

Educating Leaders

International Benchmarking of the Diploma programme in
Leadership offered by KLEO

2008

**THE DANISH
EVALUATION INSTITUTE**

Educating Leaders

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This publication is only published on:
www.eva.dk

ISBN (www) 978-87-7958-451-8

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Preface

Educating Leaders is an international benchmarking of the Diploma programme in Leadership offered by The Danish Centre of Competences, Leadership, Evaluation and Organisational Development (KLEO). The benchmarking has been conducted between January 2007 and January 2008 by the Danish Evaluation Institute (EVA) in cooperation with an international panel of experts and on the request of KLEO.

The benchmarking provides an analysis of the educational quality of the Diploma programme in Leadership offered by KLEO. The benchmarking report summarises the current strengths and weaknesses of the programme and provides a number of recommendations intended to stimulate continuous quality improvement.

An international expert panel has, based on its collective expert knowledge, established the quality benchmark by approving a list of criteria for good quality leadership education at diploma programme level. The criteria have been used as a basis for an examination of the programme.

The expert panel has experienced the international benchmarking process as an open and professional approach and a source of mutual inspiration for all those involved.

The expert panel and EVA hope that the report will encourage further development in the programme and anticipate that the report will be a useful tool in ensuring that KLEO will continue to provide a leadership programme of high international standard in the future.

Dag Ingvar Jacobsen
Chairman of the international expert panel

Agi Csonka
Executive Director

1 Summary

The purpose of this international benchmarking is to provide an analysis of the quality of the Diploma programme In Leadership offered by The Danish Centre of Competences, Leadership, Evaluation and Organisational Development (KLEO), and to account for its strengths and weaknesses. At the same time, the benchmarking includes a survey of graduates, the purpose of which is to study qualifications, career mobility and the need for further education of graduates from the programme.

Based on its collective knowledge, an expert panel has deduced a quality norm, the benchmark, by determining a set of criteria for good quality in similar European education programmes. These criteria have been the starting point for the international benchmarking.

Overall conclusion

The expert panel finds that KLEO's Diploma programme in Leadership is of overall high quality. In comparison with international programmes, it is an academically sound programme composed of three consistent and coherent compulsory modules and a broad range of relevant optional modules which the students can choose from. The teachers are committed, well qualified and an important resource of the programme. They act as vigorous consultants and have good and open relations with the students.

The management is dedicated, and there is a close relationship between them and the staff. The satisfaction level of the graduates is impressive, and the growing number of students illustrates a notable popularity of the programme and of KLEO as a provider. The linking of consultancy services, education and research – the so-called CER-model – appears to be an important strategy or philosophy of the programme, and it could be utilised to an even greater extent than today.

However, there is also a need to develop the programme and its administration in order to address the weaknesses identified in the benchmarking, match future demands and, thereby, ensure the continuation of a sound programme of high quality.

The growing number of students implies a need to formalise other elements of the programme. Until now, informality has prevailed. There has been an open-door policy where students could seek out any desired information from the administration, management or teaching staff. With a growing student population, however, this valued practice has to be replaced with a more formal allocation of responsibility, better information about where to go in order to get problems solved or questions answered, and a reinforcement of the administrative procedures to prevent mistakes.

Furthermore, coordination is lacking in a number of ways. The relation between compulsory and optional modules is unclear and needs to be strengthened. The same applies to the relation between external and internal teachers, not least because there are relatively many external teachers in the programme securing an important link to both research institutions and the students' employment market. The external teachers have some relation to KLEO in general and to the management in particular, but the relation to the other teachers could be improved. Improvement is also needed with regard to the relation between KLEO and its stakeholders to promote an even stronger integration of the students' employment in the programme.

Moreover, the research dimension of the programme is underdeveloped and needs to be strengthened, and the quality assurance system needs to be developed in order to be circular and complete. The quality assurance system at KLEO is relatively new and not fully implemented, and KLEO needs to improve it in different ways. The collection of feedback from graduates and employers could be more systematic. KLEO could have more formal procedures and routines with regard to what they do with the collected information or data, and KLEO needs to be better at spreading information about results and use of data to students and employers.

Central recommendations of the expert panel

Reinforce a clear profile and make it known

The profile of the programme should be clearly formulated and communicated externally. Especially the four elements of the profile – the CER-link, guidance, eclectic approach and the focus on the public sector – should be made apparent in information leaflets and on the website, and be used in a more proactive marketing of the programme.

The expert panel furthermore acknowledges that a clear profile prioritising the public sector can be difficult, as it might imply a decline in numbers of clients and students. This needs to be considered, particularly because KLEO is dependent on students and other stakeholders' interest in the programme. The expert panel nevertheless assesses that KLEO has more to gain than lose by clearly stating their targeting of the public sector in the profile of the programme.

A clearly formulated profile is a precondition for attracting the right students. It will help potential students in their choice of programme and provider. They will know what they gain by selecting the programme offered by KLEO instead of one of the other providers that offer similar programmes. Furthermore, a clearly formulated profile makes it easier for graduates to promote themselves as graduates of the programme, and potential students have a better chance of making an informed choice as to which programme is best for them.

Strengthen the research dimension

The research dimension in the CER-model should be strengthened. KLEO can achieve this in different ways. Teachers could have the possibility to do research, e.g. KLEO could to a greater extent make use of external teachers as researchers. In this way, the interaction between the programme and the employment market is reinforced, and the research affiliation is kept more up-to-date. Another option is to stimulate students to develop basic research skills by providing methodological training.

A strengthening of the research dimension secures an academically sound Diploma programme of an internationally high standard, where national and international research results are integrated in the programme to the extent that is possible.

Increase the formality of the programme

KLEO should follow its own suggestions of a further formalisation of the study administration and a better information system. A growing number of students at KLEO, inevitably, call for improvement to the management and administration of the programme, including a clearer allocation of responsibilities. Firstly, the role of the Director of Studies needs to be supplemented, i.e. KLEO needs a Programme Manager or similar. Secondly, the current allocation of responsibilities between the Centre Director and the Director of Studies needs to be clarified to prevent overlapping.

Clearly allocated responsibility supports and secures an efficient and adequate management and administration of the programme. This implies that it must be clear to the students where they can seek different types of information. They must know where and to whom they could or should go.

Be realistic about the range of optional modules

KLEO must ensure that the optional modules offered are established. KLEO states that the optional modules are specialisation modules, thus it must guarantee that these are established. The expert panel recognises that it is a general challenge to ensure that the modules offered by a programme are established, but recommends KLEO to formulate and implement a systematic

procedure that deals with this. This procedure could involve a reduction of the number of optional modules offered, the use of group modules or self-managed modules.

Approximately a quarter of the students have experienced that one or more optional modules have not been established. The purpose of this recommendation is to prevent this continuing, and thus to avoid discontented students.

Include all teachers in the development of teaching and learning methods

All teachers – both internal and external – should meet on a regular basis and discuss teaching and learning methods. It is important that the external teachers take part in these discussions, as they are widely employed in the programme as teachers.

Currently, the selection of teaching and learning methods is to a great extent up to the individual teacher. The site visit and the survey of graduates have, shown that a variety of methods are being used by the teachers, and that teachers to some extent consider which methods are the most appropriate in helping students to fulfil the aims and achieve the intended competences of the programme. However, the selection of methods could be enhanced by including all teachers in a discussion of the pros and cons of different teaching and learning methods. There is a high level of awareness among the teachers that could be utilised in such a common discussion.

Increase the integration of external teachers in the programme

KLEO should strengthen the integration of the external teachers in the programme and the relation between external and internal teachers, thus ensuring that external teachers are included in everyday decisions and development processes. For example, all teachers – both internal and external – should meet on a regular basis and discuss teaching and learning methods. It is important that the external teachers take part in these discussions, as they are widely used in the programme as teachers. Furthermore, it will strengthen the working environment and the development processes at KLEO if external teachers, to a greater degree, become an integral part of the programme.

Establish learning contracts

The system for guidance and student support needs to be developed and systematised in a manner that is coherent with the recent and future growth of the student population. A way of doing this is to establish learning contracts with the individual student covering the choice of modules, progression, completion time and the individual student's career ambitions. Furthermore, KLEO could consider providing each student, or small groups of students, with a personal tutor or a contact person. This could be a member of the internal teaching staff.

Reinforce the involvement of the employers

KLEO should develop and elaborate its connection and co-operation with employers and stakeholders, as this is not at a satisfactory level at the moment. There should be a stronger integration of the students' workplaces in the programme, e.g. using persons from the workplace as visiting teachers or committing the workplace to supporting the student during the programme, and allowing the students to use their newly gained competences when they return from the programme. Furthermore, KLEO should consider setting up an advisory board with different stakeholders to ensure that the perspectives of the employers are heard and can be utilised to improve the programme.

Develop a reliable system of quality assurance and ensure systematic feedback to students and employers

The quality assurance system at KLEO is relatively new and not fully implemented, and at this stage KLEO should pay special attention to developing a reliable system of quality assurance. It is important to focus on all three phases in the quality work: 1) data gathering, 2) use of data and 3) dissemination of information about results and use of data. KLEO is good at gathering information from students but they could improve the collection of feedback from graduates and employers. KLEO appears to be very interested in the feedback it can obtain from students, but it needs more formal procedures and routines with regard to what they do with the information or the data. It needs to articulate its quality assurance system. But it is particularly in the last phase that the expert panel assesses that there is room for thorough improvement. KLEO needs to be better at disseminating information about results and use of data to students and employers.

About the recommendations

The recommendations have been outlined by the international expert panel. The expert panel agrees that all focus areas of the benchmarking are important in order to assess the quality of the programme. However, it assesses that it is essential to prioritise efforts towards improvements.

The recommendations summarised above reflect the panel's main priorities in relation to improvement efforts. Thus, the report contains more recommendations than those summarised here. The full recommendations appear throughout the report and in connection with the analyses in the different chapters and, furthermore, are listed in total in appendix A.

2 Introduction

This report presents the results of an international benchmarking of the Diploma programme in Leadership offered by The Danish Centre of Competences, Leadership, Evaluation and Organisational Development (KLEO). The international benchmarking was conducted by The Danish Evaluation Institute (EVA) in cooperation with an international panel of experts within the field of leadership.

2.1 Background and purpose

KLEO has asked EVA to carry out an international benchmarking of its Diploma programme in Leadership, which is offered in collaboration with the Centre for Higher Education, Copenhagen & North Zealand.

The purpose of the international benchmarking is:

- to identify and analyse strengths and weaknesses of the *content* and the *administration* of KLEO's Diploma programme in Leadership and draw up recommendations for improvements to the quality of each;
- to study qualifications, career mobility and the need for further education of graduates from the programme.

The benchmarking provides an international perspective on the content and the administration of the diploma programme by comparing it with a quality norm, a benchmark, established by the expert panel. The quality norm is formulated as a set of criteria for quality in similar European education programmes known for good practice and high quality.

The benchmarking covers the following areas:

- aims and objectives for the programme;
- profile of the programme;
- management and administration of the programme;
- content and structure of the programme;

- teaching and learning methods;
- guidance;
- examination;
- teachers;
- student facilities;
- career mobility and feedback from graduates;
- quality assurance.

2.2 Benchmarking method

Benchmarking is a form of evaluation that involves systematic assessment and comparison on the basis of a quality norm, or benchmark, which can be used as a basis of comparison. Often, it is so-called best practice that is applied as the benchmark. Applying best practice means that programmes are measured in relation to comparable programmes of high quality.

The appointment of an international expert panel ensures an external frame of reference in the benchmarking of the KLEO Diploma programme in Leadership. The expert panel deduces the quality norm, or benchmark, by determining criteria for quality in similar diploma programmes in leadership (or similar) based on the panel's collective knowledge and experience. The criteria fulfil the aim of setting up a framework for defining the components of quality in leadership education (see appendix C for a full list of criteria).

All the criteria are relative in nature. They are open-ended demands that the Diploma programme in Leadership satisfies to a certain extent. Their application is on the basis of *how* the programme lives up to the criteria, rather than determining whether the criteria are fulfilled or not. In other words, the goal is to stimulate continuous quality improvement of the programme.

Summing up, the present benchmarking method does *not* imply a comparative study, where Danish and foreign programmes of leadership are reviewed and assessed simultaneously. The element of comparison is to be found in the reviewing process, with the specific tasks of the expert panel being to:

- formulate the quality criteria for each aspect of the benchmarking;
- assess the documentation provided by the Diploma programme in Leadership;
- assess how the programme lives up to each criterion, based on the knowledge and experience of the panel members;
- draw up conclusions and recommendations.

2.3 Organisation

The members of the expert panel are:

- Associate Professor Dag Ingvar Jacobsen, University of Agder, Norway (Chairman of the panel);
- Professor Robin Middlehurst, Kingston University, UK;
- Dr. Theo P.W.M. van der Krogt, University of Twente, Netherlands;
- Director Per B. Christensen, the Municipality of Naestved, Denmark.

A further presentation of the expert panel is provided in appendix B.

The expert panel is responsible for the professional quality of the benchmarking, while EVA is responsible for the methodological quality and writing of the report.

The project group at EVA comprises:

- Evaluation Officer Christel Sølvehjelm (Project Manager);
- Evaluation Assistant Louise Bunnage.

2.4 Documentation and evidence

Three types of documentation and evidence form the benchmark: the self-evaluation report, the site visit and the survey of graduates.

Self-evaluation

KLEO conducted a self-evaluation, analysing strengths and weaknesses within its Diploma programme in Leadership. The self-evaluation process was designed to fulfil two distinct aims:

- to provide necessary documentation for the work of the expert panel in connection with the site visit and this report;
- to motivate discussions and reflections on internal strengths and weaknesses related to the Diploma programme in Leadership and, thereby, stimulate the process of further quality improvement of the programme.

The self-evaluation was carried out in accordance with a set of guidelines provided by EVA. Questions in the guidelines were formulated on the basis of the criteria, and in such a way that answers would provide the expert panel with information necessary to assess the programme, in addition to the information gathered from the interviews at the site visit.

The self-evaluation report has been produced by a self-evaluation group comprising representatives from the relevant stakeholders, including management, academic staff, students and administrative staff. The information provided in the self-evaluation report was mainly of a qualitative

nature, with some limited quantitative data. Apart from the self-evaluation report, KLEO has provided the expert panel and EVA with some key information in English: a description of KLEO and the curriculum of the programme.

The expert panel and EVA find that KLEO has carried out a very honest, sincere and usefully self-critical self-evaluation report, with good coherence between description and assessment. The report has been a valuable instrument in the process of preparing both the site visit and accomplishing the final assessment of the criteria. Together with the present benchmarking report, the self-evaluation report is considered to be a useful instrument in the process of further developing the quality of the Diploma programme in Leadership at KLEO.

Site-visit

The expert panel and the project group carried out a one-day site visit to KLEO in October 2007. The purpose of the site visit was to provide the expert panel and the project group with an opportunity to discuss the self-evaluation report, both in general terms and regarding some detailed aspects, and also to investigate unclear and less substantiated sections. The site visit also served to validate and illuminate the information provided in the self-evaluation report.

The visit comprised interviews with the self-evaluation group, internal and external teaching staff, administrative staff, an employer and some students. All interviews were conducted in English except for the interviews with students. Here the group of students and the expert panel were divided into two interview groups, with one interview being carried out in English and the other in Danish.

Survey of graduates

Parallel to KLEO's self-evaluation process, EVA conducted a survey among graduates of the Diploma programme. The aim of the survey was to provide knowledge of:

- the competences of the graduates;
- the use of the newly gained competences with regard to career mobility;
- the need for further education.

The survey was based partly on a quantitative questionnaire survey, and partly on a qualitative interview survey. Both parts were carried out in Danish and subsequently translated into English.

The quantitative questionnaire survey was carried out as a combined internet-based survey and a postal survey of all 140 graduates of the 2003 curriculum. Responses from a total of 87 graduates were received, which equates to a response rate of 62%. Compared to similar surveys, the expert panel finds the response rate both high and satisfactory. They consider the survey to be an important piece of evidence in itself.

The qualitative interview survey was carried out as a focus group interview with 8 selected graduates. The aim of the focus group interview was to give the graduates the opportunity to elaborate on the themes in the questionnaire and at the same time to provide an opportunity to open up nuances in the graduates' assessments and experiences of the Diploma programme in Leadership.

The results of the survey are presented in a separate report which can be downloaded from EVA's website.

2.5 The Diploma programme in Leadership

The Diploma programme in Leadership is currently offered by 11 institutions in Denmark. KLEO is one of the largest providers of the programme. The programme is offered on the basis of a joint curriculum that regulates the general structure and content of the programme. The curriculum is agreed as part of a joint cooperation between all the providers, and is approved by The Danish Ministry of Education. Presently, the diploma programme in Leadership is the only diploma programme in Denmark with a joint curriculum.

A part of the joint curriculum of the programme is regulated by the law concerning vocational adult education and further education for adults (the Adult Education System Act no. 488 of 31 May 2000) and the ministerial order for the Diploma degree programme in Leadership, (Ministerial Order no. 120 of 25 February 2003). This legislation prescribes that the education offered is only accessible to adults aged 25 or above with a minimum of 2-years' work experience.

The programme consists of 3 mandatory modules, 2 optional modules; and a final project. In all, the programme provides 60 ECTS points. This corresponds to the degree level of bachelor programmes. The figure below illustrates the structure of the programme:

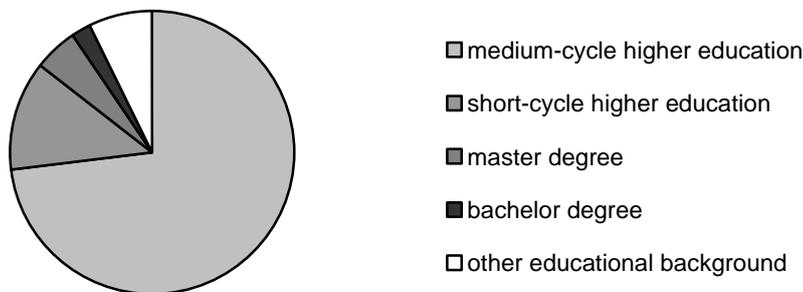
Personal leadership (9 ECTS)	Leadership and human resource management (9 ECTS)	Leadership and organisation theory (9 ECTS)
Optional module (9 ECTS)		Optional module (9 ECTS)
Final project (15 ECTS)		

According to the survey of graduates, the student profile has the following characteristics:

- more women (60%) than men (40%);
- the majority are between 40 and 60 years of age (85%);

- the majority are employed in the public sector and are mainly working at pedagogical institutions (41%) or in the education sector (31%). Only 9% of the graduates are employed in the private sector;
- the majority had some kind of leadership position, with varying responsibilities, when they commenced the Diploma programme (89%).

Regarding educational level, the survey shows that 70% of the graduates have attained a medium-cycle higher education/professional bachelor degree prior to commencing their Diploma in leadership. 12% have a short-cycle higher education, 5% a master degree, 2% a bachelor degree, while the remaining 7% have other educational backgrounds. The distribution is illustrated in the figure below:



According to KLEO, there are about 700 students on the programme. Approximately half of them are students in so-called ‘closed classes’ – as opposed to ‘open classes’. A closed class is a class with students from the same workplace (a municipality for example) or from the same sub sector (e.g. four hospitals) where the employer has made a special agreement with KLEO about the programme (regarding timeframe, the provision of optional modules or other things). A minor proportion of the students are full-time students, while the majority are part-time students.

2.6 Content of the report

Including this introductory chapter 2, the report contains ten chapters.

Chapter 1 provides a summary of the main conclusions derived from the assessment of the programme, and a listing of the most important recommendations. Chapters 3 to 10 contain analyses of each of the focus areas: profile, management and administration; aims and learning outcomes; content and structure; teaching and examination; teachers; guidance and student facilities; career mobility and feedback from graduates; quality assurance.

As mentioned previously, the purpose of the report is not to provide a checklist to measure the extent to which KLEO's Diploma programme in Leadership fulfils each criterion, but is to touch upon the strengths and weaknesses of the programme within each focus area. Therefore, each chapter also contains recommendations for improvement.

In appendix A, an overview of the recommendations is provided.

3 Profile, management and administration

The purpose of this chapter is to touch upon issues of profile, management and administration. Firstly, it will try and answer questions like: Why do students – or employers – choose KLEO as the provider of the programme? How do they see or understand the profile of the programme? What is KLEO’s own understanding of its profile? Secondly, it will deal with the practice and quality of the management and administration of the programme.

3.1 Profile of the programme

A programme must have a clearly formulated profile to attract the right students. It must be clear and evident to potential students what they gain by choosing the programme offered by KLEO, rather than one of the other educational institutions that offer this programme. The programme can profit from showing how it differs from other similar programmes. It must be clearly formulated how ‘leadership’ is perceived, and what this means for the content of the programme and the approach to teaching and learning. Furthermore, a clearly formulated profile makes it easier for the graduates to promote themselves as graduates of the programme, and potential students have a better chance of making an informed choice as to which programme is best for them. A clearly formulated profile is important as a prerequisite for a clear branding of the programme.

Criterion

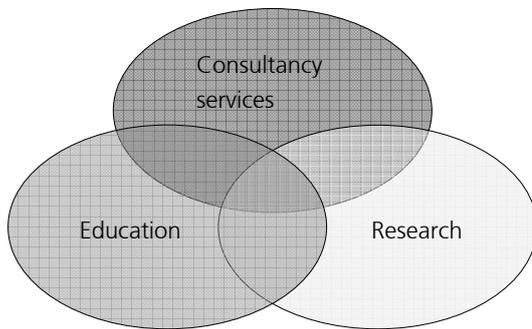
There is a clearly formulated profile of the Diploma programme in Leadership offered by KLEO.

According to KLEO, the profile of its Diploma programme in Leadership consists of four elements:

- 1 the linking of consultancy services, education and research;
- 2 the emphasis placed on guidance;

- 3 the approach to the choice of theory;
- 4 a special familiarity with the public sector.

In its self-evaluation report, KLEO emphasises the linking of consultancy services, education and research – the so-called CER-model illustrated below – as an important aspect of the profile of its Diploma programme in Leadership.



All internal teachers act as consultants in addition to their teaching, and external teachers are either leaders from the public sector or broadly experienced consultants. In this way, all teaching staff are in possession of both theoretical and practical knowledge concerning leadership and the students' areas of practice.

From the interviews at the site visit, there is no doubt that there is a strong connection between consultancy services and education. The internal teachers carry out a lot of consultancy activities besides their teaching, and they apply the experience and knowledge gained to their teaching. KLEO also uses the programme to market its consultancy services to both students and employers. The third element in the CER-model, research, is however a weaker point, or an area for improvement according to both teachers and the self-evaluation group.

The management is aware that research results need to be included in the teaching, i.e. teachers have to be updated and attentive to new research results within the field of leadership. As one of them expresses it, "They need to know what is going on." To promote the achievement of this, KLEO has a formal cooperation agreement with Copenhagen Business School (CBS). KLEO is financing some research projects anchored in CBS, and staff from CBS teach some of the modules at KLEO. There is also a desire among some of the teachers to carry out research themselves. A division of 40-40-20 (20 being research) is mentioned as a good balance for KLEO's activities in the future. In other words, some of the teachers are highly motivated to increase the research

dimension in the CER-model. The expert panel wishes to emphasise this as an important potential, which KLEO could utilise and profit from.

The second characteristic of the profile of the programme is the emphasis KLEO places on guidance. In the self-evaluation report, KLEO points out that it makes great efforts to ensure that guidance and project-writing are parts of the total learning process, and it offers face-to-face guidance in conjunction with all project work. KLEO describe this priority in the following way:

“It is here that students are able to bring their own practice into play and can thereby translate the content of the module into practice. It should be possible to relate all theory to practice, and never be a question of theory purely for the sake of theory. Students should be able to connect it to their practice. Overall, this means that the content of the programme is easier to relate to practice and that the student can translate the knowledge acquired to practical action.”

In this way, KLEO also ensures that one of the requirements in the legislation on adult education is met, namely, that the organisation of the content as well as the teaching methods of the programmes to a large extent has to be based on the life and work experiences of the adults.

At the site visit, the students generally expressed contentment with the guidance provided by KLEO, but it was not mentioned as one of the motivational factors for choosing KLEO as a provider of the programme. Before commencing the programme, they were not aware that guidance was a prioritised element of the programme. Chapter 8 will look further into the guidance activities of KLEO.

The third distinguishing feature of the profile of the programme is the approach to the selection of theory. KLEO designates this as being eclectic. They recognise the contribution of various theoretical approaches to an overall understanding of the concept of leadership. There is no single theoretical approach which is considered to be the most important or more important than other approaches.

The fourth element in the profile of the programme is the special familiarity with the public sector and politically governed organisations. In its self-evaluation report, KLEO explains that it has a great amount of experience with consultancy and educational assignments within the public sector. Furthermore, the majority of the external teachers have a background within the public sector. KLEO continue:

“As such, students from public-sector institutions are offered a place of education which has an extensive theoretical and practical knowledge of the public sector. This means that

teaching staff can relate directly to the problems the students face as they are familiar with their context. Students from organisations governed by political logics can likewise profit from KLEO's familiarity with the public sector."

During the visit at KLEO this focus on the public sector was also emphasised. The management, the teaching staff and the students all assess that KLEO's professional strength lies within the public sector, and this is reflected in the student population. As mentioned earlier, the survey of graduates shows that the vast majority of the graduates come from the public sector. In this connection the graduates have been asked to assess the composition of the student group, and their responses are shown in the table below.

Table 1
How do you assess the composition of the participants of the KLEO Diploma programme regarding the occupational background of the participants? (Q 30)

	Frequency	Percent
There ought to be more participants with the same backgrounds	16	19
There ought to be a greater diversity in the participants' backgrounds/	26	30
The composition of the participants is satisfactory	44	51
Total (N)	86	100

Source: The questionnaire survey of graduates

It appears from table 1 that 51% of the graduates find the composition of the participants' occupational background satisfactory, while 30% would like greater diversity in the participants' backgrounds, and 19% would like more participants with the same backgrounds.

During the focus group interview, there were several reflections on this. On the one hand, the many students from the public sector had an easy time relating to the practical experiences of each other, but, on the other hand, they missed the dynamism that more employees from the private sector probably would have provided. One of the graduates from a private company made it clear how she often got fed up with studying cases from schools and institutions. She suggested the following:

"I think it is a shame that KLEO encloses itself around the public sector. The challenge for KLEO, I think, is to consider what kind of education it wants to provide. As I see it, KLEO will have to move in one of two directions: Either it must concentrate on educating leaders

for the public sector employment market, or it can continue as an institution educating leaders for both the private and public sectors. If, however, it chooses the latter, it will somehow have to increase its intake of students rooted in the private sector.”

The composition of the student group was also brought up during the interview with the students at the site visit. Different opinions were expressed, but generally the students were satisfied with the presence of students from the private sector. It ensured different perspectives on leadership. On the one hand, students coming from the same sector have a “common language” and have similar experiences to draw upon. On the other hand, students from different sectors can learn a lot from each other. The individual student is forced to think in different terms than usual. But, as expressed by one student, it is important that the students are not “too far from each other”.

At the site visit, the self-evaluation group explained that they had recently made the decision to aim the programme at the public sector. When the programme started in 2003, the ambition was to educate everyone – to attract students from both the private and the public sector. Recently, however, they have reached the conclusion that they need to tighten their profile and concentrate on attracting middle-managers from the public sector. This decision was made following an external evaluation of its activities in which this change was recommended. KLEO will not exclude the private sector, but it will not be offensive in its marketing towards this sector.

The expert panel views this decision as sensible, but at the same time wishes to point out some potential challenges for the programme, as this approach may result in even fewer students from the private sector, which in turn will result in an even stronger emphasis on cases or practice from the public sector in the teaching situation. To avoid too many problems, the teachers have to be aware of this when they teach, form study groups and guide the students in the selection of relevant theory.

Looking at the way KLEO presents its programme on its website and in its information brochure material, it is not easy to find a clearly formulated profile that contains all four elements highlighted by KLEO in its self-evaluation. From the website there is a link to the curriculum of the programme and to the information brochure. There is a brief and general description of the programme and why it could be interesting to enrol, and there is a range of practical information concerning structure and price, together with an application form. The content of the modules is described, and it is briefly mentioned that the final project is carried out within an interaction of guidance, teaching and self-study. This latter aspect is not highlighted as being a special feature of KLEO’s Diploma programme relative to other programme providers.

Nearly the same information is found in the brochure, but here you can also read about KLEO's perception of Leadership, and two students explain what they have gained from the programme. At the site visit, KLEO presented a brand new information brochure in which the CER model was presented, but not the other three elements of its profile. It is evident that the profile of the programme is not described in any of the written information presenting the Diploma programme in Leadership offered by KLEO (except the self-evaluation report), and the expert panel wishes to emphasise this as an obvious area for improvement.

At the site visit, none of the students mentioned the elements in the profile as the prime motivational factor for choosing KLEO as a provider of the programme. They have chosen KLEO as a provider because it was the one they caught sight of, or because their employer had made a contract with KLEO. They did not go into further detail about why they had chosen KLEO.

KLEO has clearly formulated how it perceives 'leadership'. In a brochure it is defined in this way:

Leadership should enable others to be competent. Credible leadership is being true to one's values and identity whilst at the same time being able to lead and communicate in a way that matches the context in which one has leadership responsibility. What makes for good, effective, or ineffective leadership is determined in the relation between the leader and other stakeholders. Leadership is a theoretically dynamic quantity, under continuous development within the local context. Leadership must therefore be seen within a historical, social, and organisational context.

KLEO regards leadership as a profession, i.e. as transcending the boundaries of particular branches or organisations. The expert panel regards KLEO's formulation of 'leadership' as both clear and suitable for the programme. At the same time, however, the dynamics that are implicit in the above formulation could usefully be included in the profile by emphasising the relationship between KLEO, employers and other stakeholders.

The expert panel concludes and recommends that:

The profile of the programme – consisting of four distinct elements pointed out by KLEO – is not clearly communicated externally. It can neither be found on the website of KLEO or in the various information leaflets from KLEO. This is a problem because a clear profile is a precondition for attracting the right students and for branding the programme.

The expert panel recommends that KLEO more proactively markets its programme in relation to the four elements: CER-model, guidance, eclectic approach and the priority of the public sector.

In addition to this, the expert panel recommends KLEO to include a strong relationship or even partnership with employers as part of its profile. To do this, KLEO needs to develop and elaborate its connection and co-operation with employers and stakeholders, as this is not at a satisfactory level at the moment. There should be a stronger integration of the workplace in the programme – e.g. using workplace representatives as visiting teachers, or committing the workplace to support the student during the programme and to allow students to use their newly gained competences when they return from the programme. KLEO could also consider setting up an advisory board with different stakeholders to ensure that employers' perspectives are heard and can be utilised to improve the programme.

A more proactive marketing of the programme implies the formulation of a clearer profile on its website, where future and present students and employers can read about the special features of the programme and what they gain by choosing the programme offered by KLEO.

The expert panel acknowledges that a clear profile aiming only at attracting students from the public sector can be problematic, as it might lead to a decline in clients and students, particularly as KLEO is dependent upon selling the programme to clients and students. But the expert panel assesses that there is more to gain than to lose by having a clear profile. It minimises the risk of having disappointed or discontented students and employers, and it is easier to achieve a clear branding of the programme.

3.2 Management and administration of the programme

Efficient and adequate management and administration of the programme are important prerequisites for a programme of high quality, and for qualified teaching. Among other things, the management and administration must ensure that the programme observes and lives up to formal provisions and is in accordance with current legislation.

Criterion

The management and the administration of the programme support the continuous development of the programme in an optimal way.

Management and administration at KLEO support the programme in different ways. In their self-evaluation report, the self-evaluation group describes how the Director of Studies is in an ongo-

ing dialogue with a number of groups: with the students, so he can intercept any wishes or discontent; with the module co-ordinators and teachers to ensure that they are aware of the demands of the curriculum, as well as the values and distinct features of KLEO; with module co-ordinators to ensure the integrity of the modules, thus preventing overlapping of syllabi; and with the Centre Director to receive information from clients (in relation to consultancy activities) in order to create and ensure consistency between the programme and the desired learning outcome of graduates.

At the site visit both internal and external teachers confirmed that ongoing dialogue with the Director of Studies is possible and widely exploited by the majority of the teachers. But it was also mentioned that the continuous dialogue is more prevalent with regard to the internal teachers than to the external teachers. Also, that there have been examples of modules where the syllabi overlap.

Another way of supporting the programme, as mentioned in the self-evaluation report, is the initiation of the systematic evaluation of the programme's content, teaching, student guidance and the communication skills of the teachers. This can take the form of questionnaires, focus group interviews with students, sparring with academic experts and dialogue with clients/employers.

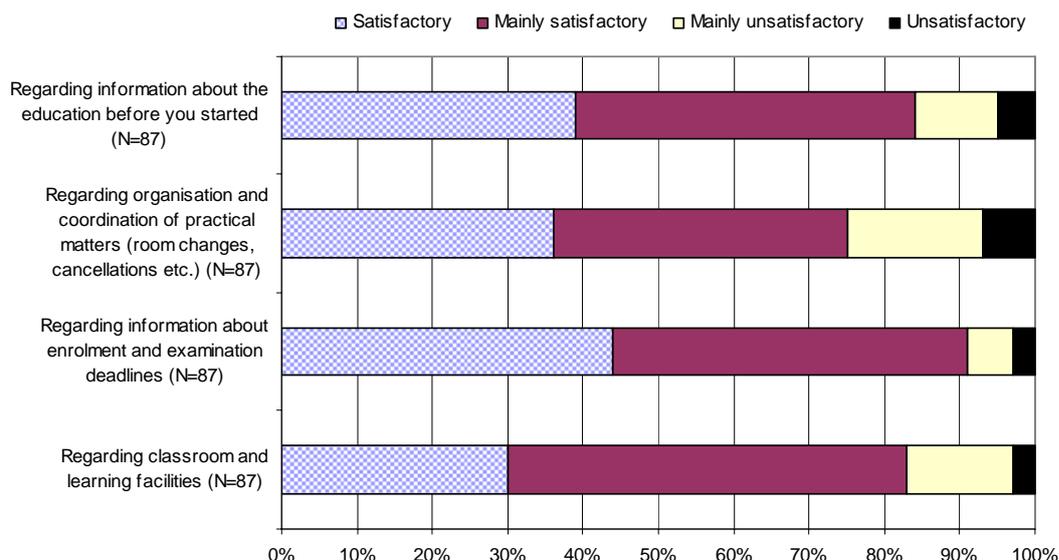
KLEO assesses the administration and management of the programme to be developing in a steady and positive direction. At the same time, in the self-evaluation report, a number of possible improvements are pointed out:

- *a further professionalisation of the study administration, involving a rationalisation of processes and the clearer allocation of responsibility. In this process, it is important to focus on what is of value to the students, and not what is easiest for KLEO;*
- *better information available to students through the website;*
- *better information available regarding the study guidelines;*
- *systematic activities within a network of other study administrations.*

These are considered to be of particular importance, given that the number of students is recently and rapidly increasing.

A picture of strengths alongside a few challenges regarding management and administration was confirmed by the survey of graduates. Here they have answered questions regarding their assessment of the practical and administrative aspects of the programme. The diagram below presents the responses.

Diagram 1
How do you assess the practical/administrative aspects of the KLEO Diploma programme? (Q 25)



The majority of the graduates assess the practical/administrative aspects of the programme as satisfactory or mainly satisfactory. The relatively high scorer is information about enrolment and examination deadlines, with a total of 91% having responded satisfactory or mainly satisfactory. Conversely, organisation and coordination of practical matters is the practical/administrative aspect the graduates assessed least positively. Here a total of 75% have responded satisfactory or mainly satisfactory.

When asked about the administrative conditions, the graduates participating in the focus group interview pointed to different aspects. Some mentioned a variation in swiftness of the teachers to upload documents to the internet, while others brought attention to the limited accessibility of food and drinks in the afternoon and at weekends, as there is no canteen, or similar, open after normal working hours at the location of KLEO. This leads to some annoyance among the part-time students, as mentioned both at the focus group interview and the interview with the students at the site visit.

The latter group also mentioned occasional problems with the distribution of classrooms or admission to modules, but stressed that there is a very open and informal environment at KLEO,

and they can always seek help among the persons in charge of management and administration. All in all they express satisfaction with the management and administration of the programme.

The expert panel concludes and recommends that:

There are both strengths and weaknesses in the management and administration of the Diploma programme in Leadership. One of the strengths is the informality of the system, and the access to quick feedback on any problems that students or teachers might have. The management is engaged in staff issues, and they appear to support the development of the programme in an adequate way.

The growing number of students, however, calls for improvement to the management and administration of the programme. The expert panel recommends KLEO to follow its own suggestions for a further formalisation of the study administration and a better information system.

Clear allocation of responsibility

Clearly allocated responsibility supports and secures an efficient and adequate management and administration of the programme. It must be clear for the students where they can seek different types of information. They must know where and whom they could or should refer to.

Criterion 5

The management and the administrative responsibility for the programme are clearly allocated.

According to KLEO's self-evaluation report, the administration and management of the Diploma programme in Leadership involves a number of persons taking care of different tasks:

Position	Tasks
Centre Director	Overall responsibility; sparring partner for the Director of Studies concerning matters of dispute; co-ordination with KLEO's other activities; input regarding the development of new initiatives. Accountable to the University College.
Director of Studies	Day-to-day management and running of the programme; development of the programme; contact to other providers of the programme; contact with Directors of Studies at the other departments of the University College; responsibility for the co-ordination of the overall programme; sparring partner for Module Co-ordinators and teaching staff; sparring partner for the Director of Administration regarding administrative overlap; provision of guidance to students; responsibility for contact with 'private' classes; recruitment of teaching staff.
Module Co-ordinator	Responsibility for the development, content, and composition of the individual module; responsibility for ensuring that teaching is in keeping with KLEO's values; sparring partner for teaching staff regarding the content of the individual modules.
Teaching staff	Responsibility for the particular class or session; can either be internal, i.e. KLEO employees, or external, i.e. primarily employed elsewhere.
Study secretaries and student assistants	Attend to the everyday administration of the programme.

In the self-evaluation report, KLEO also points out that there is room for improvement. It mentions the need to improve the website so it can provide a presentation of who is responsible for each area.

At the site visit it seemed as if the students were satisfied with the allocation of responsibilities and knew where to seek different types of information, and they appreciated the informal system that allows access to quick feedback from management, teachers or administration.

The expert panel concludes and recommends that:

The allocation of responsibilities could be improved. Without doubt, management and administration are doing a good job, but the responsibilities of the Director of Studies are too extensive, and the roles of the members of the management seem to overlap. The expert panel recommends a clearer allocation of responsibilities between the Centre Director and the Director of Studies. As a growing organisation, KLEO should also be aware of the need for a Programme Manager in the future, a person who should be responsible for the day-to-day operational management of the programme, thus taking over some of current tasks of the Director of Studies.

There is a good environment for dialogue and discussions among teachers, management and administration, and this should be maintained.

It would be worthwhile to pursue KLEO's own idea of improving the website and the information concerning the allocation of responsibilities.

4 Aims and learning outcomes

This chapter focuses on aims and learning outcomes. It deals with KLEO's way of working with both these aspects in the Diploma programme in Leadership. The first section assesses the formulation and dissemination of aims and objectives, whereas the second section discusses the use of learning outcomes in relation to both mandatory and optional modules.

4.1 Aims and objectives

Aims and objectives are essential for a number of reasons. They provide prospective students with information on which to base their choice of study and can give an impression of the programme to employers and other stakeholders. Furthermore, explicitly formulated aims and objectives for the programme provide management and teaching staff with terms of reference for designing content and progression within and between modules, as well as aiding selection of the most appropriate teaching methods for (different parts of) the different modules. Aims and objectives for each module provide students with information on which they can base their choice of optional modules.

Criterion

There are clearly formulated and publicly available aims and objectives for the Diploma programme in Leadership and for each module in the programme.

The aims and objectives for the overall Diploma programme in Leadership and for each module are described in the curriculum. In section 1, the aim of the programme is formulated as follows:

The aim of the diploma degree programme in leadership is to qualify present and prospective leaders to be able to independently manage leadership tasks. The programme should enable students to assess, reflect upon and utilise elements of the leadership process, from a strategic to an operational level.

The curriculum continues to outline the aims and objectives for the programme, including the three compulsory modules and 19 optional modules.

The aims and objectives in the curriculum were formulated by a group of five University Colleges (including KLEO) in 2003. They did this on the basis of some general guidelines produced by a committee appointed by the Ministry of Education. The committee was comprised of key stakeholders and had decided on the modules the programme should contain. The curriculum states that any alterations to the curriculum can only be made in collaboration with the institutions that are providers of the programme – through a committee representing the providers. The latest revision of the programme took place in January 2006.

According to the self-evaluation report, teachers are requested to begin their first teaching session by explaining the objectives and content of the module, and how these will be interpreted by the individual teacher. Teachers and students can read about the aims and objectives in the curriculum, which is available on KLEO's website. Prospective students, employers and other stakeholders can obtain information about aims and objectives through the curriculum, a programme brochure and information meetings.

During the site visit interviews, the teachers confirmed that they present the aims and objectives to the students at the beginning of a module. The students generally agreed with this picture, but some of them also added that there were differences from one module to another, and that some teachers are better at explaining the aims and objectives of the module than others. The expert panel assesses that this inconsistency is a weakness that could be overcome by strengthening the information available to the students concerning aims and objectives.

The expert panel concludes that:

The aims and objectives stated in the curriculum provide relevant and adequate information about the Diploma programme in Leadership to both present and future students, teachers, employers and other stakeholders. They appear to be anchored in the programme and clear to the students. However, information concerning aims and objectives is not systematically disseminated, and the expert panel therefore recommends KLEO to make material about aims and objectives more accessible to the students or formalise the current procedure that relies on the individual teacher's presentation at the beginning of each module.

4.2 Learning outcomes

Clear descriptions of learning outcomes help facilitate an understanding of the abilities and potentials of graduates from the viewpoints of both prospective students and external stakeholders, and provide the students with an understanding of the potential and relevance of the programme in a long term perspective. Descriptions of learning outcomes can bring important benefits to the planning and running of a programme. It forces the institution/programme to reflect upon and discuss which kind of abilities and potentials the programme as a whole should provide the student.

Criterion

The programme has formulated relevant learning outcomes and ensures the continuous development of these.

The National Qualification Framework for Higher Education offers a relevant reference point and a source of inspiration concerning the formulation of learning outcomes. The first National Qualifications Framework for Higher Education (NQF) was developed in 2001-02 and approved by the ministers in charge of higher education in 2003. Higher education institutions were invited to implement the framework and the terminology presented in the NQF, but it was not obligatory to do so. In May 2007, a new Danish Qualifications Framework was then presented. This NQF establishes specific guidelines for the formulation of learning outcomes. It divides learning outcomes into three main categories:

- Knowledge
- Skills
- Competences

According to this new NQF, all higher education programmes have to describe the expected learning outcomes of their programme in their curriculum/programme regulations, and they are requested to use the terminology introduced by the new NQF (knowledge, skills and competences).

KLEO has not used the NQF in its descriptions of the learning outcomes of the Diploma programme in Leadership. In the curriculum, however, the objectives of the programme are described in terms of what the student will have acquired upon completion of the programme. According to this, students:

- *have gained a systematic overall understanding across organisational and professional boundaries;*

- *are able to analyse the organisation's surroundings;*
- *can interpret and develop overall goals and strategies;*
- *can independently develop targets and overall plans within areas of personal responsibility and engage in dialogue with decision-makers;*
- *are able to independently provide leadership and motivate employees;*
- *are aware of and can contribute to creating the necessary preconditions relating to their own position, tasks and possible courses of action.*

Furthermore, there are descriptions of learning outcomes for the three mandatory modules in the curriculum, but no detailed descriptions of the learning outcomes of the optional modules. In its self-evaluation report, KLEO points out that only a few of the optional modules have formulated specific learning outcomes and that it is an aim to improve within this area. KLEO wants to formulate a study programme for all optional modules where the learning outcome for each module is clearly described.

It is KLEO's opinion that the students are well-informed and aware in relation to the learning outcomes of the compulsory modules, while the evaluations and statements from students suggest that the same clarity does not exist for the optional modules. To alter this, KLEO wants to develop a study guide for all optional modules, where the learning outcomes will also be evident.

In the survey of graduates, the respondents express a generally positive assessment of the extent to which the programme has provided them with the abilities or competences listed in the curriculum. This strengthens the positive impression of the formulated learning outcomes. The more detailed results of the assessment will be presented in chapter 5.

In the self-evaluation report, KLEO describes how the teaching staff are constantly developing and broadening their practical expertise through their contact with students in educational settings and the performance of consultancy services 'out there in the students' everyday lives'. In this way, they experience that they are developing the learning outcomes by 'listening' to the world in which the students are situated and can quickly react to changes in circumstances regarding students' professional lives.

Despite this, KLEO still assesses that "a certain systematisation of the ongoing securement of the individual learning outcomes is lacking." KLEO suggests a more systematic revision of the learning outcomes of the individual modules, as this will reduce the risk of its stakeholders being unable see the common thread connecting the individual modules.

The expert panel concludes and recommends that:

KLEO has formulated relevant learning outcomes for the programme as a whole and for each of the mandatory modules, but not sufficiently for the optional modules. The expert panel recommends that KLEO follows its own suggestion and formulates learning outcomes for the optional modules and plans how they can be continuously developed. In this connection, it is relevant for KLEO to refer to the NQF for inspiration. KLEO's idea to formulate a study programme for all optional modules, where the learning outcome for each module is clearly described, is sensible, as this will help facilitate an understanding of the abilities and competences of graduates from the viewpoints of both prospective students and external stakeholders. Furthermore, the systematic revision of the learning outcomes of the individual modules (compulsory as well as optional), suggested above, will be an important and valuable initiative. The expert panel agrees that it will enhance the perceivable common thread connecting the modules.

5 Content and structure

This chapter focuses on the content and structure of the programme. Whereas the last chapter dealt with KLEO's formulations of aims and objectives, the first section of this chapter assesses the relationship between the aims and objectives of the programme and its content. The second section considers the content of the different elements of the programme. The third section discusses the balance of theory and practice, including consultancy, teaching and research. The last two sections of the chapter discuss the content and structure of the programme in terms of progression and level.

5.1 Aims and content

In order to ensure that student expectations towards the programme and its learning outcomes are met by the programme, the content must correspond with the aims and objectives of each study element and the programme as a whole. Also, consistency between aims, objectives and content helps students to use the aims and objectives as tools in their individual approach to the programme.

Criterion

The content of the programme offered in the modules is consistent with the aims and objectives of the programme and provides students with the opportunity to achieve the learning outcomes at the level that has been formulated.

This section discusses the relation between the aims and objectives of the programme and the programme content. It shows on the one hand that the content is generally consistent with the aims and objectives. On the other hand, it shows that KLEO faces a challenge in ensuring that the aims and objectives of the optional modules are in accordance with the content of each module and the overall aims and objectives of the programme.

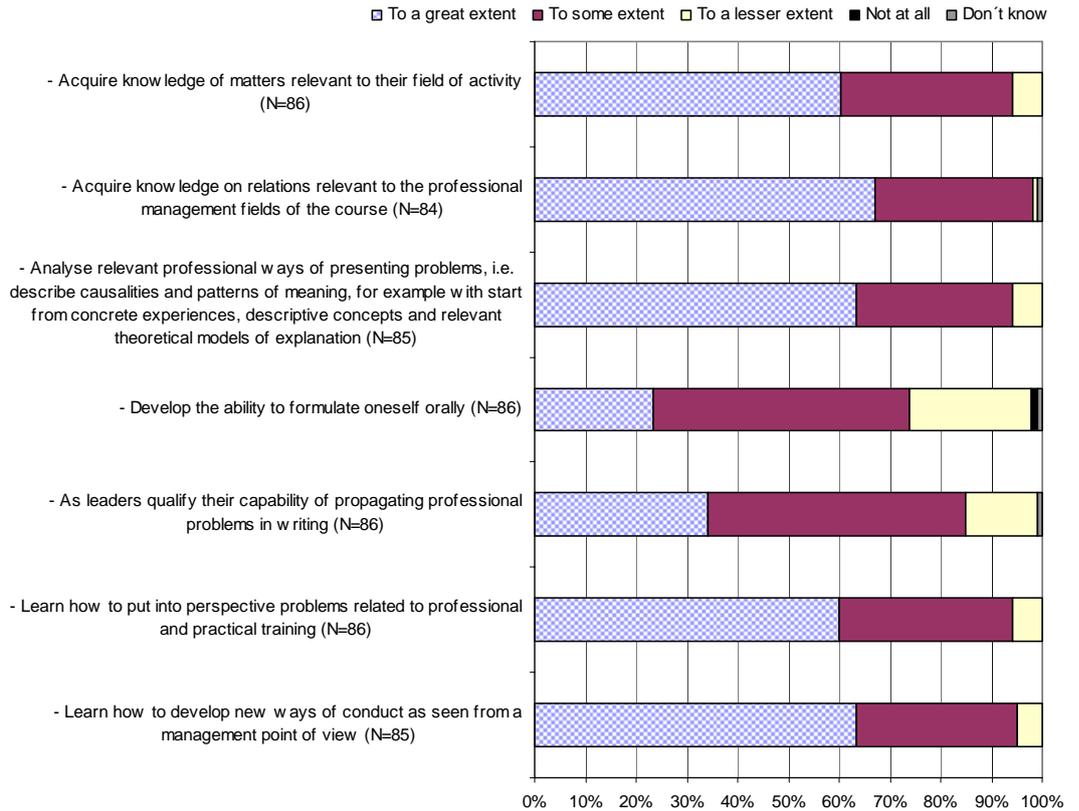
There are different ways to obtain consistency between aims, objectives and content. There is, for example, more than one way for students to “acquire knowledge of matters relevant to their field of study”. This is dependent on both the individual member of the teaching staff and the individual student. However, it is a good starting point to ensure that the curriculum is clearly formulated in terms of aims, objectives and content. The curriculum for the Diploma in leadership is in this sense a useful tool, as this clearly states the aims, objectives and content of the programme as a whole and of a number of elements of the programme, as shown in chapter 4. The aims, objectives and content of the compulsory elements (teaching modules and the final thesis) are thus clearly described. However, the optional elements of the programme are being continually revised due to an ongoing dialogue with interested parties and developments within the field. Thus, the list of study elements in the curriculum is not entirely consistent with the modules currently offered by KLEO.

At KLEO’s website, there is information regarding all current study elements. Here, the list of optional modules is continually updated and contains descriptions of each module’s content. However, the extent to which (if at all) specific aims and objectives are stated does vary. This means that the individual teacher has the responsibility to introduce the students to the aims and content of the study elements. During the visit to KLEO, some teachers explained that they do in fact inform their students of aims and objectives by going over them at the beginning of each module. The expert panel assesses that this procedure is a good supplement to making aims and objectives publicly available, but underlines that it is a fragile composition by itself, since it is dependent on the individual teachers. It is useful to combine written statements with the teachers’ verbal statements.

As shown above, one challenge in relation to the consistency between aims and content is to state the linkage between the two in the curriculum, or at other relevant places where students usually seek information regarding the programme. Another challenge is to ensure that consistency of content with the aims and objectives of the programme is ensured. In KLEO’s self-evaluation report, the self-evaluation group queries their own practice on this point and states that the interlinkage of aims, objectives and content is “non-uniform and inconsistently practiced”. The survey of graduates on the one hand shows that the graduates generally assess that the programme lives up to the aim of providing the intended competences. On the other hand, it shows that the overall aims to varying degrees are considered fulfilled through the programme. This is illustrated in the diagram below.

Diagram 2

To what extent do you consider that the KLEO Diploma programme lives up to the aim that the students will: (Q 29)



The diagram shows that the aims to “develop the ability to formulate oneself orally” and “as leaders qualify their capability of propagating problems in writing” are considered fulfilled to a lesser extent than the rest of the aims. However, the students’ overall assessments point to the fact that the content of the programme generally lives up to the aims.

The expert panel concludes and recommends that:

The interlinkage of aims, objectives and content is generally good. However, it is a weakness that the aims regarding communication skills, to a lesser extent than the remaining aims, are considered fulfilled through the programme. The expert panel recommends KLEO to strengthen these aspects in the content of the programme, for example by using portfolios that ensure that all skills are acquired and evaluated. The portfolios should include case presentations, research summaries, etc. (see also chapter 6 on teaching methods).

5.2 Compulsory and optional elements of the programme

Another important aspect in assessing whether the content of the programme is consistent with the overall aims and objectives of the programme is the division between compulsory and optional elements, and the balancing of breadth and depth in these.

The diploma programme in Leadership contains three compulsory modules (each of 9 ECTS), two optional modules (each of 9 ECTS) and a final thesis (15 ECTS).

The compulsory modules are:

- Personal leadership;
- Leadership and employees;
- Leadership and organisation.

The programme is flexible in the sense that the students are not obliged to take all modules. Furthermore, the individual student freely chooses the order of the modules, but KLEO recommends that its students follow the compulsory modules in the above order. The majority of the students follow this recommendation. KLEO considers the compulsory modules to be foundational, providing the students with a basis for specialisation and a deeper understanding of leadership through the optional modules. During the programme, the students choose two optional modules from a list of modules. The optional modules currently offered by KLEO are:

- Change management – the struggle against complexity;
- Fusion management;
- Innovation management;
- Quality management, quality development and evaluation;
- Leadership of and within politically governed organisations;
- Leadership within the creative industries economy;

- Leadership and coaching;
- Leadership and philosophy;
- Leadership and administration;
- Educational leadership;
- Knowledge management.

Compared with other programme providers, KLEO has a wide range of optional modules. But the list of optional modules does not, as stated earlier, completely correspond to the modules listed in the curriculum. Less than half of the optional modules in the curriculum are currently offered by KLEO, and four of the current modules are not listed in the curriculum. The expert panel has noted that KLEO follows a common curriculum for all providers and is thus not able to change the curriculum single-handedly to make the list of optional modules correspond with the actual supply. The expert panel assesses that this is a problem for all the providers and recommends them to update the curriculum so it reflects current practice of the programmes and providers. A way of solving the problem could be to state in the curriculum that the list of optional modules is only intended as a guide and not as a complete list of the optional modules offered by the individual provider, or to revise the curriculum on a more regular basis.

According to the curriculum, the optional part of the programme contains 14 modules “of general interest” and 3 modules “of particular or sectoral interest”. The purpose of the latter set of modules is to comply with the different needs of students from public organisations, private enterprises and voluntary organisations, respectively. Modules such as “Leadership of and within politically governed organisations” and “Leadership within the creative industries economy” represent modules for the public and private sectors, respectively. Other modules are of a more general interest to students from various sectors.

KLEO’s self-evaluation report critically assesses the interplay between the compulsory and the optional modules. Although KLEO strives to ensure the interlinkage of compulsory and optional modules, this occurs primarily through informal dialogue among the teaching staff. Thus, as stated in the self-evaluation report, the interplay between the compulsory and optional modules exists primarily “at the level of intention”. In their report, the self-evaluation group points towards a need for better coordination among teachers, including cooperation on syllabi, teaching methods and examination forms. The group also stresses that the optional modules are the “specialising” modules, and therefore ought to be user-targeted, as opposed to being based on the provider’s preferences. Currently the distinction between the foundational and the specialised modules is, therefore, not entirely clear.

The survey of graduates shows that the majority of the graduates assess that the balance between compulsory and optional modules is appropriate. This general picture was supported in the

interviews with the students at KLEO. The students assessed the balance between compulsory and optional modules to be good. But as one student in a closed class pointed out, the students' modules are often to some extent chosen by their employer, so, in practice, the distinction is far from apparent to all students. The survey of graduates points to another issue concerning the optional modules. The survey shows that 24% of the graduates have experienced that optional modules had not been established because too few students were enrolled. Here, it should be noted that the survey shows that 82% of the students who had experienced that a module was not established, had nevertheless achieved a satisfactory solution. However, the expert panel assesses that this is a potential challenge. A graduate explains the problem:

"(...) in the beginning, you had a long list of modules you could take, but when it came down to it, there were really only a few to choose from. That was really an anti-climax for me – the things I had been looking forward to becoming absorbed in were really not an option. So somehow I felt a bit taken in by KLEO."

The expert panel assesses that the above quotation reflects an important issue. It underlines KLEO's own critique of the programme in terms of insufficient possibilities for students to specialise through optional modules and being too focused on its own preferences for specialisation. The expert panel stresses that optimal possibilities for student specialisation require that all optional modules offered are also run. Thus, KLEO should, for example, reduce the number of optional modules offered in order to ensure that all modules offered are run, and in order to maintain the level of student satisfaction and KLEO's reputation.

At the level of content in the compulsory and optional modules, the interviews with the students and the survey of graduates clearly show a general satisfaction. The students at KLEO stressed that the content of the modules is generally of a good quality and highly applicable.

The expert panel concludes and recommends that:

The structure and coherence of the compulsory modules are logical. The literature is up-to-date and the contents generally seem to be of a high quality. However, the relation between compulsory and optional modules is unclear, and it is worth noting that approximately a quarter of the students have experienced that one or more optional modules have not been established. KLEO states that the optional modules are specialisation modules, and thus they must guarantee that these are established. The expert panel recognises that it is a general challenge to ensure that the modules offered by a programme are established, but recommends KLEO to formulate and implement a systematic procedure that addresses this. This procedure could involve a reduction of

the number of optional modules offered, the use of group modules or self-managed modules.

5.3 Theory and practice

According to the ministerial order on the Diploma degree in Leadership (no. 120 of 25.02.2003), national and international research results that are relevant for the students' specific area of occupation must be integrated in the programme to the extent that is possible. At the same time, the legislation on adult education, including the ministerial order, emphasises learning through practical training. Thus, there must be a satisfactory balance of theoretical and practical elements in the programme.

Criterion

The content of the programme covers both theoretical and practical elements.

The relation between theory and practice is central to the programme at KLEO and is clearly stated as an aim in the curriculum:

The programme's focus on learning through practical training is central to the methods and forms that the programme is based upon, in relation to the theoretical and practical learning as well as to the development perspective in leadership. The programme thus provides both theoretical and practical knowledge, and correlates theory with practice.

This relation is elaborated on in the self-evaluation report. The self-evaluation group explains that theory and practice are linked in two ways, which can be summed up as follows:

- the individual student relates theory to their own practice;
- the teaching staff keep abreast of the latest research and relate this to teaching practice.

In the survey, the graduates are asked how they assess the programme in terms of "the ability of the teachers to let the work experiences of the participants come into play". To this question, 91% responded "satisfactory" or "mainly satisfactory".

The expert panel underlines that the involvement of the students' work experience is an important element in balancing theory and practice in the programme. The continuous linking of theory and practice is emphasised both in the self-evaluation report and in the various interviews at KLEO. As one student expressed it, there is no "gap" between theory and practice, even in the

more theoretically bounded modules. However, the expert panel assesses that KLEO's focus on involving the students' experience is both a strength and a potential challenge. Firstly, it involves a dilemma for KLEO in finding a balance between student and teacher input, respectively. Secondly, it involves a dilemma in finding a balance between having a curriculum based on the students' current job and a programme that is more flexible and more broadly applicable. These are internationally well known dilemmas, and the expert panel recognises that it is a challenge to find the right balance.

In order to ensure the relation between theory and practice, KLEO operates with three core areas, CER, which are further discussed in chapter 3. As that chapter shows, the relation between the three areas is asymmetrical. The self-evaluation group explained in the interview that particularly the link between teaching and consultancy is strong, and has been proactively reinforced during the last few years. Consultancy takes place both in and outside the teaching situation. As one member of the group described it, KLEO has now taken the offensive and is "selling while educating". The expert panel assesses that the relation between teaching and consultancy is good, but questions whether marketing in the teaching situation is an appropriate approach to strengthening the element of consultancy. By having this approach, KLEO accentuates its profile in terms of consultancy, but, at the same time, focus on teaching and learning processes risks being weakened.

Research, on the other hand, is in the words of the Centre Director, "the weak point" in the tripartition. The self-evaluation report states that KLEO is involved in some research activities, and the teaching to some extent includes research. For example, the self-evaluation group explains that the module "Leadership and Creative Industries Economy" was established because KLEO successfully integrated research results that KLEO produced in collaboration with Copenhagen Business School (CBS). However, the self-evaluation group assesses that the research-based teaching can be strengthened through cooperation with research institutions. The expert panel agrees on this point and suggests that KLEO can strengthen the research affiliation by encouraging the external teachers to implement research in the teaching.

The expert panel concludes and recommends that:

The CER tripartition is useful and illustrates an optimal division of and linkage between theory and practice. However, the marketing of consultancy during teaching is a potential challenge, and the link between research and teaching is weak. The research-affiliation needs to be strengthened, which KLEO can achieve in different ways. For example, the expert panel recommends that more teachers carry out research, e.g. KLEO could to a greater extent make use of

external teachers as researchers. In this way, the interaction between the programme and the employment market is enforced, and the research affiliation becomes more up-to-date. Another option is to stimulate students to include basic research skills in the teaching by providing methodological training.

5.4 Progression

Although Diploma programmes do not explicitly require progression, the Curriculum for the Diploma in Leadership states the individual student's progression as a matter of course. This entails the composition of the programme and syllabi being characterised by professional progression in a way that supports the individual student's achievement of the aims of the programme.

Criterion

The composition and structure of the programme is characterised by progression in the sense of continuous professional development for the individual student.

The programme at KLEO is flexible in the sense that the students can choose to follow individual modules or the entire programme. In addition, the student freely chooses the order of the modules. KLEO assesses that progression is built into the compulsory modules and, therefore, recommends that these modules are followed in the given order. The students explained in the interviews at KLEO that the progression within the compulsory courses is clear, and one student who took "Leadership and Organisation" (no 3) before "Personal Leadership" explained that he realised that it would have been an advantage to take the courses in the intended order.

Another way that KLEO deals with progression in the programme is to prevent overlapping of module syllabi. The teaching staff coordinate their choices of literature with the director of studies in order to ensure that there is no overlap between the modules.

The expert panel concludes that:

The content and structure of the compulsory modules is appropriate in terms of progression. The expert panel acknowledges that the organisation of the programme is flexible, but recommends KLEO to continue to inform its students that the compulsory modules imply progression if fol-

lowed in a specific order. Otherwise, the progression is not achieved.

5.5 Content and level

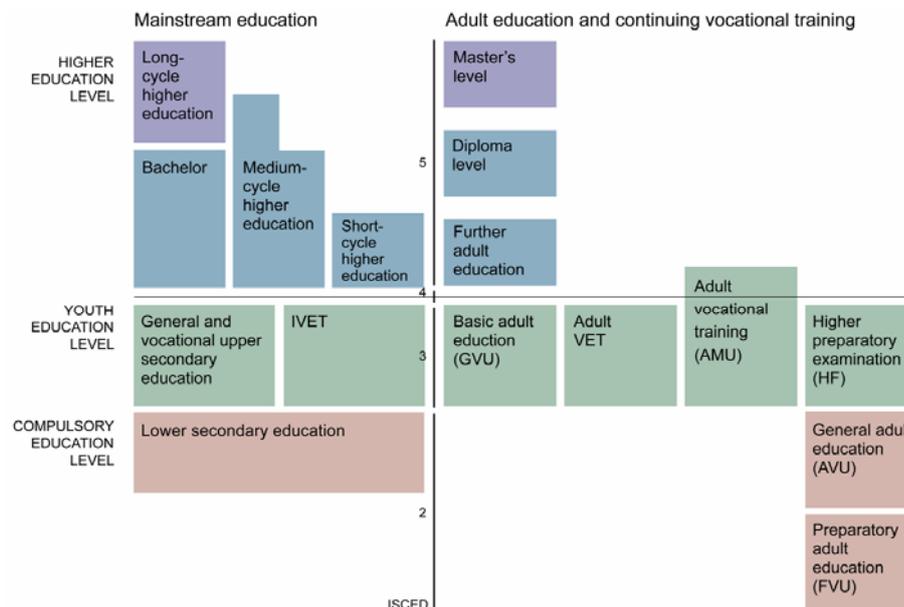
The content must be appropriate to degree level and the number of ECTS-points. The extent and content of the programme must be realistic and proportional to the duration of the programme. This implies that the programme is organised in such a way that students can combine participation in the programme with their employment.

Criterion

The content of the programme corresponds to the level of a medium-cycle higher education or a bachelor degree, is equivalent to 60 ECTS-points and can be completed successfully within the set time.

Level of bachelor programmes

Diploma programmes are offered within the framework of the Danish adult educational system, which makes KLEO's Diploma programme in Leadership comparable to medium-cycle higher education, which in turn corresponds to the level of bachelor programmes. The diagram below illustrates the relation between the diploma level and the remainder of the educational system.



Source: The Danish Ministry of Education

The educational system contains three degrees at bachelor level: the diploma degree which consist of 60 ECTS points; the bachelor degree consisting of 180 ECTS points; and the bachelor degree of vocationally oriented programmes consisting of between 210-240 ECTS points. The limited number of ECTS-points in the diploma degree is primarily justified in terms of the students' prior relevant education and work experience. For example, the legislation regarding the diploma programmes (Act no. 488 of 31 May 2000 chapter 3) states the following entry requirements:

- The applicant must have completed an education that as a minimum corresponds to the level of short-cycle higher education.
- The applicant is required to have work experience prior to the enrolment in the programme.

The former requirement underlines that the diploma programme is a kind of further education that builds upon prior education. The latter points to the fact, that the students' work experience is an essential part of the programme. The legislation prescribes that the organisation of the content and the teaching methods of the programme, to a large extent is based on the life and work experience of the adults attending the programme.

Another matter that makes the programme at KLEO correspond to the level of a medium-cycle higher education and a bachelor degree is their research-affiliation. Through KLEO's cooperation with institutions of higher education (primarily CBS), and the teachers' inclusion of research in

their teaching, the foundation of knowledge of the KLEO diploma programme in Leadership is research-affiliated, and thus at a medium-cycle higher education or bachelor level.

The expert panel concludes:

On the basis on the evidence presented above, the expert panel concludes that the programme is at the level of a medium-cycle higher education or bachelor level. Furthermore the expert panel assesses that it is an academically sound programme, and thus at a satisfactory level academically.

Completion time

EVA's evaluation of the diploma programmes at the CVU's (centres for further education) from 2005 shows that particularly students from Diplomas in Leadership are having difficulties in combining their education with job and leisure time. The table below illustrates that 80% of the respondents from Diplomas in Leadership responded that they to some extent or to a great extent have experienced difficulties in combining their education with being with friends and family, which is approximately twice as many as in the other diploma programmes.

Table 2
Have you experienced difficulties in combining your education with being with friends and family? (percentage)

	Not at all/to a small extent	To some/a great extent	N =
Diploma in Leadership	20%	80%	179
Technological diploma programmes	56%	44%	34
Diploma programmes in project management	59%	41%	33
Total	30%	70%	1516

Source: Evaluation of the diploma programmes at the CVU's (translated from Danish)

EVA's evaluation from 2005 also shows that an equally high proportion of respondents have experienced difficulties in combining their education with their job.

According to the curriculum, the programme must be organised in a way that enables full-time students to complete the programme in one year, and part-time students within three years. The individual student must complete the programme within six years.

KLEO does not keep statistics on average completion time, but states in its self-evaluation report that “the vast majority” of full-time students complete the programme over the course of one year. In the interviews at KLEO some of the part-time students expressed that they had difficulty in combining their studies with their job and time with their family. However, as one student explained, the syllabi for the modules are available before the modules begin, which makes it possible for the students to study in advance and control the workload this way.

An employer from the health sector further explained that KLEO has previously organised the programme to be completed within two years. Due to feedback from the first group who completed the programme, this was changed so that the students can complete the programme within three years. The employer assesses this completion time to be realistic.

The expert panel concludes that:

KLEO has taken measures to ensure that the completion time is realistic. Thus, the expert panel assesses that it is possible for the student to complete the programme within the set time.

6 Teaching and examination

The purpose of this chapter is to deepen the issues relating to teaching and learning methods, the integration of student work experience in teaching and examination methods.

6.1 Teaching and learning methods

The institution and its teachers must obviously give the combination of teaching and learning methods considerable thought. They must consider which methods are the most appropriate in order to help students to achieve the aims and competences of the programme (e.g. lectures, exercises, group work, project work, self-tuition and seminars). A variety of teaching and learning methods will presumably imply or ensure that students develop a range of different skills. Furthermore, it will address the need to use different teaching styles to match the different ways students learn. It is, therefore, important that the institution continues to develop and try alternative teaching and learning methods. A mix of different teaching and learning methods helps sustain a dynamic learning environment and the achievement of a range of learning outcomes.

Criterion

The teaching and learning methods reflect and support the aims of the programme.

According to the self-evaluation report, KLEO is marketing its programme by presenting a varied range of teaching and learning methods including:

- lectures;
- group discussions/exercises;
- guidance;
- written assignments;
- feedback in conjunction with the assignment of grades;
- practical training.

The self evaluation group is aware and clear about the pros and cons of the teaching and learning methods used in the programme. They do not highlight any of the methods mentioned as being better than others. Instead, they point out that the individual teacher is obliged to plan a varied course of teaching to ensure "that the student comes into contact with a wide variety of interactive teaching and learning methods."

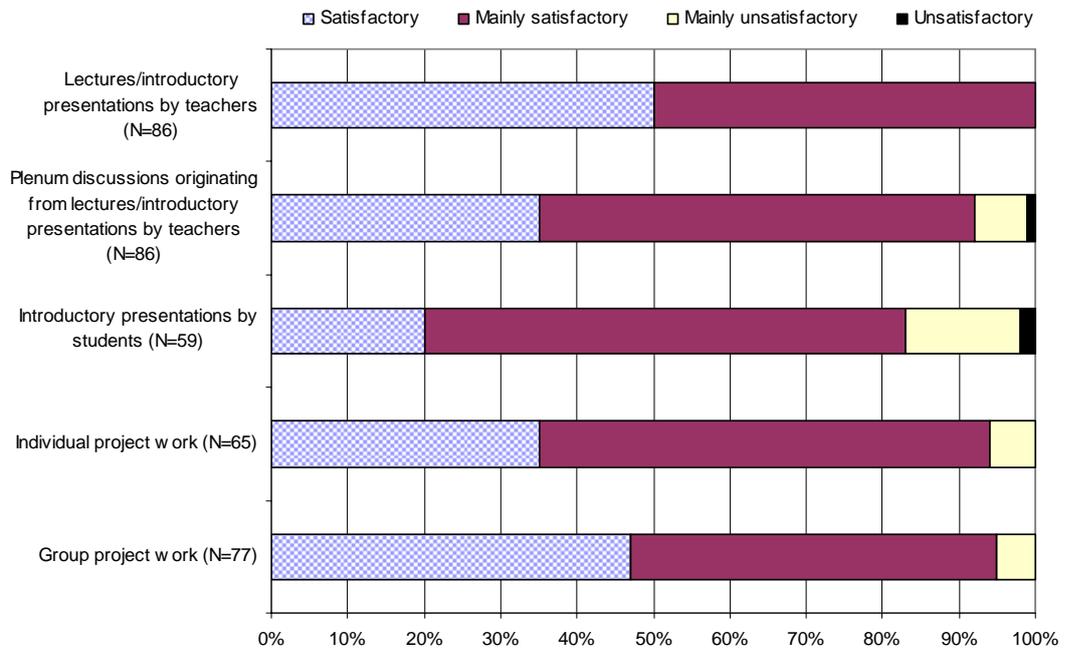
During the interview with both internal and external teachers at the site visit, many viewpoints on the teaching and learning methods were expressed. Some felt very strongly about one or two methods, while others argued that they had to use a variety of methods depending on the subject in focus. Despite these strong opinions, it did not seem to be a discussion that took place in the teacher group. To some extent the individual teacher can choose the method(s) he or she prefers within the framework of the curriculum and agreements with the director of studies.

At the site visit, the students expressed a general satisfaction with the applied teaching and learning methods. From their experience, teachers use very different methods, and they consider this dissimilarity as a positive feature of the programme. To the question of whether students have influence on the choice of teaching and learning methods, the students explained that according to their experiences there might be a small debate on the issue, but the decision lies exclusively with the teacher.

The graduates participating in the survey were also asked about their assessment of the different teaching and learning methods of the programme. Diagram 3 presents the result.

Diagram 3

How do you assess the teaching methods of the KLEO Diploma programme? (Q 27)



For four out of five teaching methods, over a total of 90% of the graduates state that the teaching methods of the programme are satisfactory or mainly satisfactory. Concerning introductory presentation by students, however, the assessment is slightly less positive. Here, a total of 83% responded that the teaching form is satisfactory or mainly satisfactory.

This also shows that lectures/introductory presentations by teachers is the teaching method which the graduates find most satisfactory, as 50% have responded satisfactory and 50% have responded mainly satisfactory.

The graduates in the focus group interview were very clear about their preference for presentation by the teacher. One of the graduates put it this way:

“It is not realistic to have a management position at work from 7am till 4pm and then in the evening be expected to perform a presentation that is qualified for a relevant discussion. It’s simply not realistic. The teachers will have to make those presentations, and sometimes it’s ok to discuss the questions they raise in minor groups, but we are principally there to receive input.”

In the light of such statements, it should be noted that 30% of the graduates responded “not relevant” when asked about their assessment of introductory presentations by students. Thus, nearly a third of the graduates have never made or heard a presentation. Furthermore, 24% state that they have not tried working with a project individually. Broadly speaking, the results show that the students have experienced different kinds of teaching methods.

As with the student presentation, the graduates felt strongly against too much group work in the daily teaching.

“It bothers me to infinity coming to a course where I presume the teachers are very competent both professionally and concerning communication. If they say something for half an hour and then make me talk to my fellow students for an hour and a half – I find it very unsatisfactory. That kind of discussion is something that we should carry out after the teaching. In class, I expect some input. My weekends are not for chit-chat hour upon hour in group sessions.” (Former part-time student)

The expert panel emphasises that the balance between student and teacher presentation is a dilemma for institutions in other countries, too. On one hand, teacher presentation is a necessary way for the students to receive input. On the other hand, teachers need to take into consideration that there are different ways for students to learn, i.e. group-discussions, reading, project work, student presentations, etc. Furthermore, part of the learning process at KLEO presupposes a balance between teacher and student input, as the students have to relate the knowledge obtained at KLEO to their own practice. In order to help students to achieve the aims of the programme, the teachers have to continuously consider which methods are the most appropriate. In the Diploma programme in Leadership, one of the aims stated in the curriculum is that the students will:

Develop the ability to formulate themselves orally and, as leaders, qualify their ability to propagate professional problems in writing.

An aim like this implies that the teachers need to use teaching methods that will develop the student’s ability within oral and written presentation, e.g. by letting the students do a presentation in class. As shown in chapter 5, the aim, ‘develop the ability to formulate oneself orally’ is fulfilled to a lesser extent than the rest of the aims, according to the survey of graduates. In other words there is room for improvement here.

The expert panel concludes and recommends that:

The choice of teaching and learning methods is to a great extent the teacher's own. But the site visit and the survey of graduates have shown that a variety of methods are being used by the teachers, and that to some extent teachers consider which methods are the most appropriate in helping students to achieve the aims of the programme. A way to enhance the choice of methods could be to discuss the pros and cons of different teaching and learning methods in the teacher group. There is good awareness of the issue among the teachers, and this could be utilised in such a common discussion. The expert panel recommends that teachers – both internal and external – meet on a regular basis and discuss teaching and learning methods. It is important that the external teachers take part in the discussions, as they are widely employed in the programme as teachers.

Furthermore, the expert panel wants to stress the importance of including oral presentations by the students as a clear part of both the teaching and assessment (both with regard to examination and continuous assessment). The presentations do not need to be long; five minutes, two or three times during the module could be enough to develop this ability.

6.1.1 Integration of student work experience

It is a characteristic of the Danish Adult Education System that the work experience of students must be integrated into the teaching. It is central to the choice of methods that teaching must focus on learning through practical training. The students have to reflect on their own organisation, and action in their own organisation has to be an integrated element of the programme.

Criterion

The work experience of the students is utilised during the programme and integrated into the teaching and learning methods.

In the curriculum, and in the self-evaluation report, the integration of student work experience in the teaching is highlighted as a very important foundation for the Diploma programme in Leadership. In the curriculum, it is laid down that student reflection on their employer organisation is a central element in the teaching. The programme is “based upon students making use of their own organisation as a development laboratory for behaviour, actions and decision-making”.

The self-evaluation report explains that “it is KLEO’s educational philosophy that knowledge is created in relation to the student’s employment.” They use the CER-model presented in chapter 3 to explain their philosophical approach to the programme. They argue that the triangulation of consultancy services, education and research, ensures that theory and practice are connected. They incorporate students’ own experiences in the teaching, partly to reflect on their own organisations, and partly as the basis for the selection and application of theory. Teaching and learning methods, therefore, consist of teaching in the traditional sense, reflection and discussion within study groups, and individual project work.

The teachers state that integration of student experience is a natural and also appreciated way of teaching. As one of the teachers put it, “I get wise from hearing about the experiences of the students.”

From the self-evaluation report, the interviews and the survey of graduates, it is clear that the compulsory module, Personal Leadership is very good at integrating problems and experiences from the student’s own organisation in order to provide food for reflection and to root learning and development within their own practice.

The survey of graduates shows that there are high levels of satisfaction when it comes to the graduates’ assessments of the practical experience of the teachers and the ability of the teachers to let the work experience of the students come into play. Here, more than 90% in total have responded “satisfactory” or “mainly satisfactory”. However, a group of 8% and 9% of the graduates, respectively, have responded that they are “mainly unsatisfied” with these parameters.

Concerning the integration of work experience into the teaching, a problem was raised during the site visit, namely the fact that some students enter the programme without a leadership position. This means that these students lack experience of leadership and have difficulties in relating the theory to practice. Although 89% of the students have leadership experience, one of the students raised her lack of leadership experience as both a personal challenge and a frustration. Others explained that they had experienced difficulty in discussing issues in small groups if there were too many with no leadership experience in the group.

The expert panel assesses that it is a prerequisite for students at KLEO to have experience as leaders, or as a minimum to have substantial workplace experience, as the students as part of the programme need to be able to draw on relevant work experiences. At the same time, there is a tendency in the Danish public sector that employees are expected to obtain leadership competences through leadership education before taking a leadership position. The expert panel acknowledges that this is a dilemma for KLEO, with no easy solutions. However, the panel assesses

that KLEO should discourage students without leadership experience from taking the programme if they do not have substantial work experience.

Besides the challenge regarding entry to the programme, KLEO points out two other areas for improvement in its self-evaluation report:

- a more systematic and formalised practice concerning the integration of student work experiences into the teaching, e.g. through the use of a student log book;
- a stronger focus on the continuous contact between teaching staff and the students' fields of employment, e.g. further training and education of teaching staff, and that teachers must be professionally updated within areas of relevance to the programme. But also, how to involve employers in tutoring, thus making them share responsibility for the working process.

The expert panel agrees that these will be important improvements to the programme.

The expert panel concludes and recommends that:

In general, the teachers at KLEO are good at utilising student work experience in the programme and integrating this into the teaching, and the graduates express satisfaction with the teachers' ability to do so. However, from the interviews at the site visit and also from the assessments of the self-evaluation group in their report, it seems as if the utilisation of experience is informal, and the expert panel points out that the programme would improve if this was systematised.

Here, the expert panel finds that KLEO's own suggestion of using a student logbook is both sensible and appropriate. Using a portfolio is another method that KLEO could consider using. By using these methods, KLEO could secure that each and every student integrates and utilises their work experience in the programme.

6.2 Examination methods

The examination methods should measure the degree to which the actual learning outcomes correspond with the intended learning outcomes. It is important that all staff and external examiners have the same interpretation of levels and grading, and that this is made explicit to students and new staff. All examinations must be carried out according to publicly available criteria and procedures.

Criterion

The examination methods are designed to measure the achievement of the intended learning outcomes/competences and the aims of the programme. Students are informed of what is expected of them in order to achieve a certain grade.

Examination within the Diploma programme in Leadership is regulated by both ministerial orders and the joint curriculum of the programme. In the latter, it is stated that the students must encounter several different examination methods, and not just the traditional methods, but also, for example, case study presentation with related managerial problems in their own or other organisations, synopses with subsequent oral discussions, and essays. Every module must be completed with an examination, and at least two compulsory modules must be assessed by external examiners. It is emphasised that all examination methods must be centred around the students' ability to apply theory to the reality which they are part of, with the objective of maintaining focus on the development of their personal action competence.

In this way, the integration of student work experience is once more accentuated as an important basis/foundation for the Diploma programme in Leadership.

There are also special regulations regarding the final project. This is concluded with an oral exam with external examiners and can be completed either individually or in groups. With the latter, each student's independent contribution must be clearly apparent.

In its self-evaluation report KLEO points out that all the examination methods applied in the programme are based on the student's ability to display an understanding of practice and theory in turn, both in the written product and in the context of the actual examination. KLEO's teaching, likewise, encourages this interplay and thereby implicitly supports the student's writing process.

KLEO describes the stages of an examination in this way:

- the student or a group of students hand in a synopsis or a project report;
- the student makes a short presentation of the most central points and problems of the written product, and puts these into perspective;
- a dialogue between the student and the internal/external examiner;
- feedback to the student regarding the assessment.

They emphasise that the objective of the examination is that the student demonstrates what he or she has learnt in the course of the module. It is also important that the student demonstrates

that he or she can utilise theory in relation to the chosen problem and thereby display an understanding of theory and practice in turn.

In this way the examination measures the extent to which the actual learning outcome of the student corresponds with the intended learning outcome.

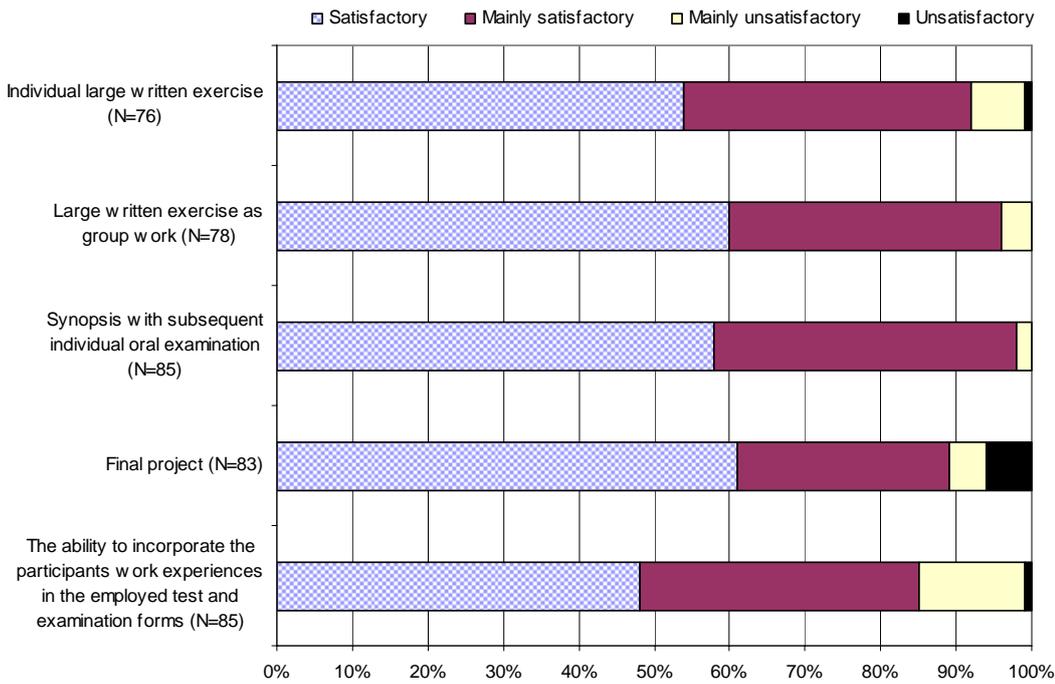
In KLEO's own assessment the teaching could support the students during the writing process and in 'getting started on writing the project' to an even greater extent. They have initiated an experiment in which one of KLEO's other programmes tries to incorporate small written assignments along the way – so that the writing process will begin early on in the module. However, this experiment should be seen in the light of a relative increase in the workload of students and teaching staff. Should the experiment have positive results, it is KLEO's ambition to introduce this initiative to the Diploma programme in Leadership.

The students interviewed at the site visit express a general satisfaction with the examination methods applied in the programme. One of them emphasised the constructive feedback he had been given, both at the examination and afterwards when he had phoned the teacher to get more feedback on his performance.

This picture of satisfaction is supported by the results of the survey of graduates. Here the graduates have been asked how they assess the test and examination forms in relation to estimating their achieved knowledge. The diagram below illustrates the responses.

Diagram 4

How do you assess the test and examination forms of the KLEO Diploma programme in relation to estimating your achieved knowledge? (Q 28)



Generally, the graduates' assess the test and examination forms of the programme as satisfactory or mainly satisfactory in relation to estimating their achieved knowledge. Regarding the individual large written exercise, large written exercise as group work and synopsis with subsequent individual oral examination, over 90% in total have responded satisfactory or mainly satisfactory.

In the focus group interview, some of the graduates elaborated on this, telling how they had appreciated working in groups for the exams. In particular, they stressed the importance of discussions in minor groups in relation to formulating and presenting a case.

Information to the students

KLEO uses its online forum, "it's learning" to inform students about all formalities regarding the examination and the final project. Students are also provided with guidance along the way by his or her project supervisor regarding what is expected at the examination. In addition, it is the project supervisor's task to inform students as to whether or not they are recommended to take the examination. The guidance the students receive during the module is the closest form of contact

between the institution and the student, and it is KLEO's assessment that students receive all relevant information through this guidance.

At the interview, students confirmed that they were guided by the teachers while writing the assignments at the end of the modules, and they generally stated that they are satisfied with the guidance provided.

The expert panel concludes and recommends that:

It is evident that KLEO uses a variety of examination methods and that there is a strong relation between written and the oral elements in the examinations. The examination methods are capable of measuring the achievement of the intended learning outcomes and the aims of the programme, and students are informed of the examination. They do not appear insecure concerning what is expected of them.

The expert panel recommends KLEO to follow its own suggestion of strengthening the support to the students during the writing process and to commence the writing earlier in the module. As it is now, all examinations are held at the end of the modules, and the programme could experiment with splitting the exam into smaller assignments during the module.

Furthermore, KLEO could experiment with continuous assessments during the individual modules, instead of one final exam at the end of each module. This could also lead to a better measurement of the degree to which the students have achieved the intended learning outcomes of the programme. It is important that knowledge, skills and practical abilities are tested throughout the programme. The current examination methods seem to focus more on assessing knowledge than skills and abilities, and KLEO could consider altering this and experiment even more with the examination and assessment methods.

7 Teachers

The focus of this chapter is the teaching staff of the Diploma programme in Leadership. It begins with a short presentation of the teacher group and continues to look at how KLEO secures the qualifications of the teachers.

7.1 Composition of teaching staff

Currently, 25 teachers are attached to the Diploma programme in Leadership, with a majority of external teachers – 9 internal and 16 external teachers. The majority are male teachers – 72%. Of the nine internal teachers, three are also part of the management. All teachers have a Master's degree, and one of the external teachers has a Ph.D.

The self-evaluation group describes the teachers as experienced. The internal teachers have typically been teaching many modules within the programme and have wide experience of the students' fields of employment. The external teachers also have wide experience of the student's fields of employment. Most of them have leadership experience, and some have consultancy experience that relates to leadership issues.

7.2 Securing qualified staff

The basis for producing good graduates is, to a very great extent, a professional teaching staff. It is, therefore, crucial to continuously uncover and deal with any issues related to the teaching staff in order to ensure a programme of high quality. The teachers must have a number of competences: a satisfactory academic level; a capacity to connect theory with practice; satisfactory communication skills; and the ability to involve the students work experience in the teaching. Opportunities for staff development must be provided. There must be a strong emphasis on the continuous development of teaching competences for new and existing staff.

Criterion

The teaching staff is sufficiently qualified to ensure that the programme aims regarding its content, didactics and organisation are achieved.

KLEO has explicitly formulated the competences which they think the teaching staff will need in the future, and how they can attain these competences. In the self-evaluation report a number of competences are described:

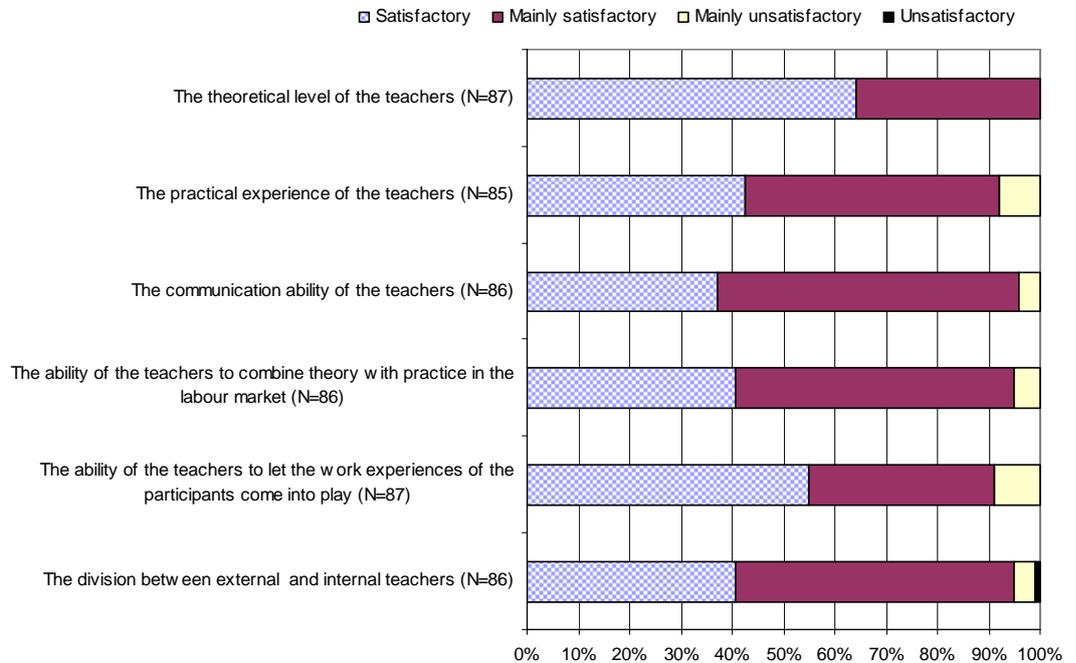
- an academic degree;
- knowledge of, specific experience with, and proficiency in teaching adults – 'andragogical competence' – including expertise in the systematic development, planning, implementation, and evaluation of courses of teaching and corresponding courses of guidance, which are coherent as well as being varied in relation to teaching and learning methods;
- knowledge of, specific experience with, and proficiency in providing guidance and holding examinations;
- an in-depth and practice-based familiarity with the conditions and contexts of practice of the target audience;
- a good grasp of theories, methods and tools relevant to leadership and management;
- relational competence in theory and practice: knowledge of and proficiency in social and relational mechanisms and processes ('good at working with others');
- abilities in and insight into communication and communicative processes;
- a capacity for critical reflection in relation to own practice as part of an ongoing development of competences;
- a capacity to receive, and skills in giving, systematic feedback;
- ability and willingness to sell and promote KLEO's services, including promotion of the special combination of services expressed by the CER-principle (consultancy services, education and research);
- a capacity to balance loyalty to the organisation with an appropriate critical sense and conduct.

According to KLEO's own assessment, they are not far from attaining the above competences. They more or less fulfil future requirements already, but point out a need to strengthen the bonds to the external teachers, making it more attractive to become an integral part of KLEO. They have acquired these competences through a number of policies, including: a systematic and strategic competence development; annual employee appraisal interviews; active involvement in the development of methods and work assignments within the CER-model; and access to 'double-team' teaching.

The students are generally very satisfied with the teachers' qualifications. At the site visit, they emphasised the theoretical and practical level and communication skills as the strong points of the teachers. This picture is supported and underlined in the survey of graduates. Here the graduates have been asked to assess the teacher group's professional and pedagogical competences, and the division between external and internal teachers. The diagram below illustrates the responses.

Diagram 5

How do you assess the KLEO Diploma programme based on the following parameters? (Q 26)



There is greatest satisfaction with the theoretical level of the teachers. However, the level of satisfaction for other abilities of the teachers is also very high, and more than a total of 90% of the graduates respond "satisfactory" or "mainly satisfactory".

In the focus group interview, the graduates agreed that the combination of teachers rooted in the private and public sectors had a considerable effect on the teaching, both its form and content. On the one hand, teachers from the public sector gave more examples, which the majority of the students could relate to, but, on the other hand, the graduates in the focus group found

that the teachers with a background in the private sector added a dynamic dimension to the teaching.

As mentioned in the previous chapter, there are also high levels of satisfaction when it comes to the graduates' assessment of the practical experience of the teachers and the ability of the teachers to let the work experience of the participants come into play. Here more than 90% in total have responded "satisfactory" or "mainly satisfactory".

The expert panel concludes and recommends that:

The teaching staff at the Diploma programme in Leadership appears to be both very qualified and experienced. There is an awareness of the importance of the practical element in the programme. Teachers have practical experience, take their practice seriously and are good reflective practitioners. They are aware of the relation between consultancy services and teaching, while the last element of the CER-model, research, could be improved.

To strengthen the relation between theory and practice even more, the expert panel recommends that KLEO employs visiting practitioners from student's field of employment in the teaching of the modules.

8 Guidance and student facilities

Guidance and student facilities are essential to the study environment at KLEO. The information and guidance provided prior to enrolment play an important role in the potential students' expectations to the programme. Also during the programme, general and specific guidance support the enrolled students. A good study environment, however, involves more than these elements. This chapter touches upon the characteristics that make up a good study environment at KLEO. The first section deals with guidance and student support, including supervision of the final thesis. The second section discusses student facilities and what constitutes a good study environment.

8.1 Guidance and student support

Appropriate information and guidance prior to, and throughout the programme are prerequisites for enabling potential and existing students to make informed choices. Potential students need information regarding the programme and course content, and students attending the programme need more specific information and guidance regarding, for example, their selection and the progression of modules, as well as close supervision of their personal progress. Together, these efforts can contribute to enhancing the promotion of the programme, prevent unnecessary drop-out due to wrong expectations and help the students make informed choices during the programme that will positively affect their future careers.

Criterion

The institution (KLEO) provides adequate information and guidance to existing and potential students concerning the composition and content of the programme, selection of optional modules and the final project.

8.1.1 Information and guidance prior to admission

Potential students at KLEO have different possibilities to get information and guidance regarding the composition and content of the programme. Apart from the information provided on KLEO's website, potential students can, by contacting KLEO, acquire information such as brochures about the programme. Furthermore, KLEO participates in a six-monthly presentation of the programme in collaboration with Copenhagen and Northern Zealand University College.

KLEO assesses that the information available to potential students is appropriate. This should be seen in light of the fact that KLEO often recruits its students through its cooperation with public institutions and, as one student during the site visit explained, that potential students are sometimes recommended to study at KLEO by others. Here the survey of graduates shows that 30% chose the KLEO Diploma programme in Leadership because KLEO was recommended to them, and 13% chose it because the education was recommended to them. In other words, recommendation plays an important role in recruiting students to the programme.

The survey also shows that 84% of the graduates assess the information given about the programme prior to enrolment as "satisfactory" or "mainly satisfactory".

8.1.2 Guidance and student support during the programme

The primary source of information for students enrolled in the programme is KLEO's website. At the website, the students are able to find information about the compulsory and optional modules and the requirements for the final thesis. When students need more specific administrative guidance, they are referred to the programme administration or the Director of Studies. In matters regarding the structure of the programme, students are referred to the administration, whereas the Director of Studies deals with questions of a more individual nature, such as taking leave or transfer of credits.

The guidance concerning administrative matters is marked by an open approach. KLEO makes a virtue of making students feel welcome, and, as the self-evaluation report states, "it is at all times possible to arrange a meeting with the Director of Studies." However, KLEO to some extent recognises that the current construction of student guidance does not correspond to the increasing number of students. As the self-evaluation group writes in their report:

The explosion in the number of students over the last two years has given rise to what KLEO regards as a need for a systematised and well thought-out strategy for student guidance.

The expert panel agrees with KLEO that there is a need for better guidance and student support.

The expert panel concludes and recommends that:

The system for guidance and student support needs to be developed and systematised in a manner that is coherent with recent and future growth, both in terms of the personalised guidance and support at KLEO and the use of employers as tutors. Student evaluations are useful tools in developing the guidance system, as they provide a picture of the students' needs and the weaknesses of the current conditions, but the expert panel recommends KLEO to take further measures. The expert panel recommends KLEO to supply each student, or small group of students, with a personal tutor or contact person from the internal teaching staff. This is general practice at similar European programmes from which KLEO could seek inspiration. For example, The University of Twente, Holland, where they practise a tutor-system, which could profitably be transferred to KLEO. Furthermore, the panel recommends KLEO to involve the students' employers in the guidance in order to extend the work-based learning, and encourages KLEO to involve the employers as coaches or sparring partners. In order to further develop the student support system, the expert panel also recommends KLEO to introduce student progress plans into the programme that include the choice of modules, progression, completion time and the individual student's career ambitions.

8.1.3 Supervision of final thesis

In accordance with the curriculum for the Diploma programme in Leadership, the final project (thesis) must be completed through interaction between supervision, teaching and independent study. In other words, supervision is a central element in the final thesis of the programme.

Criterion

The teachers provide sufficient and qualified supervision to the students regarding the final project.

The supervision of the final thesis is conducted by the academic staff. However, the student also has a responsibility in the process in terms of requesting meetings with a supervisor and setting the agenda. In its self-evaluation report, KLEO describes the roles of the supervisor and student, respectively:

The supervisor is a resource that is used as a support in the development of the student's ideas, and the supervisor's role is, therefore, to ask questions rather than to provide an-

swers (...) The project is the work of the student, and it is, therefore, the student who must be in control, takes the initiative and plans the process.

Alongside the supervision, the student is offered teaching in methodology. This teaching is conducted by two members of the teaching staff, whereas the majority of the teaching staff supervises. This is, according to KLEO's self-evaluation report, a dilemma, as students risk receiving different messages with regard to practical and module-related matters.

The survey of graduates examines the graduates' assessment of the supervision. The distribution of answers is illustrated in the table below.

Table 3
How do you assess the supervision in relation to essay writing in the KLEO Diploma programme? (N 87)

	Satisfactory	Mainly satisfactory	Mainly unsatisfactory	Unsatisfactory
Regarding elaboration on way of presenting the problem	35%	55%	9%	1%
Regarding producing the written product	36%	52%	10%	2%
Regarding seeing new angles on the topic being dealt with	36%	55%	8%	1%
In relation to the whole learning process	39%	52%	8%	1%

Source: The questionnaire survey of graduates

The table shows that approximately 90% of the graduates consider each of the elements "satisfactory" or "mainly satisfactory".

In its self-evaluation report, KLEO points to different ways to further improve the supervision of the final thesis. One way in which the self-evaluation group assesses that the supervision can be improved is to provide the students with more thorough information regarding supervision, including the roles of, and cooperation between, the student and the supervisor. KLEO suggests that student and supervisor could enter into a supervision contract in order to avoid misunderstandings. Furthermore, KLEO assesses that group-based supervision could be explored. Currently, supervision is offered to students individually, but "students often struggle with the same problems" and the self-evaluation group thus assess that the students could benefit from being supervised in groups.

The expert panel concludes and recommends that:

The supervision of the final thesis can be strengthened. The expert panel recommends KLEO to follow its own suggestion of making a contract between the student and the supervisor appointed specifically to supervise on the thesis. This contract would serve to clarify that both the supervisor and the individual student are responsible for the course of the supervision.

8.2 Student facilities

Appropriate facilities are important prerequisites for a good study environment. Student facilities form the conditions for the students' course of study, both in terms of learning possibilities and social interaction. Student facilities like classrooms, group rooms and areas for social gatherings all create possibilities for students to strengthen their social and professional networking.

Criterion

Student facilities (such as IT-equipment, library services, accommodation and materials) are adequate to fulfil the aims and intended learning outcomes of the programme.

The self-evaluation report and the visit at KLEO provide indications of general satisfaction with and pride in the facilities. In its report, the self-evaluation group particularly emphasises the modern auditoriums, some of them with interactive white boards, and the light and open physical environment. The report refers to KLEO's six-monthly appraisal among the students. The latest appraisal shows that 86.7% of the students consider the facilities "satisfactory" or "mainly satisfactory", which the self-evaluation group assesses to be a good result. The survey of graduates shows approximately the same level of satisfaction, with a total of 83% responding that they assess the classroom and learning facilities as "satisfactory" or "mainly satisfactory".

In the interview with students at the site visit, one of the full-time students called for a room where she could work/study and make good use of the time between courses. The canteen is, in her opinion, too public a room with too much noise. Furthermore, the appraisals showed that many students call for more study groups, which underlines that a narrow focus on physical facilities is insufficient to ensure a good study environment. A couple of students also asked for more group rooms – if there were more rooms there would be more study groups. But otherwise, they expressed a general satisfaction with the facilities.

Study environment

In its self-evaluation report, KLEO sees the study environment as tripartite. It divides it into a *psychological*, a *physical* and an *aesthetic* study environment. In short, the psychological study environment concerns the individual student's "well-being"; the physical study environment includes physical and technical facilities; and the aesthetic environment has to do with light, colours and other elements that stimulate the senses.

As the self-evaluation report states, KLEO is aware that a good study environment is central in order to "prevent non-attendance, motivate a higher degree of professionalism, and make the programme more attractive overall". KLEO assesses that the different elements of the study environment are generally good and well-functioning. For example, the self-evaluation report refers to the involvement of the students' "employment stories" in the teaching as an example of how the psychological study environment at KLEO provides room for students to influence their own course of study. On the other hand, KLEO assesses that there is room for improvement concerning the introduction to the course and the planning of the group formation process.

The composition of students on the programme requires particular attention in relation to the study environment. The majority of the students at KLEO work full-time besides their (part-time) studies and, as the survey of graduates indicates, most of the students are between 40 and 59 years old¹. This places demands on KLEO to create a suitable study environment that takes account of these students' particular needs. In the interviews at the visit to KLEO, one student pointed to the fact that the feeling of being in a class was absent. Two other students emphasised the importance of networking among students. They explained that they built up a network through the modules. In their words, a motivating aspect of networking with the other students of the programme is to have a "common language", i.e. that fellow students "use the same words for things". These statements indicate that the students need a study environment that supports student interaction and a common frame of reference.

The expert panel concludes and recommends that:

The study environment is generally good. However, there is room for improvement in terms of bringing the students together. In order to do this, the expert panel recommends that KLEO seek to create student support groups from the beginning of the programme. By formalising the formation of study and student support groups, the study environment will improve and the students will have better opportunities for networking, preparing for exams, etc.

¹ The survey of graduates shows that 48% of the graduates are 40-49 years old and 36% are 50-59 years old.

9 Quality assurance

This chapter deals with KLEO's quality assurance work. It considers strategy and procedures, evaluation of teaching and revision of the programme, and the involvement of stakeholders in the quality assurance work. Furthermore, it looks deeper into the feedback from graduates and employers.

9.1 Strategy and procedures for quality assurance

Quality assurance is an important aspect of the management of the programme. Quality assurance is the regular and systematic gathering of information on educational matters and the use of this information in order to assure and improve the quality of the programme. In order to ensure coherent and systematic quality assurance, a formal strategy for quality assurance is an important prerequisite. Such a strategy must be implemented through policies and procedures. Evaluation of teaching can be done through course evaluations carried out by students during or upon completion of the modules. These evaluations can provide insights into whether the staff involved with the teaching is qualified and competent. Secondly, the evaluations can be used to gather feedback from students regarding the content and design of the courses. This feedback can with advantage constitute the basis for making improvements to the curriculum. In order to ensure that the curriculum is coherent and up-to-date, the programme is discussed and revised on a regular basis. Course evaluations and the academic staff's awareness of changes to the discipline and the related employment market are important bases for any revisions to the programme. An important aspect of quality assurance is having procedures to collect and disseminate information on the running of the programme, which support the effective management and planning of the programme. If key information on the programme is published, it also gives various stakeholders and prospective students important information about the quality of the programme.

Criterion

A system of quality assurance exists in which the programme and its content are evaluated on a regular basis. Based on evaluation results, the content of the programme, the individual modules and curricula are updated on a regular and systematic basis.

KLEO are still working on implementing the different aspects of its quality assurance system. Once implemented, they assess that they will have a thorough system consisting of a number of elements.

When considering the quality assurance system of KLEO, it is necessary to take into account that KLEO is part of Copenhagen and North Zealand University College and, as such, is incorporated in the University College's strategy for quality assurance and development. This implies that:

- all programmes placed under Copenhagen and North Zealand University College undertake annual teaching evaluations;
- study environment surveys take place every third year;
- graduate surveys take place every third year;
- drop-out surveys take place every third year.

According to the self-evaluation report the programme's organisation and particular areas of provision are evaluated locally as required, and in co-ordination with other disciplinary and organisational units. The results of the University College's latest evaluations and surveys are summarised and published annually.

According to KLEO, the responsibility for quality assurance is clearly distributed among students, teachers and the Director of Studies. The self-evaluation group describes in its report the different tasks and responsibilities of these parties. They also outline a number of stakeholders involved in the quality assurance work:

- students participating in the programme;
- students' current or future employers;
- the institution's employees;
- internal partners in relation to the programme's affiliations with practice;
- external partners in the form of other educational institutions;
- the institution's strategic research affiliates;
- the institution's management in relation to educational policy.

They are all ensured an influence in the quality assurance work – some of them through different bodies or organisations.

The evaluation results have affected the programme in different ways, and changes have occurred within the following areas:

- replacement of teaching staff/supervisors;
- the optional modules offered;
- timing of courses;
- geographic location;
- the form and structure of guidance.

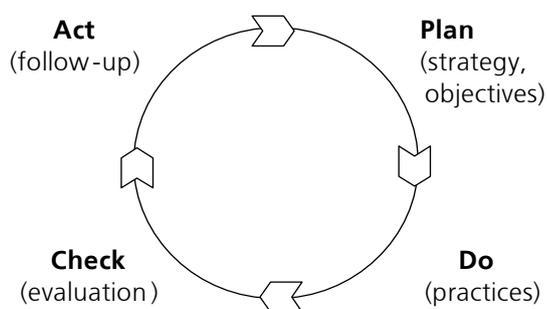
At the same time, KLEO underlines that the joint curriculum implies that any changes in the content of the programme have to be decided in co-operation with the other providers of the programme, and not on the basis of specific (local-level) evaluations.

At the site visit, the management explained how the information from the evaluations is used and presented to teachers and students. If criticism is reported, they talk to the teacher about it, but often the informal channels have caught it beforehand. Still, this does not mean that evaluation is unnecessary. It serves as 'hard evidence' and ensures that all information or criticism is caught. KLEO does not inform the students of the evaluation results. Apart from that, the students have the impression that evaluation results are taken seriously and used to improve the programme or other aspects, such as classrooms.

The expert panel concludes and recommends that:

Formally, there is a quality assurance system at KLEO in which the Diploma programme in Leadership and its content are evaluated on a regular basis, and it seems that the evaluation results are used to develop and improve the programme to some degree. But the quality assurance system is relatively new and not fully implemented, and KLEO needs to be aware of developing a sound circular system of quality assurance. KLEO appears to be very interested in the feedback they can obtain from the students, but they are lacking systematic feedback from employers, and feedback to the students and employers concerning the results of the evaluations.

The expert panel recommends KLEO to pay special attention to the evaluation and follow-up phase in the quality circle shown below:



The quality cycle illustrates some very important features of the quality work in an ideal form. The main idea is that the quality work should be seen as a continuous process which can be divided in four phases. Firstly, for each single activity there must be a phase of setting the objectives, planning and allocating resources. Secondly, the activity must be carried out in practice, and information and data concerning the practice should be gathered, e.g. through monitoring. Thirdly, there must be a phase of analysing and evaluating the way in which the activity was implemented and/or its results. Fourthly, there must be a follow-up phase, where the results and conclusions of the evaluations are used as the basis for acts of revisions and decisions, e.g. on whether the objectives are still relevant, or whether the current practice is adequate and appropriate for achieving the objectives. The cycle then starts again with the planning of how to reach the (potentially new) objectives, which are taken into practice, evaluated and followed by revision and the necessary changes, and so on. In this way, the cycle illustrates a continuous process.

Applied at the level of an education programme, *plan* could be the formulation of programme objectives, e.g. minimum expected competences or the planning of programme design. *Do* could be the teaching and learning, etc. *Check* could be making sure that the quality of programme activities, such as the teaching meets its objectives and standards, or gathering feedback on the programme design from students or other stakeholders. *Act* could be finding ways to improve the quality of teaching or deciding to redesign the programme – and thus changing objectives and standards.

Another way of looking at the quality work is to divide it into three phases:

- 1 data gathering;
- 2 use of data;
- 3 spreading of information about results and use of data.

In the case of KLEO, the expert panel finds that they are good at gathering information from students but that they could improve the collection of feedback from graduates and employers (see also the next section). With regard to using the data, the expert panel assesses that KLEO is developing in the right direction but that there is still room for improvement. They could have more formal procedures and routines with regard to what they do with the information or the data. It needs to articulate its quality assurance system. But it is in the last phase that the expert panel assesses that there is room for thorough improvement. KLEO needs to be better at spreading information about results and use of data to students and employers. This international benchmarking report could represent the first step in that direction, and the expert panel suggests that KLEO writes a short version of this report, presenting the most important results and forwards it to the various stakeholders. KLEO could also choose to discuss it with other providers of the programme.

Lastly, the expert panel points to a number of incremental improvements which KLEO could consider implementing:

- a benchmarking with similar provider(s) in a 3-5 year cycle, enabling comparison with others and a fresh external view of KLEO's own programme;
- experimenting with continuous assessment;
- gather and provide data to stakeholders.

9.2 Feedback from graduates and employers

It is important that the programme systematically uses different kinds of feedback in order to continuously develop the programme and meet the demands of the employment market. This helps ensure a programme of high quality and, in turn, a possible high sense of satisfaction among the graduates.

If the programme establishes relations directly with the graduates, they can receive valuable and relevant feedback. Relevant feedback is, for example, whether the graduates find the learning outcomes provided by the programme relevant and adequate to their employment. Graduates could also give the institution insight into the need for further education that the institution might provide.

Criterion

The programme/KLEO receives feedback from graduates and employers on a regular basis as part of the continuous development of the programme.

According to its self-evaluation report KLEO receives feedback from graduates and employers through a range of channels:

- just before graduating, students are asked to answer an online questionnaire about the module they are participating in. But this is not aimed at graduates in particular. All students have to answer the questionnaire at the end of each semester;
- KLEO has undertaken two informal graduate interviews during summer 2005;
- many former students are now clients in relation to the consultancy services;
- a survey among graduates conducted in conjunction with the international benchmarking;
- in conjunction with the purchase of consultancy services, KLEO receives feedback on employers' satisfaction with the programme, but not in a systematic way (main conclusion: no systematic approach). This should not only uncover satisfaction, but use the employers at two levels: confirm their satisfaction, and use them for continuous development of the programme (they do this in the closed classes);
- a panel of stakeholders, which will be replaced by a proper Advisory Board in 2007/08.

As with the monitoring of the students' employment market, KLEO uses the feedback from graduates and employers to adjust the programme. Again, they mention the development of a Diploma programme in School Leadership and a Diploma programme in Church Leadership as direct consequences of the feedback received from employers.

At the interview with employers during the site visit, a general satisfaction was expressed regarding the contact with KLEO and the possibilities to deliver feedback. In 'closed classes', where KLEO has entered into an agreement with one (or more) employers, there is a continuous contact and regular meetings where problems and wishes can be discussed.

From KLEO's own point of view, they could improve the collection of feedback from graduates by developing a procedure in which graduates are asked for feedback three and five years after completing the programme. This could give valuable information about the effect of the programme. Besides this specific initiative, KLEO points to the need for a greater degree of collection and the systematisation of information from all stakeholders, so the development and the improvement of the modules to a much larger extent is centred around the stakeholders.

The expert panel concludes and recommends that:

KLEO currently receives feedback from employers and graduates but can still improve these relations, especially with the graduates. The expert panel considers the initiative concerning the collection and systematisation of information from all stakeholders and the deliberations regarding the stakeholders' involvement in developing the modules as highly relevant and recommends KLEO to put them into effect.

10 Career mobility and outcome

The purpose of this chapter is to touch upon developments in the students' employment market, the career mobility of graduates and the feedback KLEO receives from graduates and employers, as well as to look at the level of satisfaction with the learning outcomes of the programme. The chapter will only present a minor part of the results from the survey of graduates, where graduates have been asked to assess the importance of the programme, giving a broad picture of the level of satisfaction. All the results from the survey can be found in a separate report, which can be downloaded from EVA's website.

10.1 Developments in student employment market

It is important to monitor developments in the employment market as these issues must be part of the teaching and be reflected in the continuous planning of the programme.

Criterion

The programme/KLEO monitors general developments in the students' employment market and the career mobility of its graduates.

KLEO has a thorough and in-depth knowledge of the students' employment market. As shown previously, they have a close relation with employers, as KLEO offers both educational programmes and consultancy services. They talk of employers as 'clients' and are prepared to match the competence requirements of the students' employment market. To achieve this, monitoring of the developments in the students' employment market is an important prerequisite.

The self-evaluation group emphasises that they consider:

it vital for the survival of the centre to adopt a consistently and critically client-oriented approach to conducting business, which, among other things, highlights the necessity of prioritising our monitoring work.

They state that monitoring is incorporated as an integral part of KLEO's business development and is a product of the unique interplay and synergy between the three elements in the CER-model (consultancy services, education and research) as presented in chapter 3. The consultancy services, the external networks, the external teachers and regular dialogue with client representatives all provide information about the needs of employers, and KLEO can use this to develop new services (e.g. new modules), modify existing services and discard outdated services.

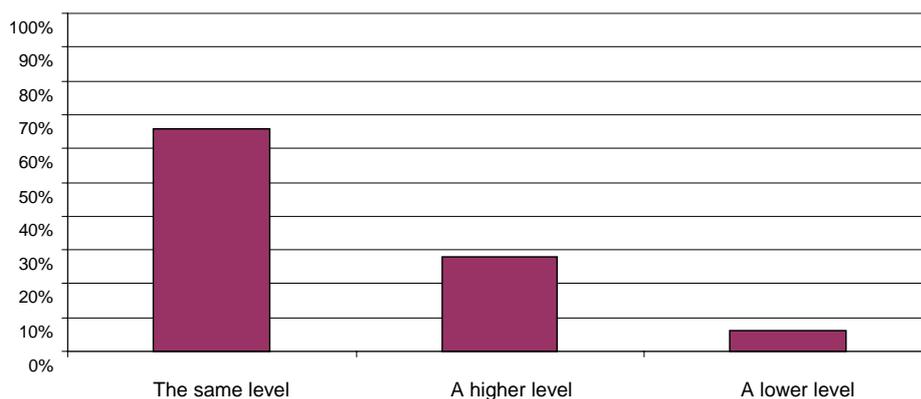
In the self-evaluation report, KLEO describes a number of examples where the monitoring of developments in the students' employment market is reflected in the continuous planning of the programme. It has developed new modules, integrated new initiatives in the syllabus (e.g. pupil learning plans and tests) and developed tailor-made Diploma programmes in Leadership for specific target groups (e.g. Church Leadership and School Leadership).

KLEO is also to a certain degree monitoring developments in the career mobility of its graduates, partly through the same channels as mentioned above and partly through a planned biannual graduate survey. In this international benchmarking, a graduate survey is also included, and it shows the career mobility of the graduates.

According to the survey, 55% of the graduates are employed in another occupation after completing the programme and, out of this group, a total of 64% have responded that their change of occupation to a great extent or to some extent has been influenced by the Diploma programme. The survey also indicates the change in level of occupation as illustrated in the diagram below:

Diagram 6

At what level is your occupation today compared with before you started the Diploma programme? N=86 (Q 41)



66% of the graduates responded that their level of occupation is the same today compared with before they started the programme. 28% responded that their level is higher today compared with before, and 6% responded that the level is lower today compared with before they started the programme. The latter can be due to the recent municipality reform (which became effective 1 January 2007), where Denmark was restructured from 271 municipalities to 98 municipalities.

Furthermore, the survey shows that 60% of the graduates have experienced an increase in income (beyond normal wage adjustment) as a result of graduating from the programme.

All in all, the survey shows that the programme for some graduates – but not all – has an influence on their career mobility. But this is only an up-to-the-minute account, and it will be important to repeat the survey annually to show the career-mobility of the graduates.

The expert panel concludes that:

KLEO is very conscious of monitoring the general developments in the students' employment market and has taken the initiative to monitor the career mobility of its graduates through graduate surveys conducted twice a year.

There are various examples of how the monitoring of developments has influenced, or resulted in

changes to the programme. All in all, the expert panel finds KLEO's effort satisfactory with regard to both monitoring and quickly responding to changes or developments in the students' employment market.

10.2 Satisfaction with the programme

Feedback that expresses satisfaction with the learning outcomes of the programme proves that there is need for the programme.

Criterion

In the feedback from employers and employment market representatives, a general satisfaction with the learning outcomes of the programme is expressed.

Overall, the employers express satisfaction with the learning outcomes of the programme. This can be seen in different ways, and KLEO highlights a number of them:

- it can be seen from the steady increase in applications to the programme;
- there is widespread satisfaction with the programme according to the feedback KLEO receives from employers.

At the site visit, students and employers expressed a general satisfaction with the learning outcomes of the programme. This is supported by the survey of graduates, where the degree of satisfaction is illustrated in Table 4:

Table 4
How do you on aggregate assess the KLEO Diploma programme? (Q 31)

	Frequency	Percent
Satisfactory	54	64
Mainly satisfactory	27	32
Mainly unsatisfactory	3	4
Unsatisfactory	0	0
Total (N)	84	100

Source: Source: *The questionnaire survey of graduates*

Table 4 shows that the vast majority of the graduates assess the programme as satisfactory. In the focus group interview, the graduates elaborated on this overall satisfaction and emphasised that the programme had given them competences such as breadth of overview, ability to see through problems and relations and a more conscious way of communicating with staff and other colleagues.

When asked about the acquirement of different abilities or learning outcomes, the graduates gave a generally positive assessment. With regard to the intended learning outcomes stated in the curriculum, more than 90% in total assessed that the programme had given them the abilities "to a great extent" or "to some extent".

Concerning the influence of the Diploma programmes, the graduates were also asked if the programme had caused difficulties in relation to finding an appropriate role when they returned to their workplace. Here a total of 17% responded "to a great extent" or "to some extent", while a total of 83% responded "to a lesser extent" or "not at all".

When asked at the interview, the two graduates who had studied full-time found that studying full-time could easily lead to complications upon returning to the workplace. The organisational changes that the past year would have allowed could be very hard to absorb, both from the viewpoint of the employer and in terms of one's relationship to other personnel in the organisation.

My institution was way too small to come back to. It was way too familiar for me to elevate myself onto another level of professionalism. I had started up the institution myself, and there was simply no room for me to develop, even though I was happy about both the place and the staff. (former full-time student)

The part-time students present at the focus group interview, in contrast, did not experience much difficulty finding and defining their role as leaders at their workplace, and expressed their delight in having new strategies and theories to apply to different situations.

I did not find it hard to adjust to my new role; I only felt more competent. (Former part-time student)

The graduates were also asked if the programme had resulted in personal development. Here the vast majority (92% in total) responded "to a great extent" or "to some extent", while 8% responded "to a lesser extent" or "not at all". In the interview, this gain from the programme was something that many of the graduates mentioned in various connections.

Moreover, the graduates were asked if the programme had improved their position in the employment market generally. Here a total of 80% responded "to a great extent" or "to some extent", while a total of 20% responded "to a lesser extent" or "not at all".

The expert panel concludes and recommends that:

Graduates participating in the survey express an impressively high level of satisfaction with the programme and, thus, prove that there is a need for the programme. On the other hand, the documentation does not include thorough assessments from the employers, and this is needed to give the full picture of satisfaction. Also, even though many employers use KLEO as a provider of the programme more than once, and that this could be said to show satisfaction with the programme and the achieved learning outcomes, the expert panel still recommends KLEO to improve the ways in which they receive feedback from employers. KLEO has strong connections to the employers, and it could utilise this in a profitable way by carrying out systematic evaluations or measurements of employer viewpoints concerning the programme and the graduating employees/leaders. In this way, the employers could help KLEO and the programme to become even better. In an effort like this, it is, however, important to remember that feedback on the information gathered must return to the employers so they can see which changes it has given rise to.

Appendix A

Recommendations

This appendix provides an overview of the expert panel's recommendations to KLEO. The report includes further conclusions and considerations, and the expert panel's assessments of the programme appear throughout the report.

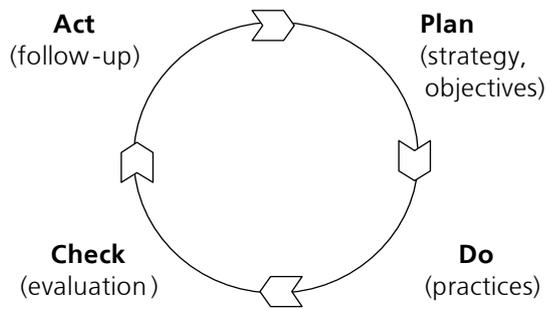
- The expert panel recommends that KLEO more proactively markets its programme in relation to the four elements: CER-model, guidance, eclectic approach and the priority of the public sector (section 3.1).
- The expert panel recommends KLEO to include a strong relationship or even partnership with employers as part of its profile. To do this, KLEO needs to develop and elaborate its connection and co-operation with employers and stakeholders, as this is not at a satisfactory level at the moment. There should be a stronger integration of the workplace in the programme - e.g. using workplace representatives as visiting teachers, or committing the workplace to support the student during the programme and to allow students to use their newly gained competences when they return from the programme. KLEO could also consider setting up an advisory board with different stakeholders to ensure that employers' perspectives are heard and can be utilised to improve the programme (section 3.1).
- A more proactive marketing of the programme implies the formulation of a clearer profile on its website, where future and present students and employers can read about the special features of the programme and what they gain by choosing the programme offered by KLEO (section 3.1).
- The expert panel recommends KLEO to follow its own suggestions for a further formalisation of the study administration and a better information system (section 3.2).
- The expert panel recommends a clearer allocation of responsibilities between the Centre Director and the Director of Studies. As a growing organisation, KLEO should also be aware of the need for a Programme Manager in the future, a person who should be responsible for the

day-to-day operational management of the programme, thus taking over some of current tasks of the Director of Studies (section 3.2).

- The expert panel recommends KLEO to make material concerning aims and objectives more accessible to the students, or to formalise the current procedure that relies on the individual teacher's presentation at the beginning of each module (4.1).
- The expert panel recommends that KLEO follows its own suggestion and formulates learning outcomes for the optional modules, and plans how these can be continuously developed. In this connection, it is relevant for KLEO to refer to the NQF for inspiration (section 4.2).
- The interlinkage of aims, objectives and content is generally good. However, it is a weakness that the aims regarding communication skills, to a lesser extent than the remaining aims, are considered fulfilled through the programme. The expert panel recommends KLEO to strengthen these aspects in the content of the programme, for example by using portfolios that ensure that all skills are obtained and evaluated. The portfolios should include case presentations, research summaries, etc. (section 5.1).
- The expert panel recognises that it is a general challenge to ensure that the modules offered by a programme are established, but recommends KLEO to formulate and implement a systematic procedure that addresses this. This procedure could involve a reduction of the number of optional modules offered, the use of group modules or self-managed modules (section 5.2).
- The research-affiliation needs to be strengthened, which KLEO can achieve in different ways. For example, the expert panel recommends that more teachers carry out research, e.g. KLEO could to a greater extent make use of external teachers as researchers. In this way, the interaction between the programme and the employment market is enforced, and the research affiliation becomes more up-to-date. Another option is to stimulate students to include basic research skills in the teaching by providing methodological training (section 5.3).
- The expert panel recommends that teachers – both internal and external – meet on a regular basis and discuss teaching and learning methods. It is important that the external teachers take part in the discussions, as they are widely employed in the programme as teachers (section 6.1).
- The expert panel recommends KLEO to follow its own suggestion of strengthening support to students during the writing process and to commence the writing earlier in the module. Cur-

rently, all examinations are held at the end of the modules, and the programme could experiment with splitting the exam into smaller assignments during the module (section 6.2).

- To strengthen the relation between theory and practice even more, the expert panel recommends that KLEO employs practitioners from students' fields of employment as visiting teachers in the teaching of the modules (section 7.2).
- The expert panel recommends KLEO to supply each student, or small group of students, with a personal tutor or contact person from the internal teaching staff. This is general practice at similar European programmes, from which KLEO could seek inspiration. For example at the University of Twente, Holland, where they practise a tutor-system, which could profitably be transferred to KLEO. Furthermore, the panel recommends KLEO to involve students' employers in the guidance in order to extend the work-based learning, and encourages KLEO to involve the employers as coaches or sparring partners. In order to further develop the student support system, the expert panel also recommends KLEO to introduce student progress plans into the programme that include the choice of modules, progression, completion time and the individual student's career ambitions (section 8.1.2).
- The expert panel recommends KLEO to follow its own suggestion of making a contract between the student and the supervisor appointed specifically to supervise on the thesis. This contract would serve to clarify that both the supervisor and the individual student are responsible for the course of the supervision (section 8.1.3).
- The expert panel recommends that KLEO seek to create student support groups from the beginning of the programme. By formalising the formation of study and student support groups, the study environment will improve and the students will have better opportunities for networking, preparing for exams, etc. (section 8.2).
- The expert panel recommends KLEO to pay special attention to the evaluation and follow-up phase in the quality circle shown below:



(section 9.1).

- The expert panel considers the initiative concerning collection and systematisation of information from all stakeholders and the deliberations regarding the stakeholders' involvement in developing the modules as highly relevant and recommends KLEO to put them into effect (section 9.2).
- The expert panel recommends KLEO to improve the ways in which they receive feedback from employers. KLEO has strong connections to the employers, and it could utilise this in a profitable way by carrying out systematic evaluations or measurements of employer opinion concerning the programme and the graduating employees/leaders. In this way, the employers could help KLEO and the programme to improve even further. It is, however, in an effort like this, important to remember that feedback on the information gathered must reach the employers so they can see which changes the information has led to (section 10.2).

Appendix B

Members of the expert panel

Dag Ingvar Jacobsen (Chairman of the panel)

Dag Ingvar Jacobsen is a Professor at Agder University (Kristiansand, Norway), Institute for Political Science and Leadership, where he has been working since 1989. He is also a Professor (20%) at Tromsø University. His recent research has been on the relationship between politicians and administrative leaders in municipalities, and the management of organisational change. He has written several books on organisation science, change management and public administration, and is widely used as a guest lecturer.

Per B. Christensen

Per B. Christensen has since 1998 been the Director of the children and culture department of the municipality of Næstved in Denmark, and is the Chairman of the Danish organisation of children and culture directors. Parallel to this, he is active on various boards, including "Væksthus for ledelse", that focuses on the development of leadership, and he is a guest lecturer at various leadership programmes in Denmark, including the Diploma programme in Leadership. Per B. Christensen has written numerous articles and holds a variety of lectures on leadership and the development of leadership and competences.

Robin Middlehurst

Robin Middlehurst is Professor of Higher Education at Kingston University (UK) Her main areas of research, teaching and consultancy are concerned with the nature and impact of change in higher education policy and practice with a particular focus on: leadership and leadership development, governance and management, quality assurance and enhancement at national and international levels, 'borderless higher education' and international HE strategy. Since 2004 she has also been on half-time secondment to the Leadership Foundation for Higher Education (LFHE) as Director of Strategy, Research and International activities. Robin Middlehurst is engaged in different leadership development work and contributes to leadership development programmes for a number of UK universities. She is invited to undertake consultancy and research work for na-

tional and international organisations including UNESCO, OECD, UUK, SCOP and the UK funding bodies.

Theo Van der Krogt

From 1978 until his part-time retirement in 2002, Dr. Van der Krogt was an Associate Professor in Public Management at the School of Management and Governance, University of Twente (the Netherlands). He was also Director of the Public Management Training Centre of this school. From 2002 to 2004 he was part-time Programme Manager at the School for Police Leadership of the Police Academy of the Netherlands. From November 2005, he was (part-time) Programme Coordinator at KISS (Knowledge Institute Urban Societies) in Enschede. Since its foundation in 1999, Dr. van der Krogt has been the Secretary General of the European Association for Public Administration Accreditation (EAPAA). EAPAA is an association of universities and institutions that deliver academic bachelor and master programmes in public administration, and was founded to create a European system of accreditation for such programmes. Dr. van der Krogt has served as international expert in several accreditation and benchmarking projects in different countries.

Appendix C

Set of criteria

According to the Terms of Reference, the benchmarking is based on a set of predefined criteria. The criteria are posed as open questions, or rather open statements that cannot be answered with “yes” or “no”. The criteria help make clear the focus of the benchmarking, and make it accessible and explicit on what grounds the benchmarking is conducted. It must be emphasized that the purpose of the benchmarking is to describe *how* the diploma programme meets the criteria, rather than assess *if* the criteria are met or not. The emphasis is on descriptions and assessments of the various practices within the programme based on the goals that have been formulated by the institution themselves. The criteria are held within the following themes:

- Aims and objectives for the programme
- Profile of the programme
- Management and administration of the programme
- Content and structure of the programme
- Teaching and learning methods
- Guidance and counselling
- Examination
- Teachers
- Student facilities
- Career mobility and feedback from graduates
- Quality assurance.

The formulation of the set of criteria is based on a number of sources: the curriculum of the programme, other relevant documents from the programme, EVA’s prior experiences with criteria-based evaluations and the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Each criterion is described and placed within a frame. The criterion is followed by a justification which elaborates and explains the content and the meaning, or relevance, of the criterion.

Aims and objectives for the programme

Criterion 1:

There are clearly formulated and publicly available aims and objectives for the Diploma programme in Leadership and for each module in the programme.

Justification: Aims and objectives are essential for a number of reasons. They provide prospective students with information on which to base their choice of study and can give an impression of the programme to employers and other stakeholders. Furthermore, explicitly formulated aims and objectives for the programme provide management and teaching staff with terms of reference for designing content and progression within and between modules, as well as aiding selection of the most appropriate teaching methods for (different parts of) the different modules. Aims and objectives for each module provide students with information on which they can base their choice of optional modules.

Criterion 2:

The programme has formulated relevant learning outcome and ensures a continuous development of these.

Justification: Clear descriptions of learning outcomes help facilitate an understanding of the abilities and potentials of graduates from the viewpoints of both prospective students and external stakeholder, and provide the students with an understanding of the potentials and relevance of the programme in a long term perspective. Descriptions of learning outcomes can bring important benefits to the planning and running of a programme. It forces the institution/programme to reflect upon and discuss which kind of abilities and potentials the programme as a whole should provide the student. Here the National Qualification Framework for Higher Education could be a relevant reference point and a source for inspiration for the programme in formulating their learning outcomes.

Profile of the programme

Criterion 3:

There is a clearly formulated profile of the diploma programme in leadership offered by KLEO.

Justification: A programme must have a clearly formulated profile to attract the right students. It must be clear or evident to potential students what they gain by choosing the programme offered by KLEO rather than one of the other educational institutions that offer this programme.

The programme can profit from showing how it differs from other similar programmes. It must be clearly formulated how 'leadership' is understood and what this means to the content of the programme. Furthermore, a clearly formulated profile makes it easier for the graduates to promote themselves as graduates from the programme and potential students have a better chance of making an informed choice as to which programme is best for them. A clearly formulated profile is important as a prerequisite for a clear branding of the programme.

Management and administration of the programme

Criterion 4:

The management and the administration of the programme support the continuous development of the programme in an optimal way.

Justification: An efficient and sufficient management and administration of the programme are an important prerequisite for a programme of high quality and for qualified teaching. Among other things, it must ensure that the programme observes and lives up to formal provisions and are in accordance with the present legislation.

Criterion 5:

The management and the administrative responsibility for the programme are clearly allocated.

Justification: Clearly allocated responsibility supports and secures an efficient and sufficient management and administration of the programme. It must be clear for the students where they can seek different types of information. They must know where and whom they could or should go to.

Content and structure of the programme

Criterion 6:

The content of the programme offered in the modules is consistent with the aims and objectives of the programme and offers students the opportunity to obtain the learning outcomes at the level that has been formulated.

Justification: An important aspect in assessing whether the content of a programme is appropriate for the realisation of the aims and objectives and achievement of the learning outcomes, is the division between compulsory and optional elements, and the balancing of the breadth and depth of content. The content of the programme must correspond to the aims and objectives of

the programme and secure that students achieve/obtain the intended learning outcome of the programme.

Criterion 7:

The composition and structure of the programme is characterised by progression in the sense of continuous professional improvement for the individual student.

Justification: It is important that the composition of the modules and curricula is characterised by progression in learning opportunities, and that this is planned so that they support the students' achievement of the programme aims.

Criterion 8:

The content of the programme corresponds to the level of a medium-cycle higher education or a bachelor degree and is equivalent to 60 ECTS-points and can be completed successfully within the set time.

Justification: The content must be proportional to the degree level and the amount of ECTS-points. The extent and content of the programme must realistic or be proportional to the duration of the programme. This implies that the programme is organized in a way so the students can combine their participation in the programme with their working life.

Criterion 9:

The content of the programme covers both theoretical and practical elements.

Justification: According to the ministerial order on the Diploma degree in Leadership (no. 120 of 25/02/2003) national and international research results, that are relevant for the specific area of occupation of the students, are integrated into the education as far as possible. At the same time there is an emphasis (in this order and throughout the legislation of adult education) to focus on learning through practical training. This means that there must be a satisfactory balance of theoretical and practical elements in the programme.

Teaching and learning methods

Criterion 10:

The students' own working experiences are utilized during the programme and integrated into the teaching and learning methods.

Justification: It is a characteristic of the Danish Adult Education System that the working experiences of the students must be integrated into the teaching. It is central to the choice of methods

that it must focus on learning through practical training. The students have to reflect on their own organisation and action in own organisation has to be an integrated element in the programme. In that way coherence between theory and practice can be secured.

Criterion 11:

The teaching and learning methods reflect and support the aims of the programme.

Justification: The institution/the teachers must give the combination of teaching and learning methods considerable thought. They must consider which methods are the most appropriate in helping students to achieve the aims and competences of the programme (e.g. lectures, exercises, group work, project work, self-tuition and seminars). A variety of teaching and learning methods will presumably imply/secure that students develop a range of different skills. It is therefore important that the institution continue to develop and try alternative teaching and learning methods. A mix of different teaching and learning methods helps sustain a dynamic learning environment and the achievement of a range of learning outcomes.

Guidance and counselling

Criterion 12:

The institution (KLEO) provides sufficient and qualified information and guidance to future/coming students and to present students about the composition and content of the programme, selection of optional modules and the final project.

Justification: Information and guidance are a prerequisite for well-informed and qualified choices that students must make during their period of study, for instance regarding the selection of programme and modules. It can promote a good course and avoid unnecessary drop-out.

Criterion 13:

The teachers provide sufficient and qualified counselling regarding the final project to the students.

Justification: In the curriculum for the Diploma programme in Leadership it is stated that the final project is completed through an interaction of counselling, formal teaching and independent study. In other words, counselling is an important element in this final part of the programme.

Examination

Criterion 14:

The examination methods are designed to measure the achievement of the intended learning outcomes/competences and the aim of the programme. And students are informed of what is expected of them in order to achieve a certain grade.

Justification: The examination methods should measure to which degree the actual learning outcome correspond with the intended learning outcome. It is important that all staff and external examiners have the same interpretation of levels and grading and that this is made explicit to students and new staff. All examinations must be carried out according to publicly available criteria and procedures.

Teachers

Criterion 15:

The teaching staff is sufficiently qualified to ensure that the programme aims regarding content, didactics and organisation of the programme are achieved.

Justification: The basis for producing good graduates is, to a very large degree, a professional teaching staff. It is, therefore, crucial to continuously uncover and deal with any issues related to the teaching staff in order to ensure a programme of high quality. The teachers must have a number of competences: a satisfactory academic level, capacity to connect theory with practice, satisfactory communication skills and capacity to involve the students working experiences in the teaching. Opportunities for staff development must be provided. There must be a strong emphasis on the continuous development of teaching qualifications for new and existing staff.

Student facilities

Criterion 16:

Student facilities (such as IT-equipment, library, accommodation and material) are sufficient to fulfil the aims and intended learning outcome of the programme.

Justification: Facilities are important to ensure a good study environment. They form the conditions under which the students are studying and affect the learning possibilities and the social study life. Accommodation includes classrooms, group rooms, rooms for social gatherings etc. They make it possible for the students to strengthen their networking.

Career mobility and feedback from graduates

Criterion 17:

The programme/KLEO monitors the development in the students' labour market in general and the career mobility of their graduates.

Justification: It is important to monitor developments in labour market as these issues must be part of the teaching and be reflected in the continuous planning of the programme.

Criterion 18:

The programme/KLEO receives feedback from graduates and employers on a regular basis in the continuous development of the programme.

Justification: It is important that the programme systematically uses different kinds of feedback in order to continuously develop the programme and meet the demands of the labour market. This helps ensure a programme of high quality and, in turn, a possible high sense of satisfaction amongst the graduates.

If the programme establishes relations directly with the graduates they can receive valuable and relevant feedback. Relevant feedback is, for example, whether the graduates find the learning outcomes provided by the programme relevant and adequate in their employment. Graduates could also give the institution insight into the need for further education that the institution might provide.

Criterion 19:

In the feedback from employers and labour market representatives a general satisfaction with the learning outcomes of the programme is expressed.

Justification: A feedback that expresses satisfaction with the learning outcomes of the programme proves that there is need for the programme.

Quality assurance

Criterion 20:

A system of quality assurance exists in which the programme and its content are evaluated on a regular basis. Based on evaluation results, the content of the programme, the individual modules and curricula are updated on a regular and systematic basis.

Justification: Quality assurance is an important aspect of the management of the programme. Quality assurance is the regular and systematic gathering of information on educational matters and the use of this information in order to assure and improve the quality of the programme. In order to ensure coherent and systematic quality assurance, a formal strategy for quality assurance is an important prerequisite. Such a strategy must be implemented through policies and procedures.

Evaluation of teaching can be done through course evaluations carried out by students during or upon completion of the modules. These evaluations can provide insights into whether the staff involved with the teaching is qualified and competent. Secondly, the evaluations can be used to gather feedback from students regarding the content and design of the courses. This feedback can with advantage constitute the basis for making improvements to the curriculum.

In order to ensure that the curriculum is coherent and up-to-date, the programme is discussed and revised on a regular basis. Course evaluations and the academic staff's awareness of changes in the discipline and the related labour market are important bases for any revisions to the programme.

An important aspect of quality assurance is having procedures to collect and disseminate information on the running of the programme, which support the effective management and planning of the programme. If key information on the programme is published, it also gives various stakeholders and prospective students important information about the quality of the programme.

Appendix D

Terms of reference

The Danish Centre of Qualifications, Management, Evaluation and Organisational Development (KLEO) has asked EVA to carry out an international benchmarking of its Diploma programme in Leadership, which is offered in collaboration with the Centre for Higher Education, Copenhagen & North Zealand.

The Diploma programme in Leadership is part of the Danish system for adult education and continuing vocational training. Currently, 11 institutions are offering the Diploma programme in Leadership, and the curriculum for the programme applies to all the institutions. The programme was offered for the first time in 2003, and consists of 6 modules: Three mandatory and two elective modules and a final project. The modules can be taken separately or as a coherent educational programme. The programme is one year's full-time studies.

KLEO co-operates with the Department of Management, Politics and Philosophy at the Copenhagen Business School. Their teachers are used as speakers and their books are taught in the courses. The two institutions have entered into a financial framework agreement about 3 assistant professors and 2 PhDs. The purpose of the agreement and the co-operation is to improve and strengthen the academic milieus through the development and production of new knowledge.

KLEO has established a Knowledge Centre for Leadership. One of the centre's tasks is development and quality assurance of the Diploma programme in Leadership. The international benchmarking is a part of this work.

Purpose

The purpose of the international benchmarking is:

- to identify and analyse strengths and weaknesses of the content of KLEO's Diploma programme in Leadership and draw up recommendations for improvements of the quality

- to identify and analyse strengths and weaknesses of the administration of KLEO's Diploma programme in Leadership and draw up recommendations for improvements of the quality
- to study qualifications, career mobility and the need for further education of graduates from the programme
- to supply an international perspective on the content and the administration of the diploma programme by comparing it with similar European education programmes known for good practice and high quality.

Criteria

The benchmarking will be based on a set of predefined criteria. The criteria will be posed as open questions that cannot be answered with "yes" or "no". The criteria help make clear the focus of the benchmarking, and make it accessible and explicit on what grounds the benchmarking is conducted. It must be emphasized that the purpose of the benchmarking is to describe *how* the diploma programme meets the criteria, rather than assess *if* the criteria are met or not. The emphasis will be on descriptions and assessments of the various practices within the programme based on the goals that have been formulated by the institution themselves. The criteria will serve as a guide for the benchmarking in structuring the self-evaluation guide and in the final report.

The criteria will be held within the following themes:

- Vision, aim and strategy for the programme
- Profile of the programme
- Management and administration of the programme
- Content of the programme
- Teaching and learning methods
- Guidance
- Examination
- Teachers
- Students and the study environment
- Career mobility and feedback from graduates
- Quality assurance.

The formulation of the criteria will be based on a number of sources. Central in this respect are the curriculum of the programme, other relevant documents from the programme, the knowledge of the panel members on the area (see below), EVA's prior experiences with criteria-based evaluations and the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The external expert panel will formulate the criteria before the process of self-evaluation is initiated.

The International benchmarking and the criteria should be seen in a learning and development perspective. The criteria are not a checklist for measuring the extent to which the programme fulfils each criteria.

The expert panel

An international expert panel will be appointed. The panel holds the academic responsibility for the international benchmarking. The identification of experts will be made in co-operation with KLEO, while EVA is responsible for the final selection of experts.

The expert panel must have knowledge of and experience with similar European education programmes renowned for high quality. The expert panel will cover knowledge of:

- Teaching methods used in the programme
- Academic content of the programme
- Administration of the programme
- Profession/career possibilities related to the programme.

One of the panel members must be Danish.

Method

The international benchmarking will be based on the following elements:

A preliminary study which will qualify and systematize the basis for the benchmarking. The study is completed with the preparation of a self-evaluation guide which KLEO will use as a vantage point for the self-evaluation.

An external expert panel who, by means of their experience from similar education programmes, can supply a perspective and assessment of the diploma programme at KLEO. EVA is responsible for the methodological and administrative aspects and for writing the report.

A self-evaluation in which KLEO will have the opportunity to expound and analyse their own strengths and weaknesses. KLEO will prepare a self-evaluation report which will constitute a central element of the evaluation documentation material. The report will be based on a self-evaluation guide which will be prepared by EVA.

A survey among graduates which will provide knowledge about the competences of the graduates, about the use of the newly earned competences with regard to career mobility and about the need for further education. The survey will cover all graduates under the auspices of the 2003-curriculum.

A site visit which will give the expert panel a first-hand impression of the education programme and the opportunity to inquire into aspects of the self-evaluation report and the survey among graduates, so that the information can be validated or elaborated on.

A benchmarking report which will contain the analyses, assessments and recommendations of the expert panel. The report will be written by EVA's evaluation officers based on discussions with the expert panel. KLEO will receive a draft of the report for factual comments. The final report will be approx. 70 pages and it will be published.

Language

Since the benchmarking is international and involves international experts, all documents must be available in English. This means that the self-evaluation report must be prepared in English (or translated into English) and that KLEO is responsible for translating the curriculum and other key documents which the expert panel must know of in order to assess the programme. Moreover, the site visits will be conducted in English, and the final report will be in English.

Time frame

Time	Activities	Responsible
January-February 2007	Preliminary study Appointment of an expert panel Preparation of criteria and guidelines for self-evaluation	EVA
March 2007	First meeting with the expert panel (discussion of criteria and self-evaluation guide)	EVA/Panel
April-August 2007	Self-evaluation	KLEO
September 2007	Second meeting with the panel (discussion of the self-evaluation report; preparation of site visit and question guides) Site visit at KLEO	EVA/Panel
October 2007	Third meeting with the panel (discussion of the first draft of the report)	EVA/Panel
November 2007	Draft report is sent to KLEO for factual comments	KLEO
December 2007	Publication of the report	EVA