PROGRAMME QUALITY SYSTEM
(PQS)

LILLEHAMMER INSTITUTE OF MUSIC PRODUCTION & INDUSTRIES

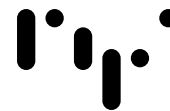# LIST OF
CONTENT

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1. INTRODUCTION TO LIMPI'S PROGRAMME QUALITY SYSTEM (PQS)

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Higher Education institutions in Norway have a responsibility to conduct quality work in accordance with laws and regulations. This document provides a description of Limpi's systematic work to ensure and develop the quality of Limpi's education. Quality work at Limpi starts with the admission of students and includes all matters that affect the education and its relevance for Limpi's graduates. Quality work at Limpi is an integral part of the management structure and involves all employees and students at Limpi.

1.1 DEFINITION AND PURPOSE

The Programme Quality System (PQS) is the set of tools and procedures Limpi uses to identify strengths and rectify weaknesses of its study programme. All components in the PQS aim at ensuring structured, systematic and transparent quality work. The goal of the PQS is therefore to support and ensure that quality development and quality assurance is executed in a structured way through defined quality areas, operations, routines and roles ('who-does-what') across the organization.

The purpose of the PQS is to:
- Ensure that Limpi offers and develops a high-quality programme in line with its vision and strategic ambitions
- Be a framework of quality work that support Limpi's core values to be committed to work hard for its students' success and changing the game by bringing new talent into the music business
- Ensure transparency and contribute to the development of quality culture at Limpi
- Enable Limpi to conduct quality work in accordance with laws and regulations

The PQS consists of three main components:
- Defined quality areas including indicators and threshold values
- Defined programme quality processes
- Defined roles and responsibility regarding programme quality work

1.2 THE LIMPI PROGRAMME QUALITY SYSTEM SUPPORTS LIMPI'S STRATEGY

Limpi is a private university college offering an accredited study program. Our vision is to become a global leader in popular music education, advancing the music industry through professionalism and collaboration.

At Limpi, our mission is to provide world-class education in popular music, nurturing the next generation of musical talent and empowering them to reach their full potential and build thriving careers.

We are committed to fostering innovation and creating opportunities in both the music industry and for our students. This is achieved by building a faculty with a strong track record in both music industry and education, delivering hands-on teaching methods, and providing a supportive learning environment where our students can succeed. We also prioritize constant engagement with the music industry to learn from, contribute to, and impact the evolving business landscape.

The PQS plays a crucial role in helping Limpi achieve these goals. Our quality areas, indicators and quality assurance processes are aligned with these ambitions, ensuring continuous improvement and quality assurance in all aspects of our educational offerings.

1.3   LAWS AND REGULATIONS

Limpi's PQS is designed to ensure that Limpi complies with:

- National Legislation for higher education in Norway
- Limpi's Academic Regulations
- Limpi's Strategy

1.3.1 Laws and regulations

- The University and Colleges Act (Lov om universiteter og høyskoler, §3-5. Kvalitetssikring)
- The University and Colleges Act (Lov om universiteter og høyskoler, § 10 -1.Læringsmiljø)
- Forskrift om endring i forskrift til universitets- og høyskoleloven (§ 1-7.Krav til kvalitetssystem, § 1-8.Krav til kvalitetsarbeid
- Forskrift om tilsyn med utdanningskvaliteten i høyere utdanning

1.3.2 Limpi's Academic Regulations

- Limpis Academic Regulations, regulations on admission, programmes and exams at Limpi (Forskrift for studier og eksamen ved Limpi)

2. QUALITY WORK AND LIMPI'S ORGANIZATION

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Quality work is a matter for the whole Limpi organisation and is a process of co-creation and co-production. Limpi is a small institution which is reflected in the organization structure, the defined quality processes and at the practical day-to-day quality work.

2.1 LIMPI'S ORGANISATION: OVERVIEW

The organizational structures and decision-making processes at Limpi start with the Board. The Board is Limpi's highest decision-making body and has the overall responsibility for Limpi's quality development and assurance. The Board adopts Limpi's by-laws and rules which the Board is required to adopt pursuant to the Universities and University Colleges Act. The Board is responsible for developing Limpi's strategies and for ensuring that Limpi is run in accordance with applicable laws, regulations and other relevant rules, as well as conditions set for public grants.

The Limpi Management Team (MT) makes business decisions regarding the overreaching development of Limpi's education and creative development work, quality assurance and the strategic development of Limpi and its portfolio. The MT sets s tandards for decisions, documents and strategic initiatives and is responsible for the daily operational and financial management, as well as implementing decisions from the Limpi Board.

The Management Advisory Services (MAS) (Rektors stab) provides specialist competencies in defined areas and supports the MT, the Student and Faculty Services and the Faculty in strategic developments and operational delivery.

The Limpi Faculty consists of professors, assisting professors, instructors and mentors who are all world class professionals that bring the music industry into the classroom. The Faculty is led by the Head of Studies.

The Student and Faculty Services (SFS) works directly with the Faculty and the students. The SFS coordinates services and operations related to admission, examination and the daily administrative planning and coordination of Limpi's study program, in accordance with the PQS. The SFS plays a crucial role in supporting students throughout their time at Limpi and is also responsible for social events and implementing measures related to the development of Limpi's learning environment. The Student and Faculty Services is led by the Head of Student and Faculty Services.

Limpi has a Learning Environment Committee to oversee that the Board´s responsibility for the physical and psychological learning environment is properly managed and to ensure that students are involved in processes related to the learning environment. In addition. Limpi has an Appeals Committee in cooperation with Innlandet University, securing the students' rights.

LIMPI BOARD

MANAGEMENT ADVISORY SERVICES

MANAGING DIRECTOR / HEAD OF SCHOOL

MANAGEMENT TEAM (MT)

HEAD OF STUDIES

PROFESSORS, ASS PROF, INSTUCTORS

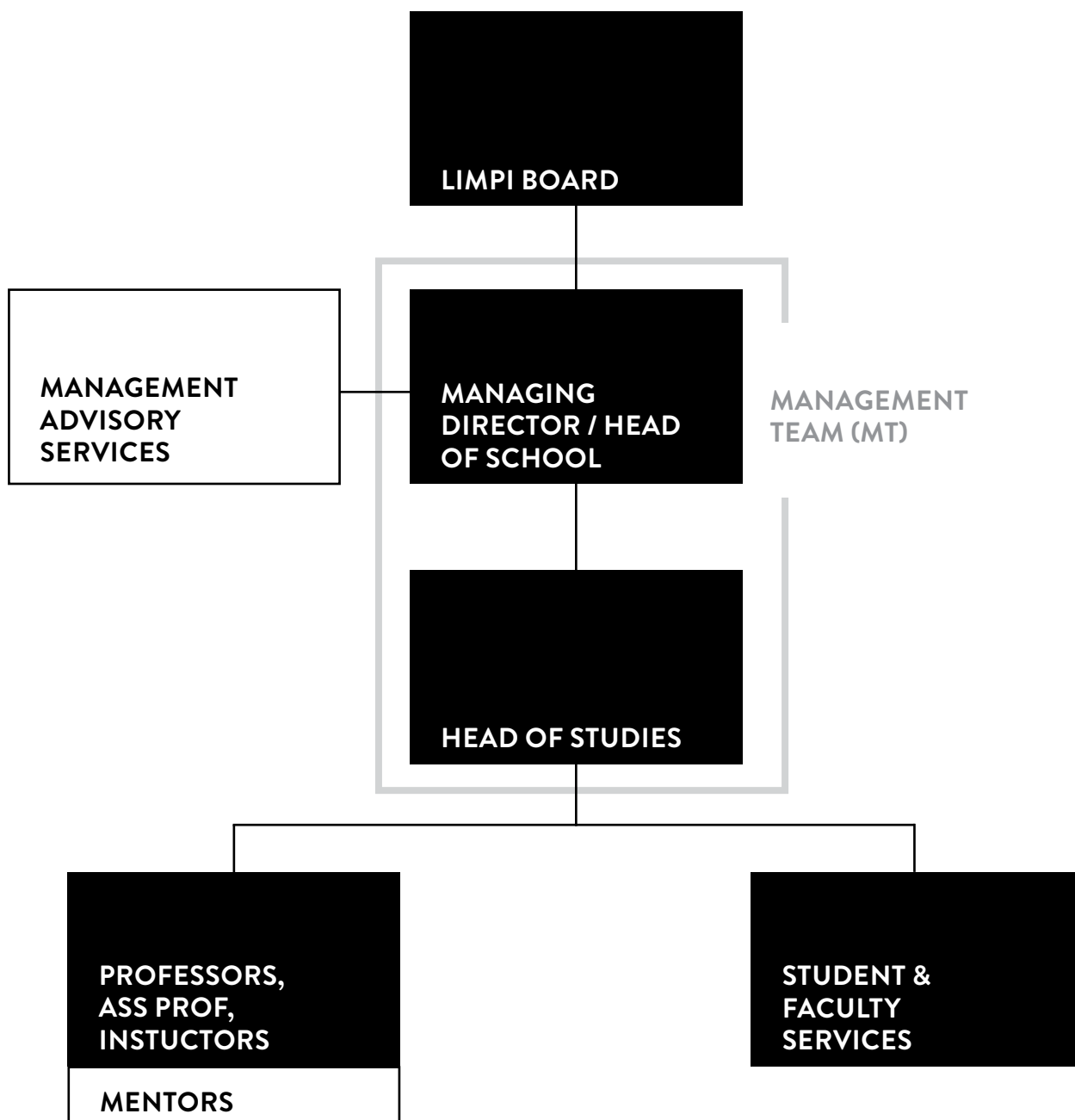**MENTORS**

STUDENT & FACULTY SERVICES

Figure 1: Limpi organization chart

2.2   **Levels of responsibility and reporting the quality work**

The model below sums up the lines of reporting and formal feed-back in the quality development work at Limpi and the roles which are accountable from the course level up to the Board.
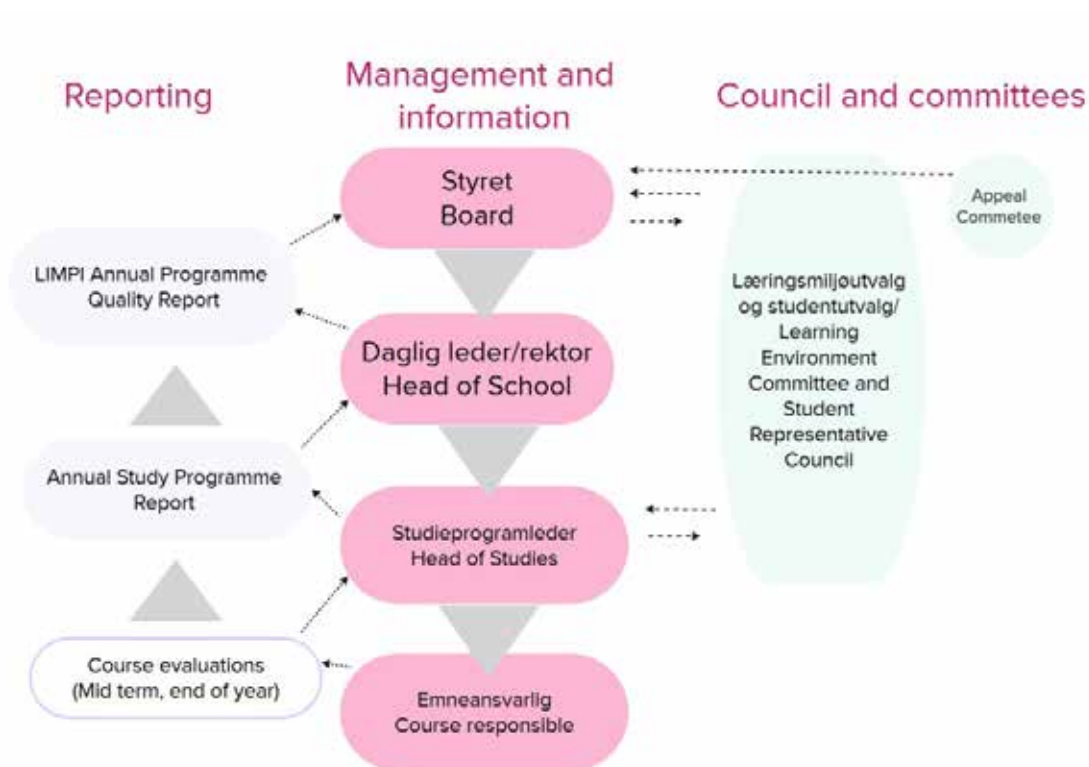

Figure 2: Reporting lines, management and information

3. QUALITY AREAS, INDICATORS AND QUALITY PROCESSES

Being part of a study program involves being part of a learning path towards attaining the programmes' learning outcomes. All educational activities at Limpi should serve the overreaching goal to facilitate students' opportunity and ability to attain the programmes' learning outcomes and thereby graduate as attractive talents in the music industry.

Based on NOKUT's framework for quality areas for study programmes in higher education and our strategy, Limpi has operationalised this learning path though:
• Quality areas operationalized with quality indicators coming from various data-sources
• Quality processes describing process stages and stakeholder involvement
• Clearly defined and described fora and roles (chapter 4)

3.1   QUALITY AREAS

The six quality areas are based on the students' learning path and span from admission to graduation and ultimately working life and career development.

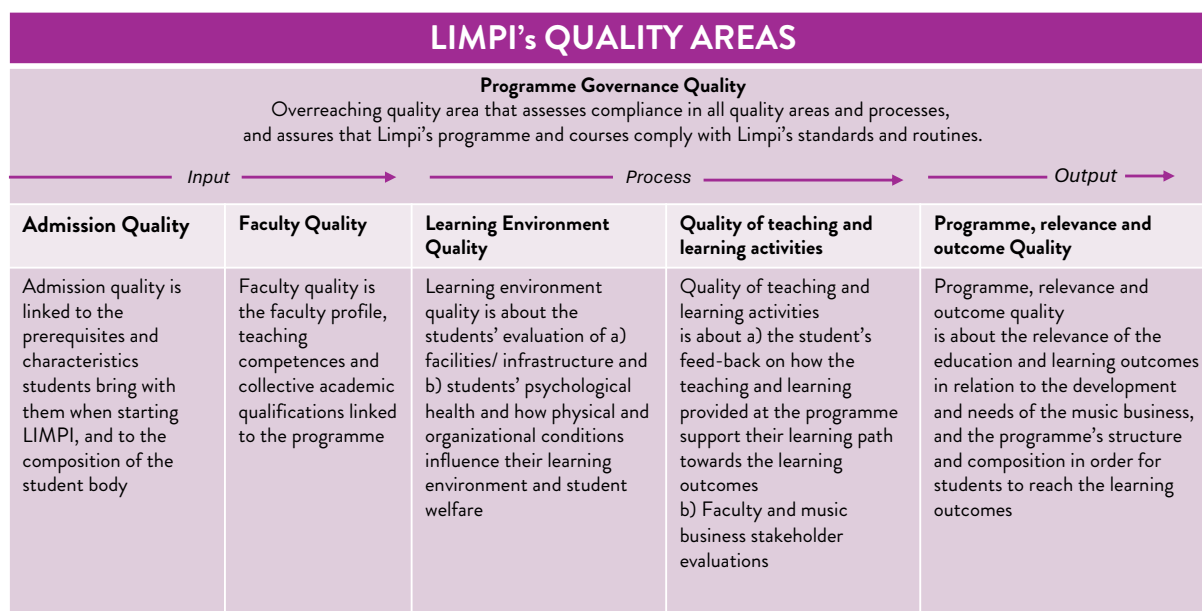| LIMPI's QUALITY AREAS				
Programme Governance Quality Overreaching quality area that assesses compliance in all quality areas and processes, and assures that Limpi's programme and courses comply with Limpi's standards and routines.				
Input →		Process →		Output →
Admission Quality	**Faculty Quality**	**Learning Environment Quality**	**Quality of teaching and learning activities**	**Programme, relevance and outcome Quality**
Admission quality is linked to the prerequisites and characteristics students bring with them when starting LIMPI, and to the composition of the student body	Faculty quality is the faculty profile, teaching competences and collective academic qualifications linked to the programme	Learning environment quality is about the students' evaluation of a) facilities/ infrastructure and b) students' psychological health and how physical and organizational conditions influence their learning environment and student welfare	Quality of teaching and learning activities is about a) the student's feed-back on how the teaching and learning provided at the programme support their learning path towards the learning outcomes b) Faculty and music business stakeholder evaluations	Programme, relevance and outcome quality is about the relevance of the education and learning outcomes in relation to the development and needs of the music business, and the programme's structure and composition in order for students to reach the learning outcomes

Figure 3: Definition of LIMPI's Quality areas

Five of the six quality areas are categorized as either input element, process element, or output element all influencing the students' learning path.

Admission quality and Faculty quality are input factors (e.g. admission standards, student body, faculty qualifications) and key prerequisites for delivering quality in the programme.

Learning environment quality refers to the process where Limpi and the students meet and reflect on the students' evaluation of the overall learning process and the continuously quality development of the learning environment.

Quality of teaching and learning methods refers to the process of continuous quality development through collecting and using feed-back data from students and stakeholders.

Programme, relevance and outcome quality are output factors and capture the results of the learning path (e.g. completion rates, relevance of education).

Programme governance quality is the sixth quality area and an overarching quality area. It assesses compliance in all quality areas and processes and assures that the programme and courses comply with Limpi's standards and processes. This quality area is not operationalized with indicators but is measured through qualitative control and reporting.

"To me LIMPI has been a dream come true. I dropped out of college to come here, and LIMPI totally changed my life. By the end of my year I got signed to Dr Luke's publishing company Prescription, through LIMPI mentor Emily Warren. There is no other place like LIMPI in the entire world."

– Bethany Warner (USA) LIMPI 2019-2020

"I signed a major publishing deal with WarnerChappell Music. And another few months later I got a big single out in the US, with Tate McRae and Ali Gatey, a song that was created at LIMPI in a Fred Ball mentor week.

It is hard to imagine a more efficient route right into to the heart of the international music industry, and I am very greatful for this whole journey"

– Manon (Nederland) LIMPI 2018-2019

3.2 QUALITY INDICATORS

To be able to measure the quality level of the quality areas, measurable quality indicators are defined. The quality areas, along with their corresponding indicators and threshold values, are aligned with LIMPI's strategic framework, "LIMPI 2030," and will from the academic year 2024/25 be fully integrated into the Annual Programme Quality Report submitted by the Head of School to the Limpi Board. This report is based on data and insights gathered from various quality processes, described in the LIMPI PQS (3.3 below).

Threshold values for each quality indicator are defined to keep track of whether the quality of the study programme is within the defined quality level or not. The status of each quality area is summarised in the Annual Programme Quality Report submitted by the Head of School to the Limpi Board. If indicator values fall below the set threshold, an evaluation followed by a deviation report with action plans will be triggered. The Head of School will be responsible for the process and follow up actions.

The table below shows the defined quality indicators. For an in-depth overview of quality areas with corresponding indicators and their data sources and measurement frequency, see appendix B

Figure 4: LIMPI's quality indicators

LIMPI's QUALITY INDICATORS				
Programme Governance Quality Programme Governance Quality describes the extent to which LIMPI complies with its Programme Quality System Policies**				
Input →		Process →		Output →
Admission Quality	**Faculty Quality**	**Learning Environment Quality**	**Quality of teaching and learning activities**	**Programme, relevance and outcome Quality**
o Share of international students o Share of students from the USA o Gender balance o Ratio number of applicants – number of admitted students o A marketing strategy meeting defined goals o Competence upon admission	o Gender balance mentors o Mentor profile, music business affiliation and frequency of mentor sessions o Faculty share with approved pedagogical competencies o Faculty creative development work o Faculty share with first competences	o Psychosocial and well-being o Physical learning environment and infrastructure o Opportunities for influencing the learning environment	o Quality of teaching and learning methods - students assessment o Quality of teaching and learning methods – external assessment	o Relevance of the programme - students own assessment o Analyses of mentor reports* o Completion rate, normal time o Relevance of the programme – the alumni's assessment* o Alumni working professionally partly or full time in music*

*From 2025

** This quality area is not operationalized with indicators but is from 2025 measured through qualitative controls and reporting

3.3 PROCESSES FOR DATA COLLECTION, EVALUATION AND QUALITY DEVELOPMENT

Limpi's quality processes aim to develop and ensure the quality of Limpi's programme in a standardized and efficient way. The overall purpose of the processes is to continuously improve, update and maintain attractiveness and relevance of Limpi's programmes and graduates, in line with Limpi's strategy.

The processes strive to ensure optimal decision making and record management in a systematic and transparent manner through involvement of relevant stakeholders, and documentation of relevant arguments and facts. Limpi has developed consistent procedures adapted to Limpi's size, structure, quality areas and ambitions, and they serve as the foundation for Limpi's annual quality cycle.

Figure 5 below gives an overview and a short description of the defined processes.
For detailed process descriptions, see appendix C.

Figure 5: Limpil's defined quality processes

LIMPI's DEFINED QUALITY PROCESSES	
STUDENT COURSE AND PROGRAMME EVALUATION	o Process for collecting and using feedback from students with the aim of improving course content, programme delivery and the learning environment. o Takes place two times every year
EXTERNAL EXAMINATOR'S ASSESSMENT	o Process for including external academic views on quality and course delivery o Takes place two times every year
PERIODICAL PROGRAM EVALUATION	o Process for systematically review the study programme. External representatives (business and academia, students and experts relevant for the programme) contribute to the evaluations. Takes place minimum every fifth year
ALUMNI SURVEY	o Process for consulting Limpi alumni on their current music business job market situation and get market input on issues and challenges an attractive study programme shall adress and meet o Takes place every third year
ADMISSION QUALITY ASSURANCE	o Process for documenting and evaluating the admission process and adressing identified measures to improve admission quality o Takes place every year
COURSE and STUDY PROGRAMME REVISIONS	o Processes based on internal and external data sources to review and quality assure the programme and courses to ensure that Limpi has a relevant and attractive programme and graduates in line with Limpi's strategy o Takes place annually
LIMPI INTERNAL COMPLIANCE CONTROL	o Process to ensure that Limpi is compliant with laws and regulations for accredited study programmes o Takes place every year
MENTOR FEEDBACK	o Process that continously assesses the relevance of the study programme o Continously, analyses two times a year
EXTENSION OF PORTFOLIO / PROGRAMME TERMINATION	o Process that defines the criteria and formal steps for extension of Limpi's portfolio o Process that defines the criteria and conditions for terminating the study programme
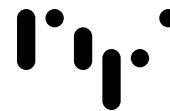
3.3.1 Collection of data
Collecting data from several sources is an integral part of the quality processes in Limpi's PQS.

Student involvement
Limpi has established robust evaluation processes to gather feedback from students and actively involve them in quality assurance and development. At the end of each semester, students participate in a course and program evaluation survey, which includes both open-ended and scale-based questions. This standardized survey is designed to capture a comprehensive view of quality at Limpi, as well as provide specific feedback on individual courses. The results from these evaluations are used to inform the revision of courses and the program, in alignment with the PQS process for "course and study programme revision."

Furthermore, formal student participation is ensured through elected roles. At the start of each academic year, four student representatives are elected to serve as active participants in the Learning Environment and Student Council. Additionally, one student is appointed to the Limpi Board.

The role of students in driving quality development is further outlined in Chapter 4.

External stakeholder involvement
Limpi has different processes in place to gather information from external stakeholders and involve them in the quality work to support quality assurance and development. Through the PQS Limpi has structured evaluations which provide valuable information from external stakeholders though the external examinator, periodical review and alumi survey (see appendix C for process descriptions).

3.3.2 Use of data
Use of data from several sources is described and prevalent in all Limpi quality processes (Appendix C). Feed-back, data and input are analyzed and discussed and the foundation for actions planned and measures for quality development to be implemented. Quality areas, evaluations and indicators serve as a framework for assessing progress or rectify weaknesses. The main elements in the processes of collecting and using data are gathered in the Limpi annual cycle quality calendar.

3.4 ANNUAL CYCLE
The annual cycle gives an overview of key processes, reports and activities in the systematic quality work at Limpi. "By when" indicates the deadline for delivery or decision-making, "what" describes the delivery, "responsible role" defines who is responsible for preparation, implementation and follow-up and "decision-making" gives an overview of the formal decision-making body.

Figure 6: Overview Limpi annual cycle quality calendar

LIMPI ANNUAL CYCLE Quality Calendar			
By when	**What**	**Responsible role**	**Decison-making**
Sept	Annual Study Programme Report from the Head of Studies	Head of Studies	MT
Oct	Election and appointment to the LEC and Student Representative Council and student representative in the LIMPI Board	Head of Student and Faculty Services	Board
Oct	Admission Quality Assurance Report	Head of Student and Faculty Services	MT
Dec	Student course and quality evaluation - half year Faculty course and quality evaluation - half year Reports from external examiners Mentor report analyses*	Head of Student and Faculty Services / Head of Studies / Head of School	MT
Dec	LIMPI Annual Programme Quality Report	Head of School	Board
Dec	Annual budget	Head of School	Board
Feb	Completed study plan revision	Head of School	MT, (Board)**
June	Annual accounts and annual report	Head of School	Board
June	LIMPI Internal Compliance Control Report	Head of School	Board
June	Advisory report from the LEC and Student Representative Council	Head of Student and Faculty Services	Board
June	Student course and quality evaluation - end of year Faculty course and quality evaluation - end of year Reports from external examiners Mentor report analyses*	Head of Student and Faculty Services/ Head of Studies / Head of School	MT
June	Justifications starting a new school year	Head of School	Board

*From 2025

**Board decision on the revised study plan required in accordance with the PQS in case of an extended revision process. See appendix C

In addition to the processes and activities included above, an alumni survey will take place every third year and a periodic programme evaluation at least every fifth year.

4. KEY FUNCTIONS AND ROLES IN THE PROGRAMME QUALITY SYSTEM

4.1 QUALITY WORK – CENTRAL UNITS AND ARENAS

4.1.1 The Board
The Board is Limpi's highest decision-making body and has the overall responsibility for Limpi's quality development and assurance. The Board adopts Limpi's by-laws and rules which the Board is required to adopt pursuant to the Universities and University Colleges Act . The Board is responsible for developing Limpi's strategies and for ensuring that Limpi is run in accordance with applicable laws, regulations and other relevant rules, as well as conditions set for public grants.

4.1.2 The Limpi Management Team (MT)
The Management Team (MT) makes business decisions regarding the overreaching development of Limpi's education and creative development work, quality assurance and the strategic development of Limpi and its portfolio. The MT sets standards for decisions documents and strategic initiatives, and is responsible for implementing decisions from the Limpi Board.

4.1.3 The Management Advisory Services (MAS)
The Management Advisory Services (MAS) provides specialist competencies in defined areas and supports the MT, the Student and Faculty Services and the Faculty in strategic developments and operational delivery.

4.1.4 The Faculty
The Faculty consists of professors, assisting professors, instructors and mentors who are all world class professionals that brings the music industry into the classroom. The Faculty is led by the Head of Studies.

4.1.5 The Student and Faculty Services (SFS)
The Student and Faculty Services works directly with the Faculty and the students. The SFS coordinates services and operations related to admission, examination and the daily administrative planning and coordination of Limpi's study program. The SFS plays a crucial role in supporting students throughout their time at Limpi and is also responsible for social events and implementing measures related to the development of Limpi's learning environment. The Student and Faculty Services is led by the Head of Student and Faculty Services.

4.1.6 The Learning Environment Committee and Student Representative Council (LEC)
The Learning Environment Committee at Limpi is the advisory body to the Board in questions regarding the physical and psychosocial learning environment and is established pursuant section 10-10, Universities and University Colleges Act. The LEC ensures the students' influence on aspects related to the learning environment. The Learning Environment Committee has no decision-making authority, but the committee proposes measures, detects deviations and follows up complaints pertaining to students learning environment. The LEC will be informed about complaints Limpi receives from students regarding the learning environment. The LEC prepares an annual report which is presented to the Board.

4.2 QUALITY WORK - CENTRAL ROLES IN THE PQS

4.2.1 The Head of school
The Head of School is also Limpi's Managing Director. On behalf of the Board, the Head of School is responsible for quality development and assurance at Limpi. The role is responsible for the development, implementation and assessment of Limpi's programme and policies. The Head of School administers the PQS, oversees the over-all PQS work and reports annually to the Board on Limpi's programme quality. This role also includes the responsibility for national accreditation. The Head of School leads the Management Team and is supported by the Management Advisory Services (MAS).

4.2.2 The Head of Studies

The Head of Studies is also the study programme leader and is responsible for the academic and pedagogical quality, continuous programme development, evaluations and the follow up of student-related tasks. The Head of Studies works closely with the Head of school on issues related to the development, implementation and assessment of the academic programme and quality policies, and in cooperation with the Head of student and Faculty services in practical issues related to the PQS and programme delivery. The Head of studies leads the Limpi Faculty and is responsible for the quality and delivery of Limpi's mentors.

4.2.3 The course responsible

The course responsible is responsible for developing and updating academic content of the course and course delivery including implementation of teaching and learning activities, and assessment formats. The course responsible evaluates and continually improves learning design and delivery and ensures constructive alignment between intended learning outcomes, assessments and learning activities in line with programme outcome. The course responsible reports to and works closely with the Head of Studies on academic matters related to the courses, and cooperates with the Head of Student and Faculty services on practical matters.

4.2.4 The Head of Student and Faculty services

The Head of Student and Faculty services is responsible for supporting the development of the learning environment and facilitates and documents PQS processes in cooperation with course responsible and the Head of Studies. The Head of Student and Faculty Services works closely with the Head of Studies in the day-to day management of the Study programme. The Head of Student and Faculty services is also head of the admission committee and responsible for facilitation, assessing and documenting processes in relation to admission and examination.

4.2.5 Student representatives

The Student Representatives are elected by and acts on behalf of all the students as a link between students and Limpi staff and Management. The student representatives ensure that the students' views are put forward as they organise class meetings to discuss matters concerning the course and programme delivery and the learning environment. Issues are brought into the LEC and student representative council for discussions and follow up.

4.2.6 Students

In order to develop the programme and the learning environment, Limpi depends on active and involved students who offer constructive feedback on all the parts of the Limpi learning path.

All students are expected to participate in evaluations though the student course and programme evaluation at the end of each semester. The feed-back is shared and discussed among Limpi Faculty and management, and with the LEC. The results from evaluations are used as an important source for further quality development

Limpi encourage students to notify if something needs to be improved related to Limpi's teaching and learning environment. Issues can be raised with the student representatives, directly with the Head of Studies or Head of Student and Faculty Services or another member of the team.

Limpi also has a student ombudsman who can assist with advice and assistance.

If Limpi's ordinary channels fail, students may use a formal speak up message directly to the head of School who will address the matter in accordance with defined guidelines.
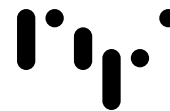
5. QUALITY CULTURE AT LIMPI

The Limpi PQS supports quality culture and systematic quality work at Limpi. Limpi aims for a quality culture characterised by a good balance between the formal and informal quality work, openness and transparency and systematic processes adapted to Limpi's size that supports each employee and student in understanding their role.

In order to develop such a culture, Limpi strive to onboard students and new staff with information about the PQS and have dedicated information channels in Teams and Canvas for record management and easy access to documents and reports. Quality development and assurance are continuous topics at the Limpi Faculty Meetings and in all Limpi fora.

6. LIST OF APPENDICS

Appendix A   LIMPI Strategy 2030

Appendix B   Summary of Quality indicators and threshold values

Appendix C   Key quality process descriptions

Appendix D   Protocol of changes