalisation activities
- **QI 4.5 b)**: Assessment of student exchanges

#### Knowledge base

**Dashboard for result quality (bachelor’s and master’s degrees)**: Student data showing grade averages, grade distribution, failure rates, credits, dropout and throughput, as well as degree certificate production. The data basis can be filtered by place of study, year group and gender and can be narrowed down from institutional level to individual level. This may provide indications of the effectiveness of changes to e.g. working and teaching methods.

**Reports from the Study programme Council (every three years)**: The Study programme Council conducts an external academic assessment of the requirements for a study programme, as set out in Section 2-2 of the Norwegian regulations concerning supervision of educational quality in higher education. The academic assessment also provides input for the academic content of the study programme, as well as the organisation/structure with regard to both the current situation and future developments.

**Reports from the Industry Council**: The Industry Council is convened annually but, every three years, in the same cycle as Study programme Councils, the Industry Council will review the study programme plan and module descriptions, with a focus on learning outcomes, working, teaching and learning methods and forms of
assessment in order to assess the industry relevance of the study programme. During the other years, the focus may be on e.g. trends in relevant industries or other academic or change-related subjects. Meetings can then be convened as seminars or workshops if appropriate.

**Self-assessments from Module Coordinators:** The implementation of the module is assessed with a view to the achievement of learning outcomes, learning methods and students’ own efforts.

**External examiner reports:** As part of their examination work, external examiners will create a report including an assessment of the form of examination and the examination assignment compared to the defined learning outcomes and the students’ academic level.

**Overview of student exchanges:** Each year, the international office will prepare an overview of current student exchange agreements and actual student exchanges in each study programme.

### 4.5 Teaching quality

**Definition**

Teaching quality looks at the quality of the actual learning work and includes both communication quality and the quality of students’ own efforts to acquire knowledge.

**Role in quality work**

As part of a well functioning academic community, students are met with up-to-date academic materials and first-rate teaching and assessment methods within the academic field they are studying. Students are introduced to how the field has developed, how it relates to the expertise requirements in society and industry and how the field interacts with other fields. NOKUT refers to the entirety of student life at a place of learning, from admission to graduation, as the student’s learning pathway. Good learning pathways are characterised by students having awareness of their own learning and developing a healthy learning strategy.

A key prerequisite for good learning pathways is that students are motivated and dedicated and that they put adequate work efforts into their studies. Good teachers motivate students and set requirements and expectations when it comes to work efforts. Student efforts must be met with a positive culture of feedback and individual follow-up from academic employees.

(Source: Quality areas for study programmes, NOKUT)

**Quality indicators**

- **QI 5.1:** Academic assessment of teaching quality
- **QI 5.2:** Students’ assessment of teaching quality
- **QI 5.3:** ONLINE STUDIES: Educational assessment of teaching quality

**Knowledge base**

**Self-assessments from Module Coordinators:** The implementation of the module is assessed with a view to the achievement of learning outcomes, learning methods and students’ own efforts.

**External examiner reports:** As part of their examination work, external examiners will create a report including an assessment of the form of examination and the examination assignment compared to the defined learning outcomes and the students’ academic level.
The Study Barometer and annual student surveys: The Study Barometer is conducted on behalf of NOKUT and is aimed at second and fifth year students. In addition, the University College also conducts a similar survey aimed at first and third year students, but adjusted for the stage of the learning pathway the students are at. Questions concerning students’ perception of teaching quality are asked in all surveys.

Students’ module assessments: Periodic assessments are conducted for each module based on established criteria. All modules must be assessed at least once during a three-year period. In addition to such final assessments, ongoing assessments are conducted for all modules. The ongoing assessment method may be adapted to the nature of the module.

4.6 Result quality

Definition

Result quality looks at examination results, completion time and students’ learning outcomes in relation to the objectives set out in the study programme plan.

Role in quality work

It is a goal, both internationally and nationally, to ensure that students achieve a good learning outcome. In order to stimulate students to achieve the expected learning outcomes, a well functioning study programme will include the best possible teaching and learning methods, as well as forms of assessment, for achieving the desired learning outcomes. A conscious relationship with the study programme learning outcomes can therefore contribute to ensuring a continuous focus on offering the best possible study programme and a learning pathway that contributes to a high completion rate within the standardised time. It can be advantageous to assess result quality against the students’ basic competence (intake quality) and quality work linked to study programme and teaching quality. (Source: Quality areas for study programmes, NOKUT)

Quality indicators

QI 6.1: Study progression and credits per student (FTE)
QI 6.2: Finished candidates (number of graduates)
QI 6.3: Completion within the standardised time and dropouts
QI 6.4: Failure rate and examination grades: Grade average and distribution
QI 6.5: Relevant jobs or relevant further education

Knowledge base

Dashboard for result quality (bachelor’s and master’s degrees): Student data showing grade averages, grade distribution, failure rates, credit production, dropout and throughput, as well as degree certificate production. The data basis can be filtered by place of study, year group and gender and can be narrowed down from institutional level to individual level. This may provide indications of the effectiveness of changes to e.g. working and teaching methods.

The Candidate Survey: The survey is aimed at graduate candidates six months after completed studies. The Candidate Survey includes questions about job situation and further studies, among other things.
4.7 Relevance quality

**Definition**
Relevance quality looks at whether a study programme has the “right” qualities in relation to the profession for which it provides an education and the needs of society.

**Role in quality work**
Study programmes should be relevant in the sense of the qualifications sought by society today and in the future and in the sense that the contents of the study programme are put together in such a way that students achieve the learning outcomes that are important for future participation in industry. Different study programmes will have different challenges and needs linked to contact with society and industry. There will be an academic assessment as to how interactions with society and industry may contribute to increased quality in the study programme. Industry councils at study programme level are forums for increasing interaction with industry, with the aim of increasing quality, relevance and flexibility in study programmes. *(Source: Quality areas for study programmes, NOKUT)*

**Quality indicators**
- **QI 7.1:** The academic relevance of the study programme in relation to the market, society and industry
- **QI 7.2:** Graduate students’ perceived benefits from their education

**Knowledge base**

*Reports from the Industry Council:* The Industry Council is convened annually but, every three years, in the same cycle as Study programme Councils, the Industry Council will review the study programme plan (study programme and module descriptions), with a focus on learning outcomes, working, teaching and learning methods, as well as forms of assessment in order to assess the industry relevance of the study programme. During the other years, the focus may be on e.g. trends in relevant industries or other academic or change-related subjects. Meetings can then be convened as seminars or workshops if appropriate.

*The Candidate Survey:* The survey is aimed at graduate candidates six months after completed studies. The survey asks, among other things, about students’ perceived benefits from their education.

*Final Survey:* This is a survey aimed at third year students, with a focus on the relevance of the education to industry, attainment of the learning outcomes of the study programme, as well as some key questions from the Student Barometer, so that we can measure the changes between the first and third year of study.
4.8 Governance quality

Definition
Governance quality denotes the institution’s ability to manage quality assurance and quality developments in its own activities.

Role in quality work
Clear anchoring among management and a good balance between formal and informal quality work are key factors for ensuring strong governance quality. Good anchoring among management is essential at study programme, faculty, school and institutional level alike. The council and committee structure is also central to the work on managing quality assurance. The committees are particularly important to study programme-focused quality work and have clear areas of responsibility within quality assurance and quality development, as set down in their mandates.

Quality indicators
QI 8.1: Management anchoring
QI 8.2: Objective and planning structure
QI 8.3: Reporting
QI 8.4: Councils and committees

Knowledge base

Annual reports from councils and committees: Annual reports are prepared by the University College management, Learning Environment Committee, Education Committee and LOKUT and describe the work carried out during the year, as well as highlighting any areas for improvement.

Administrative reports: Annual reports are prepared by the administrative units, providing the status of work carried out during the past year, as well as looking at operations, development and improvement points.

Quality reports from Study programme Coordinators: As part of the annual quality reporting, Study programme Coordinators prepare an annual report in which selected quality indicators are assessed on the basis of relevant basic documentation.

Quality reports from the Dean: The annual reports from the Study programme Coordinators and other basic documentation form the basis for the Dean’s annual quality report. All defined quality indicators are assessed at school level.

The University College’s overall quality report: Based on the reporting within the academic governance line, the academic management and the department for strategy and management support will prepare the annual quality reports for the University College and the associated action plans.
5.0 Roles and areas of responsibility in quality work

Good quality work is characterised by broad involvement and clear lines of responsibility and reporting. The University College has multiple councils and committees that play a key part in quality work. Each council and committee has its own mandate that sets out its areas of responsibility, duties and composition. There are also several roles that have clear responsibilities at different levels in the organisation. There is a role description for each role, clarifying responsibilities and work tasks, as well as authorisations and measuring points.

5.1 Key councils and committees in quality work

The Board
The Board is the highest body in the institution and has overall responsibility for study programme quality and the quality assurance system. On behalf of the Board, the CEO is responsible for quality assurance work at the institution.

Education Committee
On behalf of the University College management, the Education Committee will quality-assure all study programmes and modules at Kristiania University College. The Committee has the academic and educational responsibility for the University College’s study programmes within academic fields and for the assessment of quality assurance and quality work in the University College’s study programmes. The Education Committee will also ensure that study programme plans are in line with the applicable regulations concerning supervision of educational quality in higher education, including the overall objectives of the study programmes, contents of the study programme and module descriptions, working and teaching methods, as well as forms of assessment and will ensure that student progression and workload throughout the study programmes correspond with applicable regulatory requirements.

LOKUT (local advisory body for quality in education)
LOKUT is the local advisory body at Kristiania University College and must be able to quality-assure academic development and audit work by providing an impartial assessment of whether the University College’s study programmes satisfy the academic minimum requirements set out for higher education in the supervision regulations. For this reason, LOKUT will not be directly involved in academic systematic quality work but will be able to assist academic fields by explaining how and why requirements apply, as well as assisting the Education Committee and the University College management in assessing plans in relation to the regulations.

Learning Environment Committee
The work of the Learning Environment Committee (LEC) will contribute to maintaining and improving the shared learning environment at Kristiania University College through scheduled meetings where students and employees meet to discuss the shared learning environment at the University College. The recommendations that arise from this collaboration will be submitted to the University College Board or other decision-making bodies. The mandate for the LEC is anchored in Section 4-3 of the Norwegian act concerning universities and university colleges.
Research Committee
The work of the Research Committee will provide the University College with a forum through which research employees, University College management representatives and external representatives within the field of research meet to discuss developments within the University College’s fields of research/fields of artistic development work, contribute to academic collaborations and interdisciplinary collaborations, as well as providing input to the University College Board regarding the strategy for research and artistic and academic development work anchored in both current research and academic disstudy programme.

Council on Collaboration with Industry (CCI)
The Council on Collaboration with Industry (CCI) provides recommendations on what the University College can do to provide industry with the required expertise. Recommendations from the CCI lead to new study programmes, changes to the existing portfolio and the launch of research projects required by the different industries. The Council on Collaboration with Industry plays a key part in the University College’s innovation and all input from the Council is included directly in portfolio developments. Since the Industry Councils manage feedback on the relevance of each study programme, the CCI contributes at a more general level. Members with a more general insight into the needs and developments in industry have therefore been recruited. The membership includes managers from the Confederation of Norwegian Enterprise (NHO), Abelia, Statistics Norway, Virke and the Norwegian Confederation of Trade Unions (LO).

Integrity Committee
The Integrity Committee shall work to ensure that research at Kristiania University College takes place within ethical research frameworks and to promote awareness of issues relating to research ethics.

Appointments Committee
The work of the Appointments Committee in relation to teaching and research positions shall ensure a transparent and efficient hiring process, in which recommendations are rooted in the necessary expertise assessments in accordance with the requirements set out in laws and regulations.

Complaints Board
The work of the Complaints Board shall ensure that any student at the organisation’s educational establishments receives an independent assessment of any complaints concerning matters related to admissions, examinations, exemptions etc. that could be defined as individual decisions pursuant to the provisions of the Norwegian Public Administration Act.

Working Environment Committee
The Working Environment Committee is a statutory committee that will work to ensure a completely safe working environment in the organisation. In connection with this, the Committee will, among other things, address matters relating to the occupational health and safety service, training and instructions with HSE and plans that could have a significant impact on the working environment.
5.2 Key roles in quality work

CEO
The CEO has the overall responsibility for the University College’s vision, strategy and positioning work, as well as the follow-up on Board resolutions and the institution’s business plan. Furthermore, the CEO is also responsible for ensuring that teaching and other tasks are performed in accordance with applicable legislation and within the frameworks and budgets adopted by the Board. The CEO has delegated academic authority to the Rector.

Rector
The Rector is appointed by the Board and reports to the CEO. The Rector is the University College’s senior academic manager and has the overall responsibility for academic strategy and resource accounting, as well as responsibility for ensuring that academic activities maintain satisfactory levels of quality. The Rector is the academic spokesperson externally with regard to matters of principle. Both the Rector and the heads of faculty/schools are responsible for external activities and networking with other university colleges, internal communication/marketing, as well as work on a shared culture and understanding.

Pro-Rector of Education
The Pro-Rector of Education has overall responsibility for ensuring that the University College’s study programmes and teaching maintain high levels of international academic quality and that they are relevant to society, industry and business. The Pro-Rector of Education is responsible for the development and quality assurance of new study programmes, incoming and outgoing student exchanges and academic staff exchanges, as well as the development of teaching methods and use of new technology. The Pro-Rector of Education is responsible for all activities across the departments included in the line, including online study programmes and educational development, external relations and the Education Committee.

Pro-Rector of R&D/AD
The Pro-Rector of R&D/AD is responsible for the development and implementation of the University College’s research strategy and ensures that research is relevant to society, industry and business. The Pro-Rector of R&D/AD has overall responsibility for ensuring that the University College research maintains a high international standard and is responsible for ensuring that research influences teaching at the University College, in terms of both academic content and teaching. Furthermore, the Pro-Rector of R&D/AD is also responsible for the University College’s research dissemination and the merit scheme for artistic development and has a holistic responsibility for ensuring that the academic staffing satisfies the requirements concerning scope and expertise pursuant to regulations. This includes prioritisation linked to the recruitment plan and staffing work within each department and academic field, as well as responsibility for the University College’s resource accounting and mandatory statements. The Pro-Rector of R&D/AD is also responsible for the University College’s research administration and library.

Pro-Rector of Industry and Innovation
The Pro-Rector of I&I is responsible for the development and implementation of the University College’s industry strategy. This includes ensuring that the strategy is in line with international and national policy objectives, as well as responsibility for the development and implementation of the University College’s strategy for innovation. The Pro-Rector of I&I is also responsible for managing
the University College’s work to increase the proportion of externally funded research from the business sector and areas in which the business sector can be a key partner in applications for funding from other sources, with a particular focus on funding PhD grants. Furthermore, the Pro-Rector of I&I is also responsible for the development of study programmes for postgraduate and further education aimed at the business market, as well as the careers centre and work with alumni.

**Director of Strategy**

The Director of Strategy is responsible for the development and implementation of the University College’s strategy and business plans, as well as for providing management support and facilitating strategic projects within the organisation. The Director of Strategy has overall responsibility for quality work at the University College and has a special responsibility for ensuring that quality work is anchored in the University College strategy. The Director of Strategy manages the Department of Strategy and Management support.

**University College Director**

The University College Director has overall responsibility for administrative university college operations and the overall responsibility for ensuring a positive interaction between administration and academic activities with regard to the University College’s primary duties of education, research and dissemination, as well as for ensuring that the work is anchored in the Norwegian act relating to universities and university colleges and external and internal regulations. The University College Director also has overall responsibility for ensuring that the University College has efficient and reliable IT solutions and that work is continuously undertaken to increase the level of digitisation of University College work processes.

**Study programme Director**

The Study programme Director manages the administration of study programmes and has the overall responsibility for all processes associated with the administration of study programmes. The administration of study programmes has several unit managers, who report directly to the Study programme Director. The Study programme Director is therefore responsible for following up and overseeing these processes and taking responsibility for the continuous quality work therein. The Study programme Director shall also arrange for reporting from the units and ensure that reported non-conformities are followed up on and that measures are initiated and yield results.

**Head of Quality**

The Head of Quality is the system administrator of the quality assurance system and works across the various faculties and departments. The role includes responsibility for both the development and the operation of the quality system, as well as for ensuring that the system acts as an effective tool in the work to ensure that the University College manages its own educational quality. The Head of Quality has the main responsibility for ensuring that reporting work and quality systems and tools work and are used as intended. Furthermore, the Head of Quality must also contribute to proper anchoring among management through dialogue with management at different levels in both the academic and the administrative reporting lines. The Head of Quality manages the department for educational quality and reports to the Pro-Rector of Education.
Dean
The Dean is the senior manager of a school. By virtue of their management role, the deans have overall responsibility for the quality work linked to the study programme portfolio at their school. The deans have multiple reports in their line, as well as councils and committees, that are responsible for quality work at study programme, faculty, school and institutional level. Nevertheless, the role carries a clear requirement for the Dean to assume responsibility and get involved in practical quality work. This applies to work on the educational quality of the study programme portfolio, reporting and improvement work, as well ensuring that the processes implemented at the faculty are carried out in accordance with defined processes. The Dean has the overall responsibility but may delegate tasks to Pro-Deans or heads of faculties. The Dean also works closely with the Head of Administration, who will assist and facilitate quality work at each school.

Head of Faculty
The Head of Faculty is the academic and administrative manager of a faculty. By virtue of their management role, the Head of Faculty will be responsible for quality work linked to the faculty’s study programme portfolio. The Head of Faculty will have multiple reports, as well as councils and committees, that continuously conduct quality work at study programme, faculty and institutional level. Nevertheless, the role carries a clear requirement for the Head of Faculty to assume responsibility and get involved in practical quality work. This applies to work on the educational quality of the study programme portfolio, reporting and improvement work, as well ensuring that the processes implemented at the faculty are carried out in accordance with defined processes. The Head of Faculty works closely with the Faculty Adviser, who will assist and facilitate quality work at the faculty. The Head of Faculty reports to the Dean.

Divisional Director – Bergen
The Divisional Director is tasked with the operation and further development of a regional campus. This includes responsibility for the academic delivery in collaboration with schools and the administration of study programmes in Oslo, as well as reporting and follow-up on study programme quality at the campus. The Divisional Director represents the regional campus externally and speaks on its behalf.

Study programme Coordinator
The Study programme Coordinator must monitor the educational quality of their study programme and will collaborate closely with Module Coordinators. The Study programme Coordinator must report on established indicators for their study programme and ensure that the assessments made and measures initiated are communicated and followed up on. The Study programme Coordinator reports to the Head of Faculty.

Module Coordinator
The Module Coordinator has a special responsibility for the planning and implementation of learning at module level and is, together with students, responsible for the study quality and learning environment associated with the module in question. The Module Coordinator is responsible for ensuring that students complete the ongoing and final assessments in accordance with established procedures and for conducting a self-assessment of the module, in which the implementation is assessed on the basis of established criteria.
Unit Managers
Unit Managers are people who are responsible for a unit/team or department. Common to all Unit Managers is that they are responsible for ensuring that the process specifications associated with their area of responsibility remain up-to-date at all times, that work in the department takes place in accordance with the specifications and that any non-conformities are recorded and followed up on. Unit Managers must approve all changes made to process specifications and associated documentation. This is governed through the quality system requirements concerning publication and revision.

6.0 Systems and tools in quality work
Kristiania University College has developed and implemented several systems and tools to contribute towards proper systematic quality work and ensure that the University College manages educational quality in a proper manner. The systems and tools are not goals in and of themselves but are extremely important for ensuring planning and continuity in quality work across study programmes, faculties and departments.

6.1 The University College’s Quality Portal
The University College’s Quality Portal is the main portal for all quality documentation, tools and systems. The portal is important both as an information channel and as a reference tool for employees. A prerequisite for a living quality assurance system is good accessibility and transparency concerning key information and data. Active use of content over time is important for developing a strong culture of quality.
The following documentation, systems and tools can be found in the quality portal:

**Systems and tools**

- **Dashboard**: Presentation of quantitative data linked to the different quality areas, with the option of filtering and narrowing down from institutional to module level.
- **Strategic scoreboard**: strategy and quality indicators broken down by defined focus areas in the University College strategy. Coordinates strategy and quality work by collecting key measuring points.
- **Processes and procedures**: A separate system in which established processes are described using flowcharts and procedure specifications.
- **Annual cycle**: Presentation of the University College’s annual cycle for systematic quality work
- **Reporting module**: Digital reporting forms used by study programme coordinators and deans in connection with annual quality reporting.

**Documentation and information**

- **Quality areas, indicators and target figures**: Presentation of the quality areas on which systematic quality work is based. The indicators define what is measured and the target figures with zones specify the level of the delivered results.
- **Reports and action plans**: Quality reports are available from study programme, school and institutional level. Action plans are also published as part of the University College’s annual quality report.
- **News items**: News items relevant to systematic quality work are continuously presented.

### 6.2 Quality areas, indicators and target figures

The quality assurance system at Kristiania University College is based on eight quality areas, with associated quality indicators as described in Chapter 4. These form the basis for what is measured and assessed and provide guidance as to the necessary information basis for conducting proper assessments and analyses.

**Determination of target figures and zones**

In order to ensure a consistent assessment of the different indicators, target figures and guidelines for the follow up of non-conformities have been developed. These have been broken down into a red, yellow and green zone on the basis of the established target figures. This indicates how modules, study programmes and the University College overall deliver on the quantitative indicators based on the established targets. The qualitative indicators are assessed based on the same scale and are broken down into green, yellow and red zones, but without defined target figures. The same guidelines are used for assessment and follow-up as for quantitative indicators. The person conducting the reporting will determine, based on an overall assessment, which zone to place the qualitative indicators in.
6.3 Dashboard

Several different dashboards have been developed, based on the University College’s defined quality areas. The dashboards are important tools in quality work, ensuring that all employees have access to the large amounts of data necessary for use as a knowledge base in quality work at all levels of the organisation in a simple and user-friendly manner. In this respect, the dashboards underpin the principle of openness and transparency in quality work. The insight provided by the data basis is important for formal and informal quality work alike. The dashboards play a key part in systematic quality work as a basis for reporting work, projects and case studies. The dashboards also contribute to positive discussions in more informal structures, thereby resulting in a proactive attitude to quality work. This self-initiated dialogue between employees concerning key areas of quality work is important for the work on creating a strong quality culture.

The dashboards comprise applicant and student data, employee data, research data and data from various surveys and assessments. In addition, dashboards presenting relevant data bases for various projects and analysis reports are regularly created.
6.4 Reporting module

Reporting at study programme and school level is performed using digital reporting forms. This makes it easy for users to perform reporting. Reports are easily available to all employees, which makes a crucial contribution towards the required openness and transparency in quality work. The module also ensures that reporting is less vulnerable if new people enter any of the roles responsible for carrying out reporting. They will have good insight into previous reports and assessments made through both dashboards and the reporting module.

6.5 Action plans

Action plans are important tools in improvement work. Various assessments and analyses in the annual reporting cycle are used as the basis for proposed measures. These are approved when the quality report and action plans are discussed by the University College management and Board. Measures and priorities that are approved are then fed back to the faculties and departments with the expectation that they will be implemented. The measures are included in the budget for the following year. Action plans contribute to ensuring the planning and continuity of follow-up work. Action plans are regular agenda items at management meetings at schools, so that progress and
decisions linked to follow-up work are recorded in minutes.

6.6 Process specifications and annual cycles

Process specifications
Process specifications are important aspects of the University College’s quality assurance system. The use of annual cycles is also an important tool for ensuring proper planning and implementation of key activities defined in the processes.

Work on the development and maintenance of process specifications and annual cycles is a continuous process in which everything from e.g. minor checklists to extensive process specifications must change in line with the changes that take place in the organisation. It is crucial that this is a living system and a key aspect of this work is strong anchoring among management and employees’ perceived usefulness of the system.

Process specifications define how critical processes will be implemented. They clarify roles and responsibilities and show the workflow within a given process. These processes form the basis for how quality work is conducted within given quality areas at the University College.

The processes are described using flowcharts and procedure specifications. Relevant documentation may also be linked to the procedure specifications so that users have access to the documentation required to carry out the activities in the correct manner.
Annual cycles

Annual cycles are created using the Plandisc tool and are shown in the quality portal, Intranet and on various team pages. The annual cycle comprises different annual circles for key areas of the quality system. There are, for example, separate annual circles for assessment, quality assurance, LOKUT meetings, etc. Annual cycles can be created at all levels of the organisation. By combing the annual circles into different units or groups, you can create a master annual cycle. As an example, the units within the administration of study programmes can manage their own annual circles while also easily creating an annual cycle for the entire administration of study programmes by combining all annual circles.

6.7 Strategic scoreboard

The strategic scoreboard shows defined measurement indicators broken down by the focus areas set out in the University College’s strategic plan. Strategic result indicators are combined with quality indicators, thereby contributing to linking the University College’s systematic quality work to work within strategic focus areas and business projects. The scoreboard serves as a useful management tool and is used by management at various levels to monitor the established strategy and quality objectives.

6.8 The Lean Canvas innovation tool

The innovation phase is a crucial element in the development of a new study programme. The Lean Canvas tool is used in the assessment of the potential of ideas for the purpose of summarising the business model of a study programme on one page. The first draft will be completed based on
hypotheses about the study programme and these assumptions are subsequently tried and tested. The problems and requirements that will be resolved for defined target groups and the proposed value of the study programme will be described in the model. The proposed value says something about why the study programme stands out and why the study programme is worthy of the attention of prospective students. Furthermore, the actual study programme concept is defined, including which channels will be used to reach prospective students, revenue streams, cost streams and KPIs that will provide an indication as to how the study programme performs and finally, the competitive advantage of the study programme. Based on the Lean Canvas for the study programme and the trial of the modelled hypotheses, you can get an indication as to whether the study programme has any market potential.

6.9 Speak Up

“Speak Up” is a system for feedback from individual students and supplements the formalised feedback from each year group via the elected student representative. The system can be used to report on any unacceptable situations and incidents, as well as also enabling students to provide positive feedback in areas where they want to give praise. Students can choose whether to remain anonymous and the system is easily accessible through the student learning portal and the University College website. The Student Welfare department is responsible for the system and follows up on or escalates any enquiries. Different categories have been created in relation to the learning environment, as well as a category for reporting serious incidents. The tool itself also includes a detailed description of the procedures and guidelines for both feedback and reporting.
7.0 Systematic quality work at the University College

Quality work at the University College is organised around modules, study programmes and the study programme portfolio.

Systematic quality work is divided into different quality areas, each of which has its own quality indicators and target figures. A complex data basis from relevant sources forms the basis for the assessments that are made.

7.1 Quality work at module level

Kristiania University College will offer modules with updated and relevant learning outcomes, learning activities that contribute to students achieving the defined learning outcomes and with a good correlation between learning outcomes, learning activities and forms of assessment.

7.1.1 Approval of module descriptions

**Responsibilities:** The Module Coordinator prepares – The Study programme Coordinator approves – The Education Committee Approves.

**When:** 15 February for the autumn semester and 15 September for the spring semester.

**Frequency:** Periodic. Based on established criteria.

**Form:** The Module Coordinator is responsible for the applicable module description and for the planning, implementation and assessment of the module in accordance with the items contained in the module description. Periodic approval of module descriptions is conducted by the Education Committee.

The criteria for when a module description must be approved are as follows:

- New module.
- Significant changes.
- Three years since the last approval (in the same cycle as the Study programme Council).
The Module Coordinator or Study programme Coordinator may initiate the approval process independently as needed.

The Study programme Coordinator submits a form detailing the modules for which changes are requested for the following semester, with a description and justification of the change two weeks prior to the submission deadline. The Module Coordinator develops or updates the module descriptions in EpN and the Study programme Coordinator approves.

**Content:** The purpose of the approval of module descriptions is to ensure correct use of the qualification framework in the description of the module learning outcomes and the correlation between the learning outcomes and the teaching and learning methods of the module, as well as the forms of assessments and the formal framework of the module, such as the number of credits, taught lessons, etc.

**Documentation:** Module descriptions are archived in FS and edited using the online module planning application EpN. The Education Committee retrieves module descriptions from EpN for approval and the approved versions are published to the University College website directly from FS. A detailed process specification can be found in the University College’s quality portal: [Quality assurance of module descriptions](login required)

### 7.1.2 Students’ module assessments

**Responsibilities:** Module Coordinator

**When:** Ongoing and at the end of the module.

**Frequency:** Ongoing assessments are conducted each time the module is implemented. Final assessments are conducted periodically.

**Form:** The ongoing assessment form will be adapted to the nature of the module and the needs of the Module Coordinator. This could include the use of oral feedback, reference groups or questionnaires. The final assessment is conducted as a digital survey and is scheduled in order to ensure the best possible response rate. The Module Coordinator is responsible for ensuring that assessments are conducted.

**Content:** The ongoing assessment will be a brief spot check to improve understanding and to be able to adjust further work. The assessment can be adapted and can, for example, measure indicators such as comprehensibility, relevance, coherence, variation and participation. The purpose of the final assessment is to survey students’ self-assessments, academic and educational quality and relevance, as well as providing a comprehensive assessment of the lecturer and the module as a whole.

**Documentation:** Regardless of the form of the ongoing assessment, the results must be documented by way of a brief note. Final assessments are stored in Netigate. The score is published in a
7.1.3 The Module Coordinator's self-assessment

**Responsibilities:** Module Coordinator.

**When:** After completion of the module.

**Frequency:** Each time the module is implemented.

**Form:** The Module Coordinator will receive an e-mail from the analyst containing a link to the survey. The necessary information and guidance can be found in the e-mail. Feedback from students in the form of ongoing assessments and the final assessment, if conducted, will form the basis for the assessments. The Module Coordinator must score each item and note their assessments and comments for each item. The self-assessment must be completed within 3-4 weeks of receiving the survey via e-mail.

**Content:** The Module Coordinator must assess the extent to which the implementation worked with regard to the teaching and learning methods of the module, as well as the forms of assessment, curriculum relevance and students’ opportunities for active participation and students’ own efforts.

**Documentation:** The Module Coordinator’s assessments are stored in Netigate. The Head of Faculty, Study programme Coordinator and Module Coordinator will have access to the assessments. The score is published in a dashboard (Power BI format) available to all employees through office365.com. Here, it is possible to narrow down from institutional to module level. A detailed process specification can be found in the University College’s quality portal: Process for the Module Coordinator’s self-assessment. (login required)

7.2 Quality work at study programme level

Kristiania University College will offer study programmes with updated and relevant learning outcomes and modules that contribute to students achieving the defined learning outcomes of the study programme. Study programmes must be based on research and development work, as well as relevant experience from industry and society and must maintain both national and international perspectives. Study programmes must have proper framework conditions and good infrastructure. Students must be met with a positive and holistic learning environment that safeguards physical, psychosocial, organisational, digital and educational aspects alike. The learning environment must contribute to promoting learning and student involvement and must encourage students to complete within the standardised period of time.

7.2.1 Development of new study programmes

**Responsibilities:** The Pro-Rector of Education, Head of Faculty, LOKUT, the Education Committee, University College Management (UCM) and the Board have responsibilities in various phases.
**When:** The innovation and development process spans multiple phases and follows a set timeline.

**Frequency:** Annual development work in line with the University College strategy and portfolio management.

**Form:** Ideas are refined and investigated through an innovation phase, before the UCM sets out a mandate for a working group to develop the study programme in question. The further process is divided into one simplified and one extended accreditation process. Academic quality assurance will be performed internally if the applying faculty has one or more master’s degree study programmes or has achieved approval for three or more study programmes in the last three years. However, if the faculty does not satisfy at least one of the aforementioned requirements, an extended accreditation process will be conducted with external academic quality assurance. An extended process must also be conducted in the event that study programmes outside of the core expertise of the academic community are developed. In a simplified process, a study programme description, module descriptions and an overview of the academic community linked to the study programme must be prepared.

In an extended process, the working group will also prepare the application and associated documentation. LOKUT will assess whether the application satisfies the requirements and will forward the application to an external expert committee for an academic assessment once the application has been approved. The external expert committee will prepare a report and this will form the basis for LOKUT’s recommendations to the Education Committee. The Education Committee will approve the study programme and the University College management will make a decision regarding start-up. The study programme will be accredited by the Board on the basis of the recommendations from the Education Committee.

**Content:** The application and associated documentation must meet all regulatory requirements and describe and justify the choices that have been made during development of the study programme. Overall, the documentation must provide thorough insight into and act as the basis for assessments of the study programme internally (faculty, Education Committee and University College management) and externally (external expert committee and industry representatives).

**Documentation:** Development work must be anchored with the University College management and meeting minutes, including resolutions and mandates, must be presented for further work and the involvement of LOKUT. The application must meet all regulatory requirements. In addition, the study programme plan, module descriptions, student exchange agreements, internationalisation agreements, CVs for anyone involved in the academic environment, documentation of national and international networks and the research activities of the academic community must also be enclosed. A separate report from the external expert committee and a recommendation from LOKUT prepared on the basis of the aforementioned report will also be included. Decisions concerning approval and start-up will be discussed and recorded in minutes by the Education Committee and University College management respectively. The detailed process specification can be found in the University College’s quality portal Process for the development and self-accreditation of study programmes and Process for the
development of and applications for study programmes at master’s degree level. (login required)

7.2.2 Quality assurance of study programme descriptions

**Responsibilities:** The Study programme Coordinator and Education Committee have responsibilities in different phases.

**When:** The Study programme Coordinator must submit study programme descriptions annually on 1 September for the upcoming year group.

**Frequency:** Study programme descriptions are approved once per year so that each student year group is guaranteed a quality-assured study programme description.

**Form:** In this context, quality assurance refers to the Study programme Coordinator reading through and updating the study programme description prior to publication. It is also possible to make minor changes during these processes. Updated study programme descriptions will be discussed and approved by the Education Committee.

**Content:** Each year, the Study programme Coordinator will submit an updated study programme description for the following year’s cohort. In the event of requested changes other than general updates such as year and, if applicable, a new template, terms or similar, a change document must be enclosed (description and justification of changes). In the event of significant changes requested outside of periodic revisions, an application must be submitted to the Education Committee. Significant changes are then quality-assured in accordance with the established process for periodic revision of study programmes.

**Documentation:** Study programme descriptions are submitted by the Study programme Coordinator. The Education Committee secretariat is responsible for archiving and publishing. Resolutions on
approvals are recorded in minutes. A detailed process specification can be found in the University College’s quality portal: Process for quality assurance of study programme descriptions (login required).

7.2.3 Discontinuation of study programmes

Responsibilities: Pro-Rector of Education

When: The deadlines are adjusted to the innovation and development processes.

Frequency: Annual review in line with the University College strategy and portfolio management.

Form: There could be several reasons for investigating the discontinuation of a study programme. The Pro-Rector of Education will present these reasons to the academic management team, which will prepare an assessment that is submitted to the University College Management. The decision-making basis will, among other things, address quality, strategic importance and finances. The University College management will prepare a recommendation that is submitted to the Board for discussion and resolution. The resolution will be followed up by the Pro-Rector of Education in the academic line and the University College Director in the administrative line.

Content: Reasons for discontinuation may originate from academic study programme assessments, the academic environment/resources, study programme administration factors, market factors or profitability analyses. Depending on the reasons, investigation work may be initiated to provide the necessary basic documentation.

Documentation: Together with the recommendation, the necessary basic documentation will form part of the case documentation. Assessments and resolutions are recorded in minutes. A detailed process specification can be found in the University College’s quality portal: Process for discontinuation of study programmes (login required).

7.2.4 The Study Barometer, SHoT and internal student surveys

Responsibilities: Department for Educational Quality in collaboration with student representatives and the department for Student Welfare

When: Internal student survey (first year of study) in October, Study Barometer (second and fifth year of study) in October and internal student survey (final year of study) in May, candidate survey six months after graduation and student health and satisfaction survey (SHoT).

Frequency: Conducted annually, with subsequent analyses and presentations in the organisation.

Form: Both the Study Barometer and the internal student surveys are planned and implemented by an analyst in collaboration with the academic management team. The Dean, Heads of Faculty and Study programme Coordinators are involved in the implementation itself. In order to ensure the highest possible response rate, the study programme administration contributes, as needed, to the scheduled implementation of the surveys in each study programme.
Content: The Study Barometer consists of seven benchmarks: Learning environment, participation, inspiration, professional relevance, teaching, expectations and organisation. The internal student surveys use a selection of questions from the Study Barometer, as well as customised questions, in which, for first year students, the start of their study programmes is assessed, while more emphasis is placed on the relevance of the education for future work or study programmes for third year students.

Documentation: Results are stored in the Netigate survey tool. The score is published in a dashboard (Power BI format) available to all employees via office365.com. Here, it is possible to narrow down from institutional to study programme level. Detailed process specifications and prepared analysis reports and presentations can be found in the University College’s quality portal: Process for the Study Barometer, Process for start-up survey (first year) and Process for completion survey (third year) (login required).

7.2.5 Student assessment of exchange visits
Responsibilities: International Office

When: Midway through the students’ exchange semester.

Frequency: A brief semester status is requested from 1-2 students from each partner university.

Form: The students prepare a note of approximately one page describing their experience of the exchange visit. They are asked to consider some key points but are otherwise free to highlight whatever they deem relevant. The assessment is submitted to their contact person at the International Office.

Content: Students will write a little about the university, their subject, the teaching and any other matters that the students believe that the University College should know about. The same students will be asked to participate in information meetings for new year group, at which they will share information about student exchanges.

Documentation: Key feedback is anonymised and collated in a document that is shared with academic management. A detailed process specification can be found in the University College’s quality portal: Process for student assessment of student exchange visits (login required).

7.2.6 Annual reporting from the Study programme Coordinator
Responsibilities: The Head of Quality and analyst will facilitate reporting. The reporting will be carried out by the Study programme Coordinator.

When: A 3-week reporting period in March.

Frequency: Conducted annually.

Form: The Head of Quality and analyst plan the implementation and prepare the quantitative and qualitative data basis. At the beginning of the reporting period, the Head of Quality will conduct a
workshop, in which Heads of Faculty and Study programme Coordinators participate. The purpose of the workshop is to ensure that anyone who performs reporting has the necessary knowledge of the reporting process, as well as knowledge of the data basis. The workshop will also contribute to positive discussions concerning quality work and attainment of objectives across study programmes. Reporting takes place using a separate reporting module that is available through the University College’s quality portal.

Content: At study programme level, reporting is conducted on the indicators for the quality areas of intake quality, result quality, study programme quality, teaching quality and relevance quality. The indicators consist of national governance parameters, regulatory requirements and self-defined measurement points for quality work. The quantitative indicators have target figures and zones. The qualitative indicators do not have target figures, but the Study programme Coordinator must, based on assessments and reports, assess the indicators and place them into zones based on their self-assessment.

Documentation: The reports are stored directly in the quality portal and are available to all employees in the organisation. Employees also have access to the dashboards (Power BI) and can see how any non-conformities identified in this part of the data basis have been assessed and managed at study programme level. Heads of Faculty use the documentation as part of the basic documentation for faculty reporting. A detailed process specification can be found in the University College’s quality portal.

7.2.7 Industry Councils

Responsibilities: Study programme Coordinator

When: The Industry Council is convened during the autumn semester. This takes place before the Study programme Council is convened.

Frequency: Every year.

Form: The Industry Council is convened annually but, every three or four years, in the same cycle as periodic assessments, the Industry Council will review the study programme plan (study programme and module descriptions), with a focus on learning outcomes, working, teaching and learning methods, as well as forms of assessment, in order to assess the industry relevance of the study programme. During the other years, the focus may be on e.g. trends in relevant industries or other academic or change-related subjects. Meetings can then be convened as seminars or workshops if appropriate. The Study programme Council is responsible for implementation and minutes.

Content: The purpose of the Industry Council is to create an arena in which those responsible for study programmes and industry can meet as a formalised part of the quality work. Additionally, there will be extensive contact with industry as part of the study programmes, as well as informally via the relationships academic staff have with industry. The mandate of the Industry Council provides great freedom to arrange annual meetings as desired but the council is required to conduct an overall assessment of the industry relevance of study programme every three years. A separate mandate has been created for the Industry Council and this is available via the University College’s quality portal as
part of the process specifications under “Study programmes”.

**Documentation:** Meeting minutes summarising input and assessments are recorded. Documentation forms the basis for the annual reporting at study programme level. In connection with periodic assessments, the Industry Council will either write a report that helps form the knowledge base for the Study programme Council in the assessment of the study programme or the Industry Council will participate in the meeting with the Study programme Council. A detailed process specification can be found in the University College’s quality portal.

### 7.2.8 Study programme Council

**Responsibilities:** The Study programme Coordinator in consultation with the Faculty Adviser.

**When:** Study programme Councils are convened during the autumn semester. After the Industry Council has been convened.

**Frequency:** Every four years.

**Form:** The Study programme Council provides an external academic assessment of the study programme. It is desirable for the Study programme Coordinator to look to internationally recognised academic communities and use these as the basis for an assessment of how the study programme can be further developed. The Study programme Council is convened by recruiting two external experts to write a report in which the established criteria are assessed, but workshops or study visits to internationally recognised academic environments can also be conducted. Experience shows that workshops and study visits work best in the work on further developing and positioning a study programme in an international context, while standardised reports with established assessment criteria work best for the quality assurance of internal and external requirements.

**Content:** The Study programme Council must conduct a thorough assessment of the requirements for a study programme, as set out in the Norwegian regulations concerning supervision of educational quality in higher education. As part of these assessments, the development potential must be assessed, both with regard to the study programme design and industry relevance, in order to achieve a comprehensive assessment of the qualities of the study programme from a professional standpoint. A separate mandate has been created for the Study programme Council and this is available via the University College’s quality portal as part of the process specifications under “Study programmes”.

**Documentation:** A report or meeting minutes must be prepared and must provide a thorough description and justification for the recommendations from the Study programme Council. Documentation will be used as part of the basis for the periodic study programme assessment. A detailed process specification can be found in the University College’s quality portal.

### 7.2.9 Periodic study programme assessment
Responsibilities: The Department of Educational Quality and the Department of Strategy, Analysis and Project Management will facilitate reporting. The Study programme Coordinator will conduct the periodic assessment. The Faculty Adviser and/or Administrative Manager will contribute as a coordinator.

When: The Study programme Coordinator will submit their report as part of the annual reporting period that spans three weeks in March.

Frequency: Every four years.

Form: The purpose of periodic study programme assessments is to ensure regular re-accreditation of all study programmes, assess the need for changes and, if applicable, implement such changes. Prior to the periodic study programme assessments, the Industry Council and the Study programme Council must have been convened to supplement the basic annual documentation. Periodic study programme assessments are conducted as part of the annual reporting by the Study programme Coordinator completing a separate additional form with items linked to re-accreditation of the study programme.

The additional form describes and justifies the need for changes/adjustments to the study programme and provides an overall recommendation for re-accreditation. Prior to reporting, each item linked to re-accreditation must be discussed and assessed by the Study programme Council for the study programme. The Study programme Coordinator is responsible for the implementation and must ensure that participants in the Study programme Council receive the necessary basic documentation in advance. The Study programme Council will convene a meeting at which discussions, input and assessments are recorded in minutes. The Study programme Coordinator will use these minutes as a basis for their report and recommendation. The Education Committee will review the report and basic documentation and will provide feedback on “should” and “shall” items. In the event of e.g. significant changes to the study programme, this will be followed up on by the Education Committee in accordance with established processes for the revision of study programmes.

Content: An external academic assessment is conducted every four years through a Study programme Council. The Industry Council will also review the study programme plan (study programme and module descriptions), with a focus on learning outcomes, working, teaching and learning methods, as well as forms of assessment, in order to assess the industry relevance of the study programme. This provides additional basic documentation that will be key to periodic study programme assessments. Student data, employee data and internal and external reports are also used as the basis for re-accreditation. The requirements for the study programme as set down in the Norwegian regulations concerning supervision of educational quality in higher education, the Norwegian regulations concerning quality assurance and quality development in higher education, as well as internal requirements determined by Kristiania University College, form the basis for re-accreditation.

Documentation: Basic documentation is gathered in a separate folder that must be available to all involved parties. The assessment of the requirements and the concluding/summarised recommendation from the Study programme Coordinator must be reported in the same format as
the annual reporting and will therefore be available in the quality portal. A detailed process specification can be found in the University College’s quality portal.

7.3 Quality work at study programme portfolio level (school level)
Kristiania University College will offer a high-quality study programme portfolio in the various scientific fields. The correlation between education and research and between teaching and research will be emphasised. The social responsibility of the University College is to offer study programmes and modules at different academic levels, adapted for people with different qualifications, abilities and potential. The University College will educate candidates that will bring expertise to both the public and private sectors of society. The University College will contribute research-based knowledge, expertise and practice-oriented learning that will form the basis for innovation and value creation.

7.3.1 Quality reports from schools

Responsibilities: Dean

When: A 3-week reporting period in April.

Frequency: Annual

Form: The Head of Quality and analyst plan the implementation and prepare the quantitative and qualitative data basis. The Heads of Faculty are invited to participate in a workshop together with the Study programme Coordinators. The Heads of Faculty’s reporting work is initiated when the Study programme Coordinators complete their reporting, as these reports form the basis for the reports prepared by the Heads of Faculty. Reporting takes place using a separate reporting module in the quality portal. The Heads of Faculty will have access to the assessments of each indicator from the Study programme Coordinators at their faculty directly through the reporting form. Other documentation bases such as student data in dashboards, student surveys, employee data, research data and internal and external reports are also used as the basis for the reporting.

Content: Heads of Faculty report on all eight quality areas and follow the same principles as at study programme level with regard to the use of target figures and zones. The indicators consist of national governance parameters, regulatory requirements and self-defined measurement points for quality work.

Documentation: The reports are stored directly in the quality portal and are available to all employees in the organisation. The reports from the Study programme Coordinators can be found in the quality portal, as well as several dashboards containing relevant basic documentation. This openness and transparency allows employees to view the assessments conducted at different levels, while also comparing the assessments against the documentation that forms the basis for the assessments. A detailed process specification can be found in the University College’s quality assurance tool, Compilo.

7.3.2 Action plans for schools, online study programmes and study programme administration
**Responsibilities:** Deans, Heads of Faculty, Head of Department of Online Study programmes and the Head of Study programmes

**When:** Conducted in April/May.

**Frequency:** Annually as part of reporting work.

**Form:** The University College’s quality report and action plan are closely linked but are defined as two main elements in the quality assurance system in order to emphasise the role of follow-up and improvement work in the system. Analyses and assessments that appear in the quality report will form the basis for the measures in the action plan. Action plans for departments and faculties are therefore included as a summary at the end of the quality report.

**Content:** Action plans will ensure concise and targeted work on adopted measures and improvement items. The nature of the measures will vary. Some may be minor improvements that can be implemented within a short deadline. Other measures may be more challenging and may require a lengthy process or the establishment of a separate project. Regardless of the nature of the measures, the action plan, together with the quality report, will be a key governing tool and will contribute to ensuring the desired progress, as well as thorough anchoring among management and the organisation at large.

**Documentation:** Action plans are published together with the annual quality report but are independent and dynamic documents that are actively used in improvement and follow-up work. A detailed process specification can be found in the University College’s quality portal.

### 7.3.3 Periodic assessment of the study programme portfolio

**Responsibilities:** Dean and Head of Faculty

**When:** Conducted in April/May.

**Frequency:** Every four years.

**Form:** As part of the periodic study programme assessment, the Dean will review the assessment and will add a brief assessment of the role the study programme plays in the overall study programme portfolio. The University College management subsequently reviews the results of the periodic assessments for the study programmes that have been assessed in the same cycle and will provide its feedback so that the Dean/Head of Faculty can include the assessments in further follow-up work at their school/faculty. This assessment is aimed in particular at the challenges associated with each study programme, as well as systematic challenges across study programmes and any resulting need for changes.

**Content:** The report and recommendation from the Study programme Coordinator play a key role in the assessment work. The reports from both the Study programme Council and the Industry Council are also essential. The underlying documentation must incorporate feedback from industry and society, students and external professionals.
**Documentation:** Discussion, input and resolutions must be documented in the form of meeting minutes. Meeting minutes are included in the basic documentation used by the Education Committee in its management of the periodic study programme assessments. A detailed process specification can be found in the University College’s quality assurance tool, Compilo.

### 7.3.4 Meetings at school and faculty level

**Management**

Participants: Deans, administrative managers, heads of faculty, study programme coordinators, faculty advisers and any other invited parties

Frequency: Varies slightly between schools and faculties. From weekly lunch/coordination meetings to heads of faculty meetings every two weeks.

Agenda: Varies slightly between schools and faculties. Focus on research and education, subject meetings, status updates.

Documentation: Meeting minutes are recorded.

**Academic days/seminars**

Participants: Deans, heads of faculty, study programme coordinators and module coordinators

Frequency: Varies between faculties. Once or twice per semester.

Agenda: Varies slightly between faculties. Focus on management work and subjects relating to the academic fields.

Documentation: Presentations are archived.

### 7.4 Quality work at institutional level

#### 7.4.1 The University College’s quality report

**Responsibilities:** Head of Quality in collaboration with the rectorate

**When:** April/May

**Frequency:** Annual

**Form:** The Head of Quality coordinates the work on the University College’s quality report. The rectorate is a key contributor and will use the quality reports from the heads of faculty as a basis for its assessments. A draft quality report will be discussed by the University College management, which will provide its feedback. Any adjustments must be made before the quality report and associated action plans are submitted to the Board for approval.

**Content:** The report must include thorough analyses and assessments within each quality area, with specific action items for follow-up. The status of campus-based, online and hybrid study programmes
must be presented in the conducted assessments. The quality report and associated assessments and action items will constitute key documents in further quality work at both faculty and institutional level. Follow-up work must be clearly anchored among management and will involve both employees and students.

**Documentation:** The quality report will be made available through the quality portal and the University College website. A detailed process specification can be found in the University College’s quality portal: [Annual reporting process - Quality](#) (login required)

### 7.4.2 Meeting forum at institutional level

**University College Management**

Participants: CEO, rectorate, deans, university college director, director of strategy, divisional director Bergen and the rector of Kristiania Vocational College.

Frequency: Meetings are convened every other week, as well as the week prior to any Board meetings.

Agenda: Matters relating to the operations and development of the University College are discussed and resolutions are made.

Documentation: Meeting minutes are recorded.

**Rectorate**

Participants: Rector, Pro-Rector of Education, Pro-Rector of Research and Artistic Development and Pro-Rector of Industry and Innovation.

Frequency: Weekly meetings

Agenda: Matters relating to areas of responsibility and activities within the academic reporting line. Prepare assessments and input on matters that are discussed and resolutions made by the University College management.

Documentation: Meeting minutes are recorded.

**Administrative management team:**

Participants: University College Director, CFO, Director of Marketing and Communications, Director of HR, Study programme Director, Director of Property and Procurement and Director of IT and Digitalisation.

Frequency: Weekly meetings

Agenda: Matters relating to areas of responsibility and activities within the administrative reporting line. Prepare assessments and input on matters that are discussed and resolutions made by the
University College management.

Documentation: Meeting minutes are recorded.

An extended meeting of the administrative management team is convened once per month. Administrative managers from all schools, the administrative manager from Campus Bergen and the Director of Industry and Innovation also participate in the extended meeting.

**Management Forum**

Participants: The composition differs depending on the purpose of the Management Forum.

Frequency: Determined on an annual basis.

Agenda: The Management Forum is a joint meeting venue for University College management and middle managers. Managers with and without personnel responsibilities meet here. The purpose of these meetings is to share knowledge, provide information and inspiration, as well as to discuss and reflect together on matters that fall under management and areas of responsibilities. The Forum will act as a support tool for good management across different levels, which is essential in the work to attain objectives and good results.

Documentation: Presentations are archived.

**Dialogue meetings between management and the student union**

Participants: The CEO, rectorate and student union leadership.

Frequency: Monthly dialogue meetings.

Agenda: Monthly dialogue meetings will be convened between the senior management of Kristiania University College and the student union leadership. The purpose of these dialogue meetings is to ensure that the student perspective is adequately upheld in matters that are of great significance to students. In this regard, dialogue meetings supplement student representation on councils and committees. Follow-up on the content of the University College’s annual quality report will be a key item on the meeting agenda. Information and dialogue concerning the work on the follow-up items in the action plans will be particularly important here.

Weekly status meetings are also convened between a management representative, the Department of Student Welfare and the Chair and Vice-chair of the Student Union.

Documentation: Meeting minutes are recorded.

**Start of semester meeting**

Participants: All employees
Frequency: At the start of each semester.

Agenda: Preparation for the upcoming semester and key matters relating to teaching and research. Academic boosters, preferably from external academics invited to the meeting.

Documentation: Recordings of presentations

**7.5 Quality work linked to administrative services**

Quality work in the administrative reporting line is important to several of the defined quality areas at the University College, from the overall framework to study programme-oriented quality work.

Annual reports are prepared from the following administrative units each year:

- Admission
- Examinations
- Resource Planning
- Service Centre
- Department of Student Welfare
  - Student Reception
  - Study programme Progression
  - Bachelor’s dissertation and optional modules
  - Elected student committee and year group reports
  - The Kristiania Toolbox – for a better student life
  - Adaptation for students with special needs
  - Social Adviser – guidance and coaching
- Library: Learning and Resource Centre (academic reporting line)
- International Office (academic reporting line)
- Careers Centre (academic reporting line)

The annual reports are essential in systematic quality work. The reports are submitted during February and March as part of the overall quality reporting. The reports are followed up at different management levels in the administrative reporting line and action plans with specific measures and improvement items are prepared. Reporting must be viewed in the context of reporting and follow-up work in the academic reporting line, thereby ensuring a key link between administration and academia, so that there is a good, comprehensive assessment linked to study programme-oriented quality work from a student perspective.

Additionally, each unit has established processes and procedure specifications that define roles, responsibilities and interfaces for the work tasks associated with their areas of responsibility. The processes are owned by the units, in which selected process owners are responsible for ensuring regular updates and revisions to their processes.
7.6 Students’ role in quality work

Students play a key role in the work to create and further develop quality within several of the quality areas. To ensure a high-quality range of study programmes, the management, administrative and academic staff depend on continuous feedback from students. The feedback must concern the content of the study programme and the way in which teaching takes place, as well as the physical and social frameworks around the study programme. Feedback from students is ensured through both formative and summative student assessments. It is important to involve students both in regular updates to student surveys and also by way of contributing their views on both form and content. Students must also receive proper feedback and summaries from the surveys that are conducted. This is important to ensure that we conduct proper and targeted student surveys but also to foster involvement among students, which has a positive effect on both the response rate and the use of the results.

Strong student involvement is also important to ensure that students have a clear voice in the work on development and quality assurance at faculty and institutional level. This is ensured through proper student representation, an active student organisation, elected committees at faculties (EC), the aforementioned student assessments and “Speak Up” - a feedback feature available to every student.

The reporting structure generates and makes available a lot of basic data that is also of interest to students. Relevant information from the analysis cube is available to students through a separate student portal. Additionally, selected basic data will be reviewed by the study programme coordinator, administrative study programme coordinator and elected student representatives as part of the reporting work. Students also have access to the quality portal and the defined processes and procedures.

Student democracy – a resource for quality work

The vibrant student environment and positive student democracy are an extremely important resource for quality work at Kristiania University College. The Student Union at Kristiania University College is the students’ own association and comprises students from both the University College and the Vocational College. The Student Union consists of eight committees, a finance department, marketing department, control committee and an executive board. The purpose of the student union is to promote students’ interests vis-á-vis the organisation, the public sector, industry and society, as well as to establish interdisciplinary relationships and networks.

The Student Union at Kristiania University College’s mission is to:
- Promote an inclusive and social student environment
- Make students more attractive to industry and business
- Strive to achieve increased involvement in student politics
- Be visible and accessible to members and external parties
8.0 Training and follow-up of employees

The work on training and follow-up of employees is important to ensure proper and systematic quality work over time. Continuity in quality work contributes to a strong culture of quality which, in turn, means that the organisation is adequately equipped to ensure strong educational quality through development, growth and adaptations that are required to meet the strategic ambitions of the University College.

Induction programme
As part of the University College’s established induction programme, the quality system and the tools and systems used are presented, as well as the principles and frameworks for systematic quality work. The University College management is responsible for offering induction programmes and other expertise-building measures for different employee groups. Management at faculty and department level are responsible for ensuring that new employees complete the induction programme and are given the opportunity to develop their expertise.

Training programme for Study programme Coordinators
Study programme Coordinators have the primary responsibility for the planning, implementation, evaluation and development of one or more study programme. The training will ensure good quality in the work on coordination and development of study programmes. The programme consists of the following modules:

Workshops and seminars
Annual workshops are conducted as part of the reporting process to ensure that anyone who performs reporting receives a thorough introduction to reporting, while also having the opportunity to share experiences and reflections. Seminars and dialogue meetings convened by the Department of Strategy and Management Support and the unit for Educational Development are convened at regular intervals with the different faculties. The main focus then is on the use of key tools and systems for quality work, as well as the perceived usefulness in the organisation and what can be done to optimise systems and content. This contributes to the required ownership of systematic quality work and helps create a strong culture of quality.

Annual meetings with process owners
Process owners must ensure that the processes for which they are responsible are up to date at all times, and that they are regularly revised by the department or unit to which they belong. The Head of Quality conducts annual dialogue meetings with all process owners to discuss challenges and usefulness with a view to development, maintenance and use of the processes. In addition, the process owners are followed up on as needed to ensure that they have the necessary knowledge and that the University College has a living system that develops in line with the organisation.