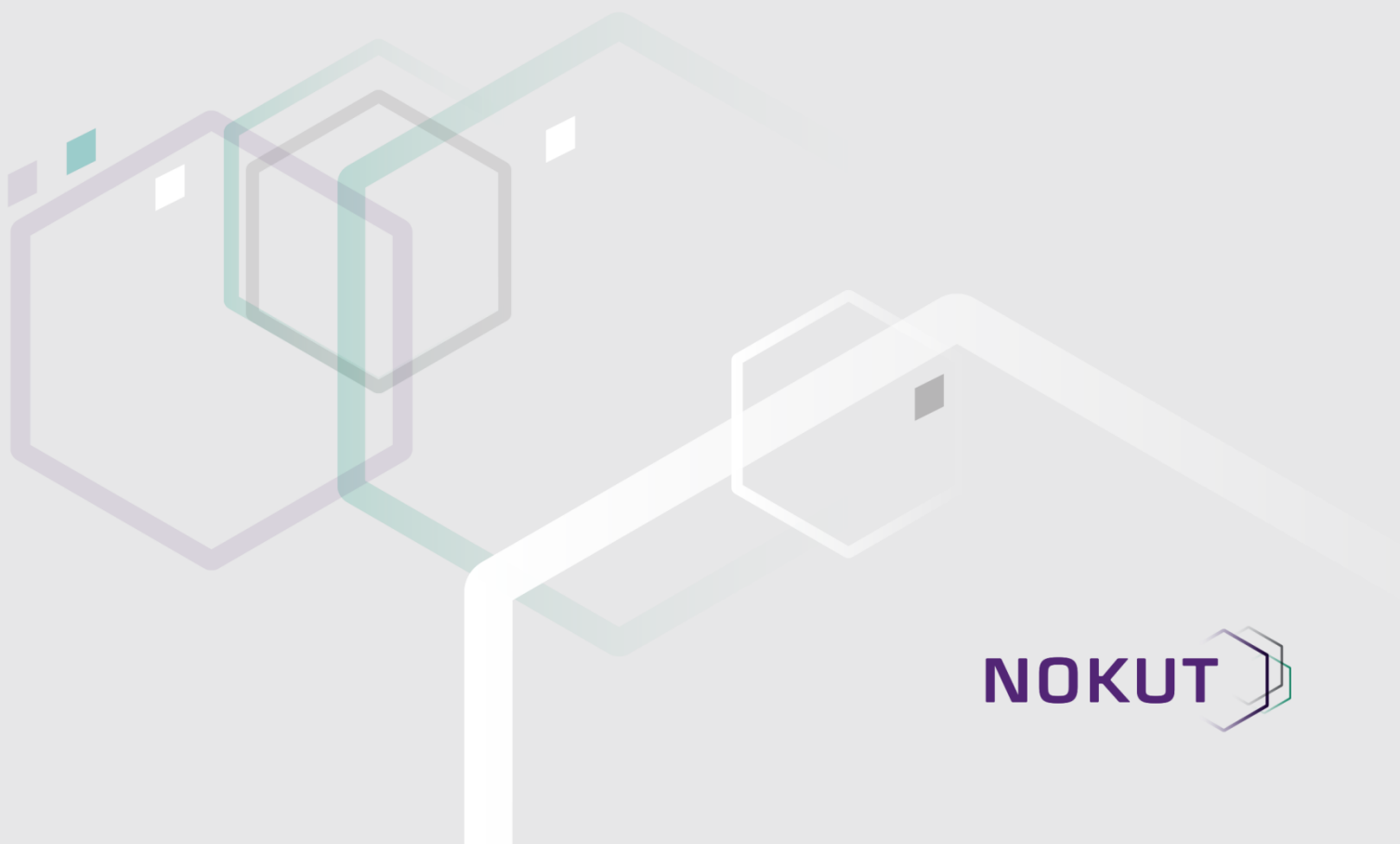


NOKUTs tilsynsrapporter

Bachelor in Real Estate

Skolen for eiendomsfag

December 2017



NOKUT 

NOKUT (Norwegian Agency for Quality Assurance in Education) is the controlling authority for educational activity at all Norwegian higher educational institutions. This is achieved, among other, through accreditation of new study programs. Institutions that provide higher education have different authorizations to create new study programs. If an institution wants to create a provision outside of its field of authorization, it must apply to NOKUT for accreditation.

Institution:	Skolen for eiendomsfag
The provisions name:	Bachelor in Real Estate
Study points	180 ECTS
Teaching	Campus based teaching
Expert committee:	Heidi Falkenbach, Tore Brandstveit Haugen and Tuuli Jylhä
Decision date:	22.12.2017
NOKUTs case number	17/01643

Introduction

The external quality assurance performed by NOKUT consists of evaluating the institution's quality assurance systems, accreditation of new provisions and revision of accredited provisions. Universities and university colleges have different self-accrediting powers. For an institution without self-accrediting powers to establish a provision in a certain cycle an application must be made to NOKUT.

Hereby NOKUT presents the accreditation report of bachelor in Real Estate at Skolen for Eiendomsfag. The expert evaluation in this report is part of the accreditation process following the institution's application for accreditation. This report clearly indicates the extensive evaluation performed to ensure the educational quality of the planned educational provision.

The bachelor degree in Eiendomsfag at Skolen for Eiendomsfag does not fulfil the conditions for accreditation in the Regulation concerning NOKUT's supervision and control of the quality in Norwegian higher education.

Øystein Lund
Director of the Department of Quality Assurance

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1 Information regarding the applicant institution

Skolen for eiendomsfag is a privately owned corporation, demerged from *Senter for eiendomsfag* in 2016. The school is situated in Oslo.

Skolen for eiendomsfag has to date no accredited study programs and must apply NOKUT for accreditation of study programs of all cycles.

2 Description of procedure

NOKUT makes an administrative assessment to ensure that all basic conditions for accreditation are fulfilled as expressed in the Regulation concerning NOKUT's supervision and control of the quality in Norwegian higher education¹ (Hereafter referred to as the Quality Assurance Regulation in Higher Education.) For applications that have been approved administratively after the initial administrative assessment, NOKUT appoints external experts for the evaluation of the application. The external experts have declared that they are legally competent to perform an independent evaluation, and carry out their assignment in accordance with the mandate for expert assessment passed by NOKUT's board, and in accordance with the requirements for educational quality as determined by the Quality Assurance Regulation in Higher Education.

Following their assessment, the expert committee shall conclude either with a yes or no as to whether the quality of the educational provision complies with the requirements in the Quality Assurance Regulation in Higher Education. NOKUT also requests that the expert committee advise on further improvements of the educational provision. All criteria must be satisfactorily met before NOKUT accredits an educational provision.

If the conclusion reached by the expert committee is negative, the report is sent to the applicant institution, which is then given three weeks to comment. Thereafter NOKUT decides whether the comments should be sent to the committee for additional consideration. The committee is given two weeks to submit the revised assessment. The director general then reaches a final decision about accreditation.

¹ <https://lovdata.no/dokument/SF/forskrift/2017-02-07-137?q=studietilsynsforskriften>

3 Administrative assessment

The term «we» in this chapter, refers to the expert committee as such. The number preceding each heading refers to the corresponding provision in the Quality Assurance Regulation in Higher Education.

3.1 Summary

The recommendation from this report is that the programme cannot be accredited based on the present application (dated 30 March 2017). The main reason for not recommending the accreditation of the study programme, is based on the evaluation that some important criteria in the Norwegian study supervision regulation (*Studietilsynsforskriften*) are not fulfilled satisfactory. We do not, however regard these deviations to be of major character, giving the applicant the possibility to address the issues and improve and change the application. We recommend the applicant to revise the application based on the requirements set to fulfil the different paragraphs in the study supervision regulation (*Studietilsynsforskriften*). We would also like to see that recommended revisions are addressed and revised, where it is applicable, in a short or long term for the study programme.

3.2 Basic prerequisites for accreditation (§ 2-1 in Quality Assurance Regulation in Higher Education)

3.2.1 Demands expressed in the Universities and College Act

§ 2-1 (1) Aktuelle krav i lov om universiteter og høyskoler med tilhørende forskrifter skal være oppfylt.

Assessment²

We were asked to evaluate two topics under this heading: (1) the intake requirements for students and (2) the diploma supplement.

The intake requirements are referred to in the application on pages 10-11 and further explained in Appendix D (§ 2-2.1. Minstekrav for opptak). In the application, it is stated that the intake requirements are based either on general study competence or on assessment of real competence of the students. Based on Appendix D, the general study competence is based on documented knowledge of the applicant including studies in Norway and abroad. To be accepted based on real competences; the student must have relevant experience in the study field and have a minimum age of 25 in the application year. In Appendix D, it is stated that these intake requirements are estimated to be in line with the Norwegian law. Due to the dual intake path, the background of the students is diverse. The diversification can enrich the studies and support the learning experience of the students, but at the same time it also creates a challenge for the programme to offer teaching that is on the suitable level for individual students. When selecting teaching methods, it is highly recommended that diversity in the background of the students is carefully taken into account.

² See the appendix in this report for NOKUTs administrative assessment

The diploma supplement is in Norwegian and in English. The diploma supplement includes a summary of grades from the studied courses, description of the grade scale, the diploma, information about the study programme and its learning outcomes and detailed information about the conducted courses. In addition, in the English version there is information about the Norwegian education system. In general, the diploma supplement is properly structured and gives accurate information of the studies. In the English version of the diploma supplement, there is a term in the learning outcomes that the applicant may want to consider changing. The term “administrative and technical real estate management” might be confusing in an international setting, although it is well-understood in the Norwegian environment. The applicant may want to consider using the term “real estate management”.

Conclusion

Yes, the requirements are fulfilled.

The institution is advised to:

- select teaching methods carefully in order to support the motivation of students with diverse backgrounds
- consider using term “real estate management” instead of “administrative and technical real estate management” in the diploma supplement.

3.2.2 Information about the educational provision

§ 2-1 (2) Informasjon om studietilbudet skal være korrekt, vise studiets innhold, oppbygging og progresjon, samt muligheter for studentutveksling.

Assessment

The study programme is thoroughly described in Appendix J (Studieplan). The study plan presents general information about the studies such as the study context, relevance of the studies, international cooperation and exchange possibilities, admission requirements and prices. The study plan also presents the content of the programme including structure, scope and planned progress in the programme, general description of the teaching methods used in the programme, descriptions of the used grades in the programme, connections of the learning outcomes of the programme to the courses, and detailed course descriptions from every course included in the programme.

In general, the study plan gives all the relevant information to the students in a detailed, precise and logical way. Regarding the information about international cooperation and exchange, the opportunity for student exchange is presented but lacks a clear presentation of what is exchangeable. It should be described in more detail which parts of the studies (or courses) are exchangeable in order to guarantee a continuation of the studies for the students.

Conclusion

Yes, the requirements are fulfilled.

The institution is advised to develop a more detailed description of what parts of the studies (or courses) are exchangeable.

3.3 Demands to the educational provision (§ 2-2 in the Quality Assurance Regulation in Higher Education)

3.3.1 Learning outcome and title of educational provision

§ 2-2 (1) Læringsutbyttet for studietilbudet skal beskrives i samsvar med Nasjonalt kvalifikasjonsrammeverk for livslang læring, og studietilbudet skal ha et dekkende navn.

Learning outcome of the programme:

KUNNSKAP: Kandidaten...

- har strukturert kunnskap om ulike perspektiver som eiendommer kan betraktes ut i fra, herunder kunnskap om sentrale karakteristika for ulike typer av eierengasjement inn mot eiendom samt konsekvenser av disse perspektivene for prioriteringer i håndtering av eiendom.
- har kunnskap om lokale, nasjonale og internasjonale rammebetingelser og kontekst for eiendomshåndtering. Videre har kandidaten kunnskap om fremveksten av eiendomsbransjen i Norge samt kjennskap til nasjonale og internasjonale trender som kan føre til endring av bransjen.
- har bred kunnskap om sentrale roller og hovedoppgaver, faser og steg innen håndtering av eiendom. Kandidaten har tilegnet seg kunnskap om en eiendoms verdikjede og et byggs livssyklus, samt ulike metoder og konkrete verktøy for bruk i egen yrkesutøvelse.
- kjenner til internasjonale aspekter og begreper innen de forskjellige fagfeltene for eiendom samt relevant forsknings- og utviklingsarbeid innen fagområdet.
- kan oppdatere sin kunnskap innenfor fagområdet eiendom.
- har kunnskap om relevant teoretisk grunnlag og problemstillinger for fagområdene administrativ og teknisk eiendomsforvaltning. I tillegg vil kandidaten ha bred kunnskap om prinsipper, metoder og prosesser innen andre fagområder knyttet til eiendommers verdikjede.

FERDIGHETER: Kandidaten...

- kan anvende sin kunnskap samt resultater fra FoU, metoder, verktøy og begreper selvstendig på praktiske og teoretiske problemstillinger innen flere av fasene i en eiendommens verdikjede og arbeidsstegene i eiendomshåndtering, samt kvalitetssikre og effektivisere arbeidet i overgangene mellom fasene og stegene, treffe begrunnede valg samt presentere valgene, med spesielt fokus på administrativ og teknisk eiendomsforvaltning.
- kan reflektere over egen faglig utøvelse innen eiendomsfag med spesielt fokus på administrativ og teknisk eiendomsforvaltning og justere denne under veiledning.
- kan finne, vurdere og henvise til informasjon og fagstoff om eiendom og kommunisere dette til alle aktører i sin kontekst, både knyttet til enkelteiendom og eiendomsmarkedet generelt.
- behersker taktisk yrkesutøvelse, bidrar til den strategiske, og bestiller fra den operative. Herunder følge opp innenfor områder som er sentrale for yrkesutøvelsen; markedsoppfølging, økonomi, tekniske og juridiske områder med spesielt fokus på administrativ og teknisk eiendomsforvaltning.

GENERELL KOMPETANSE: Kandidaten...

- har innsikt i de ulike aspekter ved en eiendom, eiendomsmarkedene, markedenes indre og ytre aktører, de ulike disipliner som må spille sammen ved håndtering av eiendom, sammenhenger mellom – og konsekvenser av – ulike eierperspektiver, eiendomshåndtering i ulike faser av verdikjeden, ulike yrkesroller, samt modeller, teorier og begreper, krav, forventninger og yrkesetiske problemstillinger.
- kan planlegge og gjennomføre varierte arbeidsoppgaver og prosjekter innen administrativ, økonomisk, finansiell, juridisk og relasjonsmessig eiendomshåndtering, og se hvordan oppgavene skal utføres for å gi et bidrag til verdibevaring eller verdiskaping.
- kan formidle sentralt fagstoff knyttet til verdibevarende og verdiskapende eiendomshåndtering, både teorier, problemstillinger og løsninger. Dette gjennom ulike uttrykksformer.
- kan utveksle synspunkter og erfaringer mellom strategisk, taktisk og operativt nivå, samt mellom de ulike profesjonsområder innenfor eiendom. Dette for å bidra til utvikling av god praksis.
- kjenner til nytenkning og innovasjonsprosesser i eiendomshåndtering og i den samfunns- og brukerkontekst som påvirker valg knyttet til verdibevaring eller verdiskaping i eiendom, herunder nye myndighetskrav, bransjenormer, metodebruk og markedskrav.

Assessment

In the application, the learning outcomes of the programme are presented clearly and with an accurate level of detail including also the value chain thinking, which is a backbone of the studies. The learning outcomes are formulated in a way that gives a required flexibility in practice to develop the content of education to match with the demand of the professional field.

In general, the learning outcomes follow the “*Nasjonalt kvalifikasjonsrammeverk*” and are presented in a comprehensive and well-developed way in all the three required areas (knowledge, skills and competence). However, the knowledge-related learning outcomes are very practice-oriented instead of being academic. They correspond well to the level 6 for higher education of shorter duration, but lack in this respect the requirements set on level 6 on Bachelor (1. cycle). This lack further demonstrates itself in the learning outcomes related to skills. It is unclear whether the students would reach a level where they could be said to “master relevant scholarly tools and techniques” as required in Table 5.3 (*Tabelloppstilling av det nasjonale kvalifikasjonsrammeverket* (NKR), page 27). Due to this, it is not clear, whether the graduates, for example, have the skills to perform statistical analysis independently or if they will be able to critically evaluate academic research results based on empirical research. The achieved level of this skill is very relevant when evaluating if the degree can effectively be used as a platform to advance to Master’s level studies. The programme is strongly positioned to serve individuals aiming to go to professional life after finishing their Bachelor’s degree. The programme should, however, also ensure that the path to Master’s level studies is not blocked or jeopardised for those students who aim for it. To keep the path to Master’s level fully open can be done in several ways, for example, by including a (elective) course in the programme that is more theoretically and scientifically oriented.

The English name of the programme is illustrative. In the Norwegian name, it is slightly unclear why the applicant has chosen to use the term “Eiendomsfag” instead of “Eiendom”. This is not, however, expected to cause any confusion or mislead applicants.

Conclusion

No, the descriptions of the programme's learning outcome and title are not satisfactory.

The institution is required to explain and revise how those students, who wish to continue into Master's level education, reach required skills in terms of theoretical knowledge and research methods.

3.3.2 The educational provision's academic update and professional relevance

§ 2-2 (2) Studietilbudet skal være faglig oppdatert, og ha tydelig relevans for videre studier og/eller arbeidsliv.

Assessment

The need for and the relevance of the programme from the industry perspective is well demonstrated in the application. The programme is considered to be relevant and it builds on current knowledge in the field. The use of value chain thinking in the programme makes it comprehensive including all the aspects in the value chain. For example, the different essential areas of law are well integrated in the programme structure. However, it is recommended that more attention is given to the user (tenant) aspect. In the general development in the industry and academia, the user (tenant) has started to gain more attention. In the current programme, this aspect has not gained the attention that it has received in the field in general.

As mentioned previously, the programme does have some shortcomings in terms of the basic academic skills that might be required from students when they apply for Master's level education in the area of real estate. The programme does not have courses in mathematics or statistics, but these issues are taught in an integrated manner. Whereas the integrated manner is usually very good in terms of motivating students and ensuring their abilities in interpreting the results of e.g. statistical analysis, there is a clear risk that the students will lack in the understanding of the basic mathematics behind the methods.

Conclusion

No, the educational provision's relevance for working life and/or continued studies is not clearly expressed.

The institution is required to demonstrate how the students get relevant skills and knowledge for Master's studies.

The institution is advised to continuously revise and update the value chain (including the different aspects) as the industry changes rapidly as for example the user (tenant) focus proves.

3.3.3 The provision's workload

§ 2-2 (3) Studietilbudets samlede arbejdsomfang skal være på 1500–1800 timer per år for heltidsstudier.

Assessment

The applicant presents time workload for various course structures in table (iii) in the application. The table divides the workload into contact hours, independent study and preparations for the exam. The workload and its division into different activities are based on accepted standards and seem realistic. However, as the programme is in preparatory phase, it is impossible to evaluate how the workload will be in practice: The course descriptions in attachment J do not specify the extent of reading materials nor do they provide information of the workload of the assignments related to courses. This is understandable for a programme in preparatory phase, but the applicant must describe both the calculation base for student workloads as well as the procedures through which student workload is followed-up.

There are two interrelated pedagogic aspects related to student workload that we suggest be taken into consideration when implementing the programme. First, as the programme builds on the idea of integrating basic theoretical knowledge (e.g. economics) and skills with real estate specific topics, the workload of a student is difficult to foresee and monitor. This together with the fact that about 70% of the student workload is on independent work or work with peers and that the contact teaching is focused on a couple of days (teaching is session-based), might lead to challenges in managing the workload at individual student level. Thus, the school should pay attention to the instruction and guidance of students within the courses.

Also, as the programme aims to admit students directly from high school as well as students with extensive working experience, the students might have varying (starting) levels of skills and knowledge that may have a major impact on student workloads.

Conclusion

No, the requirements are not fulfilled.

- The institution is required to describe both the calculation base for student workload as well as the procedures through which student workload is followed-up.
- The institution is advised to follow-up the student workloads and adjust the programme and guidance accordingly.

3.3.4 The educational provision's content, structure and infrastructure

§ 2-2 (4) Studietilbudets innhold, oppbygging og infrastruktur skal være tilpasset læringsutbyttet for studietilbudet.

Assessment

The programme is clear and well structured, and there is a continuity in how the students progress from course to course. However, the above-mentioned concerns on scientific methods and techniques as well as user perspective still apply. The programme has a good variety of learning and evaluation forms and the learning of various skills and general competences are nicely integrated into the programme.

The programme structure and its connection to learning outcomes is presented in table (v) in the application. The table presents both the knowledge related outcomes as well as skill and general competence related learning outcomes. Whereas the table is a concise summary of the courses and the learning outcomes they are connected to, it does lack in depth in presenting the taxonomy of the development of the different outcomes. For example, course L addresses all learning outcomes specified in the programme. It might be beneficial for the programme to apply e.g. Bloom's taxonomy and present some of the key learning outcomes using that.

The programme consists of a common part («fellesdel») of 120 credits, after which the students can choose between two specialisations (real estate development or real estate management) of 30 credits. The programme concludes with a Bachelor's Thesis of 30 credits. The programme is logical and easy to comprehend. In the programme, all courses are obligatory and in this sense, the structure seems slightly rigid. For example, as the individual courses build on each other, what will happen if a student fails a course work that is a prerequisite for taking part in the exam? The applicant must ensure mechanisms that enable progressing in the studies even if the student has e.g. three weeks of sick leave during the term.

Also, as all courses contribute to the learning outcomes of the programme, there is a concern that international mobility (exchange studies) will be difficult to integrate into the studies. In practice, it is usually very difficult to find courses in other universities that would have exactly the same learning outcomes as the course at home. As the potential exchange periods can be during either the common part or the specialisation part, the applicant must be able to guarantee that the learning outcomes of the programme are reached. For this reason, it might be beneficial for the programme to plan some more flexibility in the programme structure.

The applicant has described the infrastructure supporting the programme in detail. The applicant has sufficient rooms for both instruction and lectures, as well as individual and teamwork. In addition, the administrative and technical services are sufficient to support the activities. Our main concern is regarding library services: instead of having their own library, the applicant has a collaboration agreement with Norske Arkitekters Landsforbund (NAL). The arrangement is acceptable, but in the descriptions of the library, there is no mentions of NAL library's access to scientific journals and relevant databases. Access to scientific peer-reviewed journals is a necessity e.g. for the faculty when they update their knowledge, to be able to include scientific journal articles in the course materials as well as for the students when they write their Bachelor's thesis.

Conclusion

No, the educational provision's content, structure and infrastructure do not correspond and/or are not adapted to the learning outcome.

The institution is required to:

- describe how access to scientific journals is secured
- explain how the programme structure can accommodate exchange studies in practice.

3.3.5 Teaching-, learning- and assessment methods

§ 2-2 (5) Undervisnings-, lærings- og vurderingsformer skal være tilpasset læringsutbyttet for studietilbudet. Det skal legges til rette for at studenten kan ta en aktiv rolle i læringsprosessen.

Assessment

The teaching, learning and evaluation methods are well thought out. There is sufficient variation in the methods and the choice of methods is justified. The programme supports the student taking an active role in the learning process through the choice and variety of methods.

It remains unclear how guidance is executed when students are performing their individual or project works. It would be beneficial for the programme to develop a pedagogic strategy on how they can support their selected working modes (session-based) through guidance and e-tools.

For course V (Bachelor thesis), it is unclear how the students are instructed and by who. Now the responsibility seems to be very focused on few individuals, and it is unclear whether this workload is sustainable and leads to students reaching the learning outcomes desired.

Conclusion

No, the requirement is not fulfilled.

- The institution must clarify the process and work load division related to thesis instruction.
- The institution should also clarify how guidance is executed when students are performing their individual or project works. It would be beneficial for the programme to develop a pedagogic strategy on how they can support their selected working modes (session-based) through guidance and e-tools.

3.3.6 Links to research and academic and/or artistic development work

§ 2-2 (6) Studietilbudet skal ha relevant kobling til forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid.

Assessment

The programme seems to be well integrated with professional development work in the area. The application text mentions that the content of education will be examined in terms of actuality

continuously. In addition, the reading materials of the courses include professional articles and recent development work. They also have guest lecturers from the industry.

At this point, it is unclear whether the school and its faculty has access to academic journals (see 3.3.5). This is a minimum requirement for the faculty to be able to integrate developments in academic research into teaching. To secure efficient knowledge sharing in the developments, the school would also benefit from a closer relationship with relevant scientific communities and networks in Norway.

Conclusion

No, the requirement is not fulfilled.

- The institution must demonstrate how faculty and students have access to academic journals.
- The institution should generate tighter relationships with relevant scientific communities and networks in Norway and internationally.

3.3.7 The educational provision's internationalisation arrangements

§ 2-2 (7) Studietilbudet skal ha ordninger for internasjonalisering som er tilpasset studietilbudets nivå, omfang og egenart.

Assessment

The programme content is set in an international context and the students will be exposed to different perspectives of the study topic. The programme includes e.g. global trends and international business culture. The applicant demonstrates plans and commitments for internationalisation. The programme presents several co-operation agreements with Nordic partners as well as an agreement for study exchange. They also plan to have e.g. visiting lecturers and international reading materials.

Conclusion

Yes, the provision has internationalisation arrangements adapted to its level, volume and other characteristics.

3.3.8 The educational provision's systems for international student exchange

§ 2-2 (8) Studietilbud som fører fram til en grad skal ha ordninger for internasjonal studentutveksling. Innholdet i utvekslingen skal være faglig relevant.

Assessment

The applicant demonstrates that they have an agreement for student exchange with University of Applied Sciences for Management and Communication in Vienna. This agreement is binding for both parties upon accreditation. There is also a letter of support from Malmö University. The university

collage also demonstrates an intention to establish such agreements with other universities once the programme has received accreditation.

It is unclear how the course offering of the abovementioned institutions ties in with the programme and if these institutions have courses that are related to the curricula of the applicant. As the programme structure is very inflexible and the programme includes no elective studies, it is unclear if the students can in practice do courses that would substitute courses in their programme in these universities without jeopardizing reaching the learning outcomes for the programme. In case the substitution is not well planned, there is a risk that the study time of the students extends beyond three years. There would also be several, more closely related programmes in universities of applied sciences in Europe. Another concern is that if the school enters into international student exchange, it is expected that the teaching language of the courses (or at least some of them) needs to be switched into English. In this case, the school should plan for additional support mechanisms for those of their own students who do not have the necessary language skills to study in English.

Conclusion

No, the provision does not have systems for student exchange adapted to its level, volume and other characteristics.

- The institution is required to clarify how the students can incorporate the courses completed while in exchange in their programme studies.
- In case teaching language of the courses needs to be changed to English to accommodate student exchange, the school should plan for additional support mechanisms for those of their own students who do not have the necessary language skills to study in English.

3.3.9 Supervised professional training

§ 2-2 (9) For studietilbud med praksis skal det foreligge praksisavtale mellom institusjon og praksissted.

Assessment

Not applicable.

3.4 Academic environment (§ 2-3 in the Quality Assurance Regulation in Higher Education)

3.4.1 The academic environment's composition, size and competence

§ 2-3 (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet.

Assessment

The school has reserved in total 5.35 FTEs (full-time equivalents) to provide teaching (and research). In this case, this means 11 permanent employees (4.7 FTEs) and other professional personnel to contribute to teaching and guidance (0.65 FTEs). Based on the application, the 4.7 FTEs includes

- 57 per cent (2.685 FTEs) is used for teaching and guidance,
- 29 per cent (1.37 FTEs) for research and development and
- 14 per cent (0.645 FTEs) for administration.

If it is assumed that the 0.65 FTEs only contributes to teaching, the division is following:

- 62 per cent (3.335 FTEs) for teaching and guidance,
- 26 per cent (1.37 FTEs) for research and development and
- 12 per cent (0.645 FTEs) for administration.

The allocated time is planned to teach a maximum of 90 students, when all the three year levels are studying at the same time. This means, based on the application, 0.06 FTEs per student per year.

The amount of equivalents varies from 0.15 to 0.75 among the 11 employees: four employees are 0.75, one employee is 0.55, five employees are 0.20 and one employee is 0.15 FTEs.

By taking into account the number of students and the nature of the studies, the size of the academic community is sufficient. The competences among the personnel vary from employee to employee and all the competences needed in the study programme to organise and deliver the planned courses are covered.

The academic environment and its competencies should also be stable. The academic community has a strong and diverse background in development-related activities, but as a group they cannot be regarded to be merited in scientific research. The scientific merits of the academic community are too focused on one individual. Most of the faculty has no experience in e.g. guiding academic research or theses, or in scientific publishing and leadership of scientific projects. Thus, the academic community is very dependent on the presence of this individual, who is also responsible for the teaching of research methods and practice as well as leadership of research and development related activities. Due to these circumstances, the competences are estimated not to be stable enough and, thus, the institution must strengthen the academic community with persons with stronger scientific track record and demonstrate a concrete plan of establishing a wider and a more diversified base and capacity on research competences within the academic community.

Conclusion

No, the composition, size and collective competence of the relevant academic environment is not adapted to the programme as described by the programme description and adequate for conducting relevant research and academic or artistic development work.

The institution must strengthen the academic community with persons with stronger scientific record of accomplishment and demonstrate a concrete plan of establishing a wider and a more diversified base and capacity on research competences within the academic community.

3.4.2 The academic environment's educational professional competence

§ 2-3 (2) Fagmiljøet tilknyttet studietilbudet skal ha relevant utdanningsfaglig kompetanse.

Assessment

At the moment, some of the permanent employees have a formal educational competence, but not the key employees. However, based on the application, CVs and other material, the academic community has proved that it has an extensive experience in teaching and guidance at different levels.

The academic community demonstrates a commitment to improve their currently limited formal pedagogic education by ensuring that all permanent employees will start developing their pedagogical skills formally within two years after the start of the program. This also ensures that the personnel will maintain their teaching skills.

Regarding the competence to utilize digital technologies, the school has demonstrated intention to develop and use actively digital technology in learning, although it is in early stage. It was especially encouraging to see that there is a permanent employee, who is responsible for digital strategy and learning.

Conclusion

Yes, the academic environment associated with the provision has relevant educational professional competence.

The institution is advised to increase the number of staff with formal pedagogic competences over time.

3.4.3 Academic management

§ 2-3 (3) Studietilbudet skal ha en tydelig faglig ledelse med et definert ansvar for kvalitetssikring og -utvikling av studiet.

Assessment

The leadership of the unit and the responsibilities related to quality control are clearly presented in the application.

The academic leadership of the study and the specific bachelor programme are described as a unified leadership based on collective responsibility by the academic community where the faculty staff have clear formal responsibilities. The academic leadership and the quality control are based on the quality control system (QCS) specified in appendix I. The responsibilities for teachers and study program coordinator are clearly described in the QCS, and the applicant emphasizes that the QCS with the specified responsibilities are the basis for a clear academic leadership.

The application describes the role of the rector as the one responsible to the board, and as the daily manager («daglig leder») for the academic and administrative activities of the school. As the academic

leadership is divided between the study program coordinator, a professor responsible for research and members of staff responsible of courses, we recommend for the rector (as part of the academic community) to coordinate and have the overall responsibility for the academic management.

Taking into account that the academic community consists of part-time employees, it is good that for each course, the school has dedicated at least one of the teachers employed at 75% rate.

Conclusion

Yes, the educational provision has an academic management with a defined responsibility for quality assurance and –development of the provision.

The institution is advised to develop and implement a clearer structure and responsibility for the academic leadership to one staff position, here the rector, who should have an overall responsibility for both education and research / development.

3.4.4 Staff with primary employment

§2-3 (4) Minst 50 prosent av årsverkene knyttet til studietilbudet skal utgjøres av ansatte i hovedstilling ved institusjonen. Av disse skal det være ansatte med minst førstestillingskompetanse i de sentrale delene av studietilbudet. I tillegg gjelder følgende krav til fagmiljøets kompetansenivå:

- a) For studietilbud på bachelorgradsnivå skal fagmiljøet tilknyttet studiet bestå av minst 20 prosent ansatte med førstestillingskompetanse
- b) For studietilbud på mastergradsnivå skal 50 prosent av fagmiljøet tilknyttet studiet bestå av ansatte med førstestillingskompetanse, hvorav minst 10 prosent med professor- eller dosent kompetanse ansatte med førstestillingskompetanse.
- c) For studietilbud på doktorgradsnivå skal fagmiljøet tilknyttet studiet bestå av ansatte med førstestillingskompetanse, hvorav minst 50 prosent med professorkompetanse.

Assessment

The applicant fulfils the main criteria in 3.4.4. For the academic community more than 50% of the academic positions (3 out of 5,35 FTEs) allocated to the bachelor study program will be held by staff in main positions at the school if the application is accredited. A main position (hovedstilling) means more than 50% or more of 1 FTE position (Norwegian legislation). The staff will also cover well the requirements for first position competence in the majority of the courses in the study, based on competences as førstelektor, førsteamanuensis and professor.

The applicant also fulfils the requirements for accreditation of a bachelor programme, setting a minimum of 20% of staff with first position competence.

The competence evaluation for most of the staff that are or will be employed by the school when the application is accredited, were done 2016-2017 by a separate scientific committee appointed by the

board of Senter for eiendomsfag. In this respect, the evaluation was commissioned internally (no public call for the positions) before the application for the study programme. A recommended best practice for further recruitments of staff would be to use open calls for academic staff positions. This would be in line with the practice in higher education in Norway.

Conclusion

Yes, the criteria and the demands specific to the cycle of the educational provision are fulfilled.

3.4.5 The academic environment's research, academic and/or artistic development work

§ 2-3 (5) Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid, og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.

Assessment

The academic community and the school are supposed to have a clear profile and be active in research (and/or artistic work) and relevant applied development work. There is a requirement to document results such as total number of publications or other documented results and a quality level of research sufficient for the programme.

In its current form, the application addresses research and development work as one entity and does not distinguish between them. This makes evaluation of the merits and the plans of the unit impossible, and does not enable a final evaluation the academic community in research and in development reliably. The applicant must address these issues and the merits of the academic community in research and in development separately.

In the application, there is a strong ambition and plan to develop future research and development activities to be an important part of profile and activity for the school. It is not clearly described how research and development can be more closely linked to education and how the school can develop a stronger research community within the school to be a basis for the programme. As research and development as addressed together in the application, it remains unclear what the goals and visions of the unit are regarding research.

In the current application, the academic community shows strengths in applied research, and the staff has documented experiences and results from practice and development work in cooperation with private real estate industry and public sector. The relationships and networks with real estate companies and organisations are good.

The scientific merits of the academic community appear to be very focused on one individual, who has a strong international profile with active participation in many different international academic networks as well as a high publication rate. For the remainder of the academic community, the total number of international research publications is low to non-existent, and only few of the staff can document international activities in networks, academic co-operation and research projects with

considerable funding from national or international research foundations. This is not sufficient for a unit providing university level education. The applicant must strengthen their scientific merits considerably. This can be done through different ways. However, to be on a level to merit accreditation we expect to see actions that lead to immediate increase in the scientific merits as well as diversify the scientific merits further than to one person. In addition, the applicant must present a credible plan or strategy that indicates the goals and requirements on output for scientific research for the faculty and the actions it will take for reaching them.

Conclusion

No, the criteria and the demands specific to the cycle of the educational provision are not fulfilled.

The institution is required to:

- address merits of the academic community in research and in development separately
- describe its goals and plans in academic research and development work separately
- strengthen their scientific merits considerably through immediate actions as well as present as a long term plan for increasing the scientific quality and capacity of the whole academic community

3.4.6 The academic environment's external participation

§ 2-3 (6) Fagmiljøet tilknyttet studietilbud som fører fram til en grad skal delta aktivt i nasjonale og internasjonale samarbeid og nettverk som er relevante for studietilbudet.
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Assessment

The academic community takes actively part in national and international cooperation. The cooperation is well documented in appendix S. The majority of the international research networks are linked to the position of one senior professor, whereas the remaining academic community's cooperation is with the (national) industry through applied research and development projects / activities.

There is limited cooperation with international industry and research networks such as ERES, CIB, EuroFM, IFMA and standardization bodies like CEN and ISO.

The co-operation with other national (Norwegian) education and research institutions conducting relevant research on a national and international level in real estate, are weak or does not exist. It would be relevant to mention possible cooperation with two of the large education institutions; i.e. NTNU and HiOA, with study programs in the area of Real Estate and Facilities Management.

Conclusion

Yes, the academic environment actively participates in national and international collaborations and networks relevant for the programme.

The institution is advised to:

- develop more international activities, taking actively part in international networks and projects
- develop cooperation with other Norwegian education and research institutions.

3.4.7 Supervision of professional training

§ 2-3 (7) For studietilbud med obligatorisk praksis skal fagmiljøet tilknyttet studietilbudet ha relevant og oppdatert kunnskap fra praksisfeltet. Institusjonen må sikre at praksisveilederne har relevant kompetanse, og erfaring fra praksisfeltet.

Assessment

Not applicable.

4 Conclusion

Based on the written application and the attached documentation, the expert committee concludes the following:

The committee does not recommend accreditation of the Bachelor Programme in Real Estate at Skolen for eiendomsfag.

The following demands are not met:

- § 2-1 (1) Aktuelle krav i lov om universiteter og høyskoler med tilhørende forskrifter skal være oppfylt³.
- § 2-2 (1) Læringsutbyttet for studietilbudet skal beskrives i samsvar med Nasjonalt kvalifikasjonsrammeverk for livslang læring, og studietilbudet skal ha et dekkende navn.
- § 2-2 (2) Studietilbudet skal være faglig oppdatert, og ha tydelig relevans for videre studier og/eller arbeidsliv.
- § 2-2 (3) Studietilbudets samlede arbeidsomfang skal være på 1500–1800 timer per år for heltidsstudier.
- § 2-2 (4) Studietilbudets innhold, oppbygging og infrastruktur skal være tilpasset læringsutbyttet for studietilbudet.
- § 2-2 (5) Undervisnings-, lærings- og vurderingsformer skal være tilpasset læringsutbyttet for studietilbudet. Det skal legges til rette for at studenten kan ta en aktiv rolle i læringsprosessen.
- § 2-2 (6) Studietilbudet skal ha relevant kobling til forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid.

³ NOKUT will send the assessment of the institutions description of the quality assurance system within a short period of time and will then give a final conclusion to the demand. However, the other formal requirements within § 2-1 (1) is positively assessed (see Appendix).

- § 2-2 (8) Studietilbud som fører fram til en grad skal ha ordninger for internasjonal studentutveksling. Innholdet i utvekslingen skal være faglig relevant.
- § 2-3 (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet.
- § 2-3 (5) Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid, og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.

The following demands must be met in order to achieve accreditation:

- explain and revise how those students, who wish to continue into Master's level education, reach required skills in terms of theoretical knowledge and research methods
- demonstrate how the students get relevant skills and knowledge for Master's studies
- describe both the calculation base for student workload as well as the procedures through which student workload is followed-up
- describe how access to scientific journals is secured
- explain how the programme structure can accommodate exchange studies in practice
- clarify the process and work load division related to thesis instruction
- demonstrate how faculty and students have access to academic journals
- clarify how the students can incorporate the courses completed while in exchange in their programme studies
- strengthen the academic community with persons with stronger scientific record of accomplishment and demonstrate a concrete plan of establishing a wider and a more diversified base and capacity on research competences within the academic community
- address merits of the academic community in research and in development separately
- describe its goals and plans in academic research and development work separately
- strengthen their scientific merits considerably through immediate actions as well as present as a long term plan for increasing the scientific quality and capacity of the whole academic community

The committee offers the following advice to develop this educational provision further:

- select teaching methods carefully in order to support the motivation of students with diverse backgrounds
- consider using term "real estate management" instead of "administrative and technical real estate management" in the diploma supplement
- develop a more detailed description of what parts of the studies (or courses) are exchangeable
- continuously revise and update the value chain (including the different aspects) as the industry changes rapidly as for example the user (tenant) focus proves
- follow-up the student workloads and adjust the programme and guidance accordingly
- clarify how guidance is executed when students are performing their individual or project works. It would be beneficial for the programme to develop a pedagogic strategy on how they can support their selected working modes (session-based) through guidance and e-tools

- generate tighter relationships with relevant scientific communities and networks in Norway and internationally
- in case teaching language of the courses needs to be changed to English to accommodate student exchange, the school should plan for additional support mechanisms for those of their own students who do not have the necessary language skills to study in English
- increase the number of staff with formal pedagogic competences over time
- develop and implement a clearer structure and responsibility for the academic leadership to one staff position, here the rector, who should have an overall responsibility for both education and research / development
- develop more international activities, taking actively part in international networks and projects
- develop cooperation with other Norwegian education and research institutions

5 Commentary from the institution

TILSVAR TIL UTKAST AV RAPPORT (17/01643)

7. NOVEMBER 2017

Skolen for eiendomsfag wishes to express its gratitude regarding the extensive work carried out by the expert committee. In the following, we will comment on all the demands made by the committee as well as the advice given.

DEMANDS TO BE MET (the numeral in the heading of each reply and appendices refers to the corresponding numeral in the draft report of the expert committee dated 17th of October):

3.3.1 and 3.3.2: Learning outcome and platform for Master's studies

The comments made by the committee show that some of the statements regarding learning outcome appear to be too implicit. The term "structural knowledge" should, as an example, be understood as both theoretical and applied, whereas theoretical knowledge should be conceptualized and understood as the foundation for applied knowledge. To emphasise terms and content, and in order to avoid such ambiguities, the learning outcomes regarding knowledge have been revised (to be found in the appendix for a revised Study plan).

Course V (bachelor thesis) is designed to contain both scientific theory and research methods as a platform for the process of work on the bachelor thesis. In the original application, the connection between the courses A, N and V is mentioned with regard to these aspects. However, to further address the stated concerns, the content of Course V in the in 6th semester of the programme has been revised, in order to emphasize theoretical knowledge and research methods as the foundation for the bachelor thesis. This is done by splitting the former 30 ECTS bachelor thesis into two courses, *W Scientific theory and research methods* (7,5 ECTS), and *V Bachelor thesis* (22,5 ECTS). Descriptions of the new Course W and the revised Course V are attached in the revised Study Plan.

3.3.3: Calculation and follow-up of student workload

The study plan overview (as depicted in table (i) in the application itself and on pages 9 ff. in the original study plan document) does not include the respective variants for student workload described in table (iii) of the application, but merely states student workload in hours. The connection between workload hours and session-based variant from table (iii) is given in the second column ("Var.") of table (ii) of the application, but we understand that this form of description might be misunderstood or overlooked. In the appendix of the revised Study Plan, we therefore present an extended table). Reading materials will be part of both independent study and preparatory work.

Regarding the procedures through which student workload is followed-up, we refer to our Quality Assurance System (QAS) (appendix I to the application).

3.3.4 and 3.3.6: Academic and Scientific Journals

Our agreement with NAL gives students full digital and physical access to several thousands of journal articles and books, as well as library services. Additional access to library services and academic/scientific journals will be secured through the library services of the school itself. In our application we have described how the school will develop its own library and library services (see page 39 of our application as well as one of the pages in appendix M of the application, documenting the recruitment of an earmarked resource for this task). See appendix to this reply for more detail.

3.3.4 and 3.3.8: Student Exchange and flexibility

Please see appendix on revised Study plan and its course descriptions for a more precise wording on the required prerequisites. This revision also clarifies how the programme structure can

accommodate exchange studies in practice. The current version of the Rules of Skolen (appendix D) already allows for such procedures.

The agreement with the University College in Vienna on student exchange states that *“Both institutions will make sure that courses in years two and three of the Bachelor programmes are suitable and open for student exchange.”* This will be secured by developing pre-accepted exchangeable packages of equivalent courses for exchange students, which will secure ordinary progress in the study programme. Other packages could be accepted as exchangeable after individual evaluation in advance of the student exchange. The set-up of individual student-specific plans (appendix G) also offer certain solutions when it comes to sick leave and failed courses of our own students, as also stated in the Rules (appendix D).

Pre-accepted packages are not yet agreed upon due to the need for a formal accreditation of the programme by NOKUT in order for us to execute such arrangements. As stated in the application, Malmö has the intention to sign an agreement on study exchange when we receive the accreditation, and KTH has expressed its interest. We will in addition discuss agreements with other European institutions as soon as the programme is accredited. See appendix to this reply for more detail, along with the revisions in the revised Study plan.

3.3.5: Process and work load division related to thesis instruction

The original course description for course V (see Study plan in appendix J of the application) shows how the process and work load division related to thesis instruction will be accomplished, but this issue also finds its answer in the internal document regarding the course V Bachelor thesis (to be found in an appendix to this reply of today). Please, see also our reply on 3.3.1 and 3.3.2 and the revised Study Plan for course V. We would also like to underline that several members of the academic community have experience of thesis instruction at bachelor, master and doctoral level. In addition, all members of the academic staff have extensive experience of guiding work related to assignments at course level.

3.4.1 and 3.4.5: The academic community

The requests under 3.4.1 and 3.4.5 are interconnected, and thus will be addressed as a whole. We would like to summarize our understanding of the concerns of the expert committee as follows:

- The scientific dimension of the academic community should be strengthened by immediate action, as well as addressed by a concrete plan for a wider and a more diversified base and capacity on research competences
- The merits, goals and plans for R&D should be addressed and described separating R from D.

The scientific dimension of the academic community is broader and more diversified than what is described in the application, thus indicating that the scientific merits of the existing academic community differ from the statement on this matter made by the expert committee. Unfortunately, the expert committee did not have access to all documentation on the merits of the academic community (such as the separate scientific committee had during its work on evaluating the academic personnel in 2016-2017). This is because of restrictions by NOKUT only to mention merits of the academic staff dating 5 years back in time, and no clear requirements in the forms to be used in the application to separate the merits into R and D. Please see attached some information on some R & D activities of the existing staff, addressed separately.

However, to further strengthen the academic community, the Board of Skolen for eiendomsfag on October the 25th 2017, made a formal decision **to immediately strengthen the scientific capacity of**

the academic group by recruiting, through an open call (as advised by the expert committee), for academic(s) with a strong scientific record of accomplishment in the field of real estate. A description on how the recruitment process will be carried out, as well as the main requirements which the new academic resource(s) should meet, is found in an appendix to this reply.

This call also demonstrates the first step in the plan of establishing a wider and a more diversified base and capacity of research competence within the academic community. The request of the committee for a **further plan for strengthening the academic community** with persons with stronger scientific record of accomplishment is in line with what the Board of Skolen for eiendomsfag has stated in its strategic plan (appendix V to the original application, page 3): “Å sørge for rett dimensjonering av faglige og administrative ressurser ...”, as well as “Å sørge for riktig ressursfordeling mellom FoU, undervisning og annen tilrettelegging”. Please find attached more information on such a plan.

The goals of the R & D of Skolen for eiendomsfag is stated in the strategic plan (see page 2 of appendix V to the original application). It includes, amongst others, to carry out research, development and innovation that builds bridges between academia and real estate business, to take part in national and international research networks, to contribute to increased professionalization of the real estate business, and to build a culture for research based teaching.

A plan for the R & D – work of Skolen for eiendomsfag is presented in an integrated manner in the application itself on the pages 75 - 76. Additionally, we have elaborated (throughout pages 72 – 75) upon examples of the R & D-work presently carried out by individuals in the academic community. It is stated that this work will be continued, and parts of it will be carried out under the auspices of Skolen for eiendomsfag. It is also stated on page 59 of the application that the work of R & D will increase as soon as the school has gone through the first year of operation, and that the normal situation is that minimum 1/3 of the academic resources should be devoted to R & D. Please find attached the plan of R & D, now divided into R and D.

ADVICE FROM THE COMMITTEE (the numeral in the heading of each reply and appendices refers to the numeral in the draft report of the expert committee dated 17th of October):

3.2.1: Student with diverse backgrounds

The main intake path to the programme is the path of “*generell studiekompetanse*”. The intake based on “*realkompetanse-vurdering*» is an option that Norwegian legislation has built into all intake procedures. In this respect we refer to our Rules (appendix D, §2.2 *Reglement for opptak...*). On pages 41 – 43 as well as pages 38 – 41 of the application, we describe how we will make sure that each student is taken care of. All members of the academic community of the school have long experience of teaching and advising students with different backgrounds, gathered together on the same course. Procedures to follow up the way we are implementing the study programme are described in a structured way in the QAS of the school (see appendix I to the application).

3.2.1 Term to be used in DS

We have carefully considered the advice regarding using the term “real estate management”. Based on long time experience of co-operation with academic institutions in Norway and abroad, as well as close contact with organizations and the industry itself, we have purposely chosen the term “administrative and technical real estate management”. The term “real estate management” is used in a number of ways (i.e. containing various meanings). We have (as stated in the application on page 27), a vision that the school should become one of the leading forces in the development of

terminology in the sector. It is thus of importance that we operate with a precise terminology which does not mislead potential students, the workplace or the academic world. Should new experience tell us that the term should be revised in the diploma, we will of course suggest such a change.

3.2.2: Exchangeable parts

The school will develop a more detailed description of which parts of studies (or courses) are exchangeable. Please see our replies and appendix to 3.3.4 and 3.3.8 under Demands.

3.3.2: Revise and update the value chain

As the value chain is the backbone of the study programme, it is essential that this model and the study programme is continuously (e.g. through the procedures of the QAS) revised, refined and elaborated upon. Also the plan of R & D of the school comprises such an approach.

When it comes to the user (tenants) focus we completely agree that the changes which have taken, and rapidly take place, require full attention. In this respect we refer to figure 1 of the application which includes *“forståelse for og kunnskap om – bruker ...”* and the text on page 5 which reads *“Studiets ståsted er eierperspektivet, med forståelse for øvrige ståsteder/roller i verdikjeden”*. The success of the owner depends on understanding the needs (and the future preferences) of the users/tenants. See also an appendix to this reply of today for an overview on how this aspect is integrated into the various courses.

3.3.3: Follow-up of student workload

Regarding the procedures for follow-up of student workload, we refer to our QAS as described in attachment I to our application.

3.3.5: Guidance of the students

We have described the procedures and contact points related to assignments (*“arbeidskrav”*) and exams in table (vii) of the application. Throughout pages 38 – 53 of the application, information on the use of e-tools, guidance of students, etc. can be found. As stated in the application, the academic community will e.g. provide one hour of structured guidance to each individual student in each of the courses. In addition the e-learning platform Fronter (or related tools) will be used for an active dialogue between students and teachers which encourages collaboration and transparency.

3.3.6 and 3.4.6: Scientific networks

We understand that the committee advises the school to generate an ever tighter relationships with relevant scientific communities and networks in Norway and internationally. In the application it is stated that networks with amongst others NMBU, KTH, Malmö etc. are already in place (see pages 53-56, 64 -67, 72-75 and 76-82 of the application for networks, as well as appendices K, R and S). The school aims to deepen these networks as well as expand its relationship to other academic and scientific networks, and will ensure that these contacts are distributed between all members of the academic community in order to build a strong and stable environment. The school will also, as stated in the application, invite lecturers and research fellows from other Norwegian and European academic institutions to create added value and mutual inspiration.

As the school has not yet had any accredited studies itself, other academic communities are waiting for this situation to be clarified in advance of intensifying the efforts around networks. We should also keep in mind that there have been many links to potential academic networks that we were not able to develop further in the process of preparing our application, as we had to keep several persons and communities in a *“habil”* (legally competent and independent) position towards the

school. This applies especially to those persons that were asked to serve as members of the independent scientific committee (see pages 60 – 62 of the application as well as appendix T to the application), or to be suggested to NOKUT to become members of the expert committee.

We refer also to our reply under 3.4.1 and 3.4.5 above, as well as the appendix V of the application.

3.3.8: Additional support mechanism English

The school will use English as a teaching language when accommodating exchange students. Some guest lectures will also be given in English (regardless of whether exchange students are present or not). We have added a short text in each of the course descriptions under “Undervisningsspråk” to make this clear to both foreign exchange and our own students (see the revised study plan).

We find that there is no need for extensive support for “our own students” who are not used to studying in English. The study programme does include a course in *Transnational Real Estate Activity: business culture and language* already in the first term of the programme. The main vocabulary will be developed there. In addition, the school will provide a leaflet on Norwegian – English – Norwegian real estate and scientific terminology. We also refer to the last paragraph of page 10 of the application which describes the language precondition for following the study programme and to appendix D (Rules of the school).

3.4.2: Formal pedagogic competence

The application indeed describes a clear plan for increasing the number of staff with formal pedagogic competence. This is clearly stated on pages 67 - 68 of the application and in the appendices I, U and V.

3.4.3: Rector

The institution is advised to develop and implement a clear structure and responsibility for the academic leadership to one staff position, here the rector. This is exactly the intention of the Board’s decision no. 16/2017, described on page 10 of the application. The word “*faglige*” is meant to cover both education, research and development. Thus the rector, as part of the academic community, will have the overall responsibility and a coordinating role for the academic management. The QAS is revised on this point to avoid misunderstandings (see appendix for revised QAS).

--Skolen for eiendomsfag, 7th of November 2017--

6 Additional assessment

6.1 Additional assessment

§ 2-2 (1) Læringsutbyttet for studietilbudet skal beskrives i samsvar med Nasjonalt kvalifikasjonsrammeverk for livslang læring, og studietilbudet skal ha et dekkende navn.

- *explain and revise how those students, who wish to continue into Master's level education, reach required skills in terms of theoretical knowledge and research methods*

Assessment

The institution has adapted its study plan to emphasize the inclusion of theoretical components in the program. In addition, the institution has added a course in research methods to ensure that students achieve the required terms for further studies.

Conclusion

Yes, the institutions response is satisfactory.

§ 2-2 (2) Studietilbudet skal være faglig oppdatert, og ha tydelig relevans for videre studier og/eller arbeidsliv.

- *demonstrate how the students get relevant skills and knowledge for Master's studies*

Assessment

The institution has adapted its study plan to emphasize the inclusion of theoretical components in the program. In addition, the institution has added a course in research methods to ensure that students achieve the required terms for further studies.

Conclusion

Yes, the institutions response is satisfactory.

- The institution is advised to monitor whether the lack of basic sciences (such as basic mathematics and statistics) leads to challenges in students learning the research methods, and if so, adapt the curricula accordingly.

§ 2-2 (3) Studietilbudets samlede arbeidsomfang skal være på 1500–1800 timer per år for heltidsstudier.

- *describe both the calculation base for student workload as well as the procedures through which student workload is followed-up*

Assessment

The institution has provided further descriptions of the workload calculations in the revised Study Plan. The institution is advised to develop a more generic description on how workloads are to be calculated at course level. This would apply to e.g. the basis of evaluating the workload a student is doing when reading 150 pages of book. Whereas the institution has developed its current workload assessment around predefined canvases of workload variants, these often provide to be difficult to follow in practice (e.g. it might be challenging to seek for a book that would take exactly 64 hours of student workload). A scheme for calculating the student workload at course level would provide for flexibility in the actual delivery of the courses.

Conclusion

Yes, the institutions response is satisfactory.

- The institution is advised to develop a more generic description on how workloads are to be calculated at course level.

§ 2-2 (4) Studietilbudets innhold, oppbygging og infrastruktur skal være tilpasset læringsutbyttet for studietilbudet.

- *describe how access to scientific journals is secured*
- *explain how the programme structure can accommodate exchange studies in practice*

Assessment

On the access to academic journals, the institution has repeated that it has an agreement with NAL regarding library services. However, the contract does not explicitly state access to scientific journals. The description provided by the applicant (33,000 articles) seems to refer to journals that are not regarded as academic journals.

As long as the access is through an agreement with a third party (NAL), the institution must provide documentation approved by the counterparty that a) access to academic journals is included in their agreement and b) describe the access to international, peer-reviewed academic journals in qualitative and quantitative manner. Examples of the attributes that we are looking for are whether the access covers major academic journals in the fields and major publishing houses (e.g. Emerald, Taylor & Francis) and whether the access is through digital services or through paper copies.

In terms of explaining, how the programme structure can accommodate exchange studies, the committee finds the institution's response satisfactory.

Conclusion

No, the institutions response is not satisfactory.

- The institution must provide evidence on the access to scientific peer-reviewed journals.

§ 2-2 (5) Undervisnings-, lærings- og vurderingsformer skal være tilpasset læringsutbyttet for studietilbudet. Det skal legges til rette for at studenten kan ta en aktiv rolle i læringsprosessen.

- *clarify the process and work load division related to thesis instruction*

Assessment

The institution has provided a description of how thesis instruction will be carried out.

Conclusion

Yes, the institutions response is satisfactory.

§ 2-2 (6) Studietilbudet skal ha relevant kobling til forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid.

- *demonstrate how faculty and students have access to academic journals*

Assessment

On the access to academic journals, the institution has repeated that it has an agreement with NAL regarding library services. However, the contract does not explicitly state access to scientific journals. The access to the latest, peer-reviewed research is a minimum condition for the faculty to develop its scientific merits and for the students to be able to conduct research. See also assessment of § 2-2 (4).

Conclusion

No, the institutions response is not satisfactory.

- The institution must provide evidence on the access to scientific peer-reviewed journals.

§ 2-2 (8) Studietilbud som fører fram til en grad skal ha ordninger for internasjonal studentutveksling. Innholdet i utvekslingen skal være faglig relevant.

- *clarify how the students can incorporate the courses completed while in exchange in their programme studies*

Assessment

The program has made adaptations in their study plan and clarified the processes for including exchange studies in the program.

Conclusion

Yes, the institutions response is satisfactory.

§ 2-3 (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet.

- *strengthen the academic community with persons with stronger scientific record of accomplishment and demonstrate a concrete plan of establishing a wider and a more diversified base and capacity on research competences within the academic community*

Assessment

In the commentary from the institution (with appendixes), the institution gives a broad and detailed overview of competences and merits of the existing academic community extending the restriction set by NOKUT about max 5 years. The institution also highlights and divides the merits of the staff into research and development.

We see the supplementary information mainly to strengthen the development and applied research activities, but still find the scientific merits, such as the number of scientific papers published in accredited international journals or international research cooperation, to be low for the academic community. The publications in international scientific journals are mainly a contribution of one staff member.

There is still a need to develop a clearer strategic plan for research and development, especially focusing on how to increase the quality and capacity of the whole academic community in scientific research. The activities and results should be documented and registered in international databases, journals and other network activities.

The formal decision 25.10.2017 of the Board of the institution to immediately strengthen the scientific capacity by recruitment of a new full time professor or associate professor is seen as important in securing the long term capacity and to increase the scientific research.

Conclusion

No, the institution's response is not satisfactory.

- The recruitment of a new full time academic member of staff with a strong scientific record can, when employed by the institution, give the possibility to satisfy the requirements in § 2-3 (1).

§ 2-3 (5) Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid, og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.

- *address merits of the academic community in research and in development separately*
- *describe its goals and plans in academic research and development work separately*
- *strengthen their scientific merits considerably though immediate actions as well as present as a long term plan for increasing the scientific quality and capacity of the whole academic community*

Assessment

We see the supplementary information mainly to strengthen the development and applied research activities, but still finds the scientific merits, such as the number of scientific papers published in accredited international journals or international research cooperation, to be low for the academic community. The publications in international scientific journals are mainly a contribution of one staff member.

There is still a need to develop a clearer strategic plan for research and development, especially focusing on how to increase the quality and capacity of the whole academic community in scientific research. The activities and results should be documented and registered in international databases, journals and other network activities.

Conclusion

No, the institution's response is not satisfactory.

- A clearer strategic plan for research and development must be developed, especially focusing on how to increase the quality and capacity of the whole academic community in scientific research.
- The recruitment of a new full time academic member of staff with a strong scientific record can, when employed by the institution, give the possibility to satisfy the requirements in § 2-3 (5).

6.2 Conclusion

Based on the written application with attached documentation and the institutions commentary with attachments, the expert committee concludes the following:

The committee does not recommend accreditation of the bachelor in real estate at Skolen for eiendomsfag.

7 Decision

The bachelor degree in Eiendomsfag does not fulfil all criteria for accreditation regulated in the Quality Assurance Regulation in Higher Education of February 9th 2017 and is not accredited.

The following requirements in NOKUT's Regulations are not met:

§ 2-2 (4) Studietilbudets innhold, oppbygging og infrastruktur skal være tilpasset læringsutbyttet for studietilbudet.

§ 2-2 (6) Studietilbudet skal ha relevant kobling til forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid.

§ 2-3 (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet.

§ 2-3 (5) Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid, og faglig utviklingsarbeid, og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.

8 Documentation

The report is written based on

- the application dated 30th March 2017, NOKUTs case number 17/01643-3
- supplement to the application dated 25th April 2017, NOKUTs case number 17/01643-5
- commentary with appendices from the institution dated 7th November 2017, NOKUTs case number 17/01643-20

9 Presentation of the expert committee

- **Professor Heidi Falkenbach, Aalto universitet**
Heidi Falkenbach is a professor (Assistant professor, tenure track) of Real Estate Economics in the Department of Built Environment, Aalto University. She has a degree of Doctor of Science in Technology (Real Estate Economics) from Aalto University, M.Sc. (Tech.) degree in Real Estate Economics from Helsinki University of Technology and M.Sc. (Econ) degree from Turku Business School. She has been a visiting post-doctoral researcher at the Royal Institute of Technology in Stockholm, Sweden and a visiting researcher at Henley Business School, University of Reading, UK. Heidi Falkenbach's research areas include real estate economics in a broad sense; she has published in international academic journals in the topic areas of real estate finance, real estate economics, real estate management, and planning and land policy. She has served and serves in several academic boards and editorials boards, such as European Real Estate Society and FIG Editorial Boards, and has served as an expert for UN Habitat/GLTN. Falkenbach is currently the Deputy director of Master's Programme in Real Estate Economics in Aalto University, and formerly she was managing the content and development of the Master's Programme in Real Estate Investment and Finance in Aalto University. She is currently a member of the Aalto University School of Engineering Teaching Competence Assessment Committee. Falkenbach has taught in several other educational institutions, such as the Aalto Executive Education and Tampere University Executive Education. She has also been a visiting lecturer in Estonian Business School. In addition to having instructed and supervised more than 50 Master's Theses and 2 Doctoral theses, she has served as an external examiner for academic theses both in Finland and abroad.

- **Professor Tore Brandstveit Haugen, NTNU**

Tore Haugen is professor in architectural management and facilities management at NTNU – The Norwegian University of Science and Technology, Department of Architectural Design and Management. Haugen was dean of Faculty of Architecture and Fine Art from 2005 until 2013.

Haugen has doctor degree at NTNU in 1990, combined with studies at the University of California, Berkeley and at the Royal Institute of Technology, Stockholm. His main professional interest lies within project management and facilities management. Haugen established the Norwegian Centre for Real Estate and Facilities Management (2001) (<http://www.metamorfose.ntnu.no/>), and developed two master programs offered at NTNU from 2005 and a number of R&D projects the area of Facilities Management, Real Estate and Project management. Haugen has been main or co-supervisor for more than 15 doctoral students, and have been external examiner and opponent on a number of doctoral defences in the Nordic countries as well as in the UK and the Netherlands.

He has been active as member and chairman of a number of international conferences, and had many positions of honours in ISO, CIB and EuroFM. Haugen has worked as a researcher and manager at SINTEF Architecture and Building Technology responsible for a number of research projects in the area of Energy Conservation in the built environment and Building maintenance and modernization. Professor Tore Haugen received the best reviewer reward at the CIB World Building Congress WBC16, May 30 - June 3, 2016 in Tampere, Finland. In May 2017 the CIB Programme Committee appointed Haugen as New Coordinator of the CIB Commission W070 -Facilities Management and Maintenance.

- **Assistant Professor Tuuli Jylhä, Delft University of Technology**

Jylhä is working as an assistant professor in a research team called Real Estate management at TU Delft. In research, she is focusing on the value creation in the field of real estate management. Value creation is analysed by utilising the lean management theories in order to see things from a different perspective. In addition to real estate management and lean management, she is working with topics related to workplace management. In education, she is currently coordinating a course called Real Estate Management and mentoring students in their graduation projects. Jylhä has until recently worked at Aalto University as a postdoctoral researcher in a research team called Real Estate Business (REB). In teaching she was responsible for her own courses, and she acted as a coordinator between REB courses, and she developed courses and curriculums in Bachelor's and Master's Programmes. In research, she focused on lean management assessments and process improvements in the field of real estate management. She has previously experience as a project manager and doctoral candidate in a project called Value Creation Models in Real Estate Business (2009-2012), in which lean management theories were utilised in the field of real estate management.

10 Appendix

NOKUTs administrative assessment (in Norwegian)

§ 2-1 Forutsetninger for akkreditering

(1) Aktuelle krav i lov om universiteter og høyskoler med tilhørende forskrifter skal være oppfylt.

- a) Styringsordning
- b) Reglement
- c) Klagenemnd
- d) Læringsmiljøutvalg
- e) Utdanningsplan
- f) Vitnemål og Diploma Supplement
- g) Kvalitetssikringssystem

a) Styringsordning

Skolen for eiendomsfag er et privateid aksjeselskap med en generalforsamling og et styre. Generalforsamlingen har vedtatt styrevedtektene og styret har vedtatt reglementer (forskrifter) og andre bestemmelser og oppnevnt råd og utvalg.

Det følger av styrevedtektene at styret skal ha minst 5 medlemmer, hvorav minst i én representant for de ansatte og én representant for studentene. Det følger videre av vedtektene at styret har det overordnede ansvaret for all virksomhet, og at styret vedtar delegeringsreglement for sin delegering til daglig leder, oppnevnte råd, nemnder og utvalg. Styret kan velge å delegere fra sak til sak.

Skolen for eiendomsfag fyller kravene i universitets- og høyskoleloven til sammensetning av og mandat for styre.

b) Reglement

Skolen for eiendomsfag har vedtatt et samlet reglement om opptak, studier, vurdering (herunder) og grad. Reglementet vil ved en eventuell akkreditering skape rettigheter og plikter for enkeltpersoner, og vil derfor ha karakter av forskrift og kunngjøres i Lovdata.

NOKUT vil bemerke at det er Kunnskapsdepartementet som har myndighet til å frita enkeltstudium fra reglene i forskrift om opptak til høyere utdanning. Jf. forskriftens § 1-1 (5).

Skolen for eiendomsfag har vedtatt reglement (forskrift) om opptak, studier, vurdering (herunder eksamen) og grad i henhold til universitets- og høyskoleloven. Skolen for eiendomsfag bør gjennomgå forskriften for blant å sikre konsistent begrepsbruk, og unngå gjentakelser.

c) Klagenemnd

Styret for Skolen for eiendomsfag har fattet vedtak om at skolen skal ha en klagenemnd. Denne nemnda skal ha fem medlemmer med varamedlemmer, hvorav 2 studentmedlemmer med varamedlemmer. Leder og varamedlem for leder skal fylle de lovbestemte krav for lagdommere. Det er utferdiget et mandat for nemnda i samsvar med universitets- og høyskoleloven.

d) Læringsmiljøutvalg

Styret for Skolen for eiendomsfag har fattet vedtak om at skolen skal ha et læringsmiljøutvalg i samsvar med universitets- og høyskoleloven § 4-3. Det er utferdiget et mandat for utvalget i samsvar med universitets- og høyskoleloven.

e) Utdanningsplan

Skolen for eiendomsfag har utarbeidet en mal for utdanningsplan i samsvar med universitets- og høyskoleloven. Skolen for eiendomsfag bør vurdere å inkludere referanse til overordnet regelverk som vedlegg til utdanningsplanen.

f) Vitnemål og diploma Supplement

Skolen for eiendomsfag har utarbeidet mal for karakterutskrift, vitnemål og Diploma Supplement i samsvar med universitets- og høyskoleloven.

g) Kvalitetssikringssystem

Det er vedlagt en systembeskrivelse av kvalitetssikringssystemet. Dokumentet er vurdert med hensyn på krav til systematisk kvalitetsarbeid i gjeldende studietilsynsforskrift, kapittel 4. NOKUTs vurdering er at Skolen for eiendomsfag har levert en systembeskrivelse som kan vurderes. Det systematiske kvalitetsarbeidet ved institusjoner vurderes av NOKUT gjennom et periodisk tilsyn. Dersom skolen for eiendomsfag søker på nytt og får akkreditering for dette studietilbudet, vil institusjonen inngå i dette tilsynet.

Conclusion to the administrative assessment⁴

Ja, grunnleggende forutsetninger er oppfylt.

⁴ The final conclusion will be given when the assessment of the description of the quality assurance system has been made.