EFMD PROGRAMME ACCREDITATION

STANDARDS & CRITERIA

Document Version 2023

We will ensure the confidentiality of data provided to EFMD and processed in the framework of the EFMD Programme Accreditation. In comparative benchmarking tools, the Institution’s data is only reported in aggregate, such that no individual Institution’s data is identifiable.

Learn more about our privacy policy at https://efmdglobal.org/privacy-policy/.
### LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>AB</th>
<th>EFMD Programme Accreditation Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>DBA</td>
<td>Doctor of Business Administration</td>
</tr>
<tr>
<td>DL</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>DS</td>
<td>Datasheet</td>
</tr>
<tr>
<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
</tr>
<tr>
<td>EOCCS</td>
<td>EFMD On-line Course Certification System</td>
</tr>
<tr>
<td>ERS</td>
<td>Ethics, Responsibility and Sustainability</td>
</tr>
<tr>
<td>FT</td>
<td>Full-time</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time Equivalent</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>ILOs</td>
<td>Intended Learning Outcomes</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KPIs</td>
<td>Key Performance Indicators</td>
</tr>
<tr>
<td>LA</td>
<td>Learning Analytics</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>MSc</td>
<td>Master of Science</td>
</tr>
<tr>
<td>PhD/DPhil</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>PRME</td>
<td>UN Principles of Responsible Management Education</td>
</tr>
<tr>
<td>PRT</td>
<td>Peer Review Team</td>
</tr>
<tr>
<td>PRV</td>
<td>Peer Review Visit</td>
</tr>
<tr>
<td>PT</td>
<td>Part-time</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>QP</td>
<td>Quality Profile</td>
</tr>
<tr>
<td>QS</td>
<td>Quality Services</td>
</tr>
<tr>
<td>SAR</td>
<td>Self-Assessment Report</td>
</tr>
<tr>
<td>SDGs</td>
<td>UN Sustainable Development Goals</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
</tr>
</tbody>
</table>
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Chapter 1: The Institutional Context</td>
<td>9</td>
</tr>
<tr>
<td>1.1 Institutional Strategy and Management</td>
<td>9</td>
</tr>
<tr>
<td>1.2 Physical Resources and Facilities for the Programme</td>
<td>11</td>
</tr>
<tr>
<td>1.3 Programme Faculty</td>
<td>12</td>
</tr>
<tr>
<td>Chapter 2: Programme Design</td>
<td>14</td>
</tr>
<tr>
<td>2.1 Programme Objectives and Target Markets</td>
<td>14</td>
</tr>
<tr>
<td>2.2 Curriculum Design</td>
<td>15</td>
</tr>
<tr>
<td>2.3 Design of Delivery Modes and Assessment Methods</td>
<td>17</td>
</tr>
<tr>
<td>Chapter 3: Programme Delivery &amp; Operations</td>
<td>20</td>
</tr>
<tr>
<td>3.1 Student Recruitment</td>
<td>20</td>
</tr>
<tr>
<td>3.2 Pedagogy</td>
<td>21</td>
</tr>
<tr>
<td>3.3 Personal Development of Students</td>
<td>22</td>
</tr>
<tr>
<td>3.4 International Aspects</td>
<td>24</td>
</tr>
<tr>
<td>3.5 Interactions with the World of Practice</td>
<td>25</td>
</tr>
<tr>
<td>3.6 Ethics, Responsibility and Sustainability (ERS)</td>
<td>26</td>
</tr>
<tr>
<td>Chapter 4: Programme Outcomes</td>
<td>28</td>
</tr>
<tr>
<td>4.1 Quality of Student Work</td>
<td>28</td>
</tr>
<tr>
<td>4.2 Graduate Quality</td>
<td>29</td>
</tr>
<tr>
<td>4.3 Alumni Support</td>
<td>30</td>
</tr>
<tr>
<td>4.4 Programme Reputation</td>
<td>31</td>
</tr>
<tr>
<td>Chapter 5: Quality Assurance Processes</td>
<td>32</td>
</tr>
<tr>
<td>5.1 Design and Review Processes</td>
<td>32</td>
</tr>
<tr>
<td>5.2 Quality Assurance on Operations</td>
<td>33</td>
</tr>
<tr>
<td>Further Information and Contacts</td>
<td>35</td>
</tr>
</tbody>
</table>
Introduction

EFMD Programme Accreditation encompasses the EFMD Accredited label and covers the full range of academic programmes offered by EFMD member institutions, from Bachelor to Doctoral studies. Individual programmes only are to be accredited. Programme sets are treated as one Programme if the Institutions awards one exit degree or if the Institution awards the same level of degree (i.e., Bachelor, Master, etc.) for each variant of the Programme (i.e., Programme with a common core of at least 40% and specialisations to follow).

EFMD Programme Accreditation is concerned with assessing whether a Programme meets a recognised international level of quality for it to justify the granting of the EFMD Accredited label. The standards and criteria for accreditation are based on a model for design, delivery and outcomes achieved within the context of the environment within which the Institution operates, supported by appropriate quality assurance processes, as summarised in the diagram below.

This EFMD Programme Accreditation Standards & Criteria document should be read in conjunction with the associated programme accreditation Guides and Documents (https://www.efmdglobal.org/accreditations/business-schools/efmd-accredited/efmd-accredited-guides-documents/). These include the EFMD Programme Accreditation Process Manual and Annexes.

Fig.1: EFMD Programme Accreditation Framework
Programme Accreditation Standards and Criteria

Standards are stated for each broad area and these are further explained by the criteria. The criteria are generally given in the form of questions without setting quantitative norms since they are generalisable to all levels and types of programmes. However, the degree of emphasis on the questions and the types of answers will vary for different types of programmes.

Standards and Criteria are set by the EFMD Programme Accreditation Committee based on a proposal by the EFMD Programme Accreditation Office. Interpretation of these Standards and Criteria and the Guidelines for different programmes lies with the Peer Review Teams and ultimately with the EFMD Programme Accreditation Board which aims to ensure compliance and consistency.

This document is to be used by Institutions as the basis for their Self-Assessment Report (SAR) which follows the sequence of the Standards and Criteria and demonstrates how the Programme satisfies these. Together with the Quality Profile and the Criteria Evaluation Form (see EFMD Programme Accreditation Process Manual Annexes, Annexes 14 and 15), the SAR forms the basis for discussions with the Peer Review Team (PRT) and their subsequent report and recommendations.

In writing the SAR, Institutions should use the questions listed for each of the criteria as a guide to what to describe, explain, summarise, analyse, assess and substantiate by facts leading to critical self-reflection. However, it should be noted that Institutions are not required to answer every question but only those that are relevant for the specific Programme(s). Specific data requirements are listed either to be included in the SAR (either in the main text or as appendices) or in the online Base Room. The SAR and all related documents also for the Base Room should be in English. Specific requirements for English documents are listed after each Chapter below. As a general rule, the Institution should be prepared to provide all accreditation relevant documents in English. On exception, English summaries, translated documents or documents in the native language are acceptable.

The Standards and Criteria for EFMD Programme Accreditation include 5 standards relating to: institutional context, programme design, programme delivery and operations, programme outcomes, and quality assurance. In addition, 3 transversal standards need to be integrated in the accreditation process: internationalisation, ethics, responsibility and sustainability, and connections with practice. The expectations regarding these transversal standards are described below.

Programmes to be Accredited

Institutions specify in the Self-Assessment Report the business and management programme(s) that are to be assessed by EFMD Programme Accreditation, whether:

A. Bachelor or Licentiate
B. Graduate Diploma
C. Master
   a. Generalist (e.g., Master/MA/MSc in Management or French Grande Ecole Programme)
   b. Specialist (e.g., Master/MA/MSc in Marketing or Finance)
D. MBA (including EMBA programmes)
E. Doctorate
   a. PhD
b. DBA

Programmes can be delivered in a variety of modes (e.g., part-time, full-time, online, face-to-face, blended).

Terms used for EFMD Programme Accreditation

❖ In EFMD Programme Accreditation the term ‘institution’ is used for those units that have immediate control over a programme. This could refer to a university, a faculty, a school, an institute or a department, depending on the specific context.

❖ In all EFMD Programme Accreditation documents, ‘programme’ refers to a structured period of study, usually for a duration of one or more years, leading to a degree qualification as in ‘MBA programme’, ‘Bachelor programme’, ‘Master programme’, etc.

❖ The term ‘course’ refers to a single unit of study in a particular subject within the Programme as in ‘Marketing course’ or ‘Finance course’. Each course is usually assessed separately and leads to a grade and a pre-established number of credits being awarded.

❖ The term ‘module’ is sometimes used synonymously with ‘course’ and sometimes used to refer to an organised sequence within a course. In this sense, a course may be structured as a series of modules. For example, an Executive MBA programme may be organised in a series of one- to three-week modules over a period of two years or so.

Eligibility for EFMD Programme Accreditation

Eligibility for EFMD Programme Accreditation requires that a programme has

• a minimum intake size per year of 20 students,
• 2 graduating classes (over at least 2 years), and
• 30 graduates during this period.
• For doctoral programmes: for diverging requirements see Annex 11.

The Institution should be formally recognised by the relevant national authorities to offer the Programme being put forward for accreditation. The Institution and the Programme should be financially viable throughout the accreditation period. The Institution must have been in existence for at least 5 years. The faculty must be of a size and qualification level appropriate for the Programme. The Programme itself must contain at least 50% business and management content. More details can be found in the EFMD Programme Accreditation Process Manual, Chapter 4.

The Transversal Standards

As illustrated in Figure 1, there are three transversal standards that are relevant to EFMD Programme Accreditation and concern each of the other standards. These standards concern Internationalisation, Connections with Practice, and Ethics, Responsibility and Sustainability (ERS). It is important that each is considered at both the programme and institutional level since the institutional context within which the Programme is offered needs to be understood as well as the specificities of the Programme itself. The rationale for each is provided below.

❖ Internationalisation is multi-faceted; it implies far more than simply the number of different nationalities that make up the faculty or the student body. One of the
The distinguishing features of EFMD is our capacity to apply standards and criteria in a particular national or regional context without sacrificing quality or lowering standards. Within the EFMD Programme Accreditation framework, programme content, teaching materials, delivery methods (including virtual interactions), together with international partnerships, and the diverse backgrounds of faculty and students alike, can all contribute to the students’ international learning experience. Such a learning experience in itself cultivates other values such as tolerance and ethnic and cultural sensitivity that are crucially important in an increasingly connected and changing business and management environment.

❖ **Connections with Practice** represent the second transversal standard in EFMD Programme Accreditation. Input from and relevance to practice are key for Programme Accreditation. This standard takes into account the institutional culture and interactions with the practical world, its responsiveness to the needs of the world of practice, the involvement of the students in practice, and the involvement of representatives from organisations (companies and non-profit enterprises alike) in programme delivery and the governance of the Institution and the Programme under consideration.

❖ **Ethics, Responsibility and Sustainability (ERS)** is the third important transversal standard. ERS topics cut across institutional aspects of strategy, and programme design, delivery and quality assurance mechanisms and processes. EFMD Programme Accreditation pays close attention to the implementation of ERS on the programme level and looks for evidence as to how the student learning experience has been affected by and in turn supports ERS.

**Additional Key Areas: Digitalisation and Research**

Two additional aspects that are key to EFMD Programme Accreditation concern digitalisation and research, and again, these are relevant to the other standards. The former relates not just to programme delivery and support but also to programme content. The latter concerns the manner in which relevant research informs the curriculum and its on-going development, as well as the way it may inform project opportunities.

❖ **Digitalisation** is an area of strategic importance for EFMD Programme Accreditation. How to use appropriate learning technologies to improve the students’ learning process, as well as faculty engagement in pedagogical development and the use of digital technology in course delivery, are both key concerns. Curriculum design regarding innovative and flexible ways of interactive learning, the personal development of students (with the inclusion of digital skills as a part of course ILOs), and the overall content of the Programme relating to digitalisation (e.g., its impacts on organisations and professional working life) are all crucial. The use of information technology (IT) may also facilitate student counselling and the follow-up of students’ progression, such as with the use of data analytics, as well as in links to the assessment scheme. Programme content needs to keep pace with digitalisation developments and the multifarious ways in which the subject matter and career opportunities are changing as a result.

❖ With regard to **Research**, the EFMD Programme Accreditation Standards and Criteria build on different types of research. Research can relate to the production of highly rated academic journal articles, or inform practice through an applied perspective, or it can be pedagogical, informing the teaching and learning in the Programme. The role of research (whether basic, applied or pedagogical) in programme design and on-going development should be made explicit.
Faculty Sufficiency

For EFMD Programme Accreditation, faculty sufficiency relates to the level of the Programme (i.e., the expectations on faculty quality should match the Programme(s) under review). As a minimum, all faculty teaching on any Programme are expected to have a Master degree or equivalent, to be sufficiently scholarly in their subject area and to be able to blend theory and practice.

For those teaching on the first two years of a general Bachelor programme in Business & Management, this minimum level may be sufficient. However, as the level of specialisation increases (e.g., 3rd year electives or MBA electives), the level of qualification and scholarly activity should also increase in line with the Programme level. For a taught specialist Master programme (e.g., Master in Accounting, Finance or Marketing), almost all faculty should hold a relevant Doctorate and be active in research. At MBA level, it is important that faculty demonstrate the relevance of their subject matter, applying theory to practice. At doctoral level, the faculty involved should be recognised as experts in their subject area, as demonstrated by their academic publications and research activity.

Some programmes may be delivered primarily by visiting/adjunct or ‘virtual’ faculty. While this can be acceptable for EFMD Programme Accreditation, the programme design and delivery need to be coherent. In this sense, it is expected that visiting/adjunct or virtual faculty are institutionally embedded in all processes beyond the delivery of individual courses. They need to be involved in a collaborative and cooperative fashion. For example, visiting/adjunct faculty should interact with ‘core’ faculty such as in having input to programme design and review as well as to operational issues concerning teaching methods, assessment and support in much the same way as would be expected from core faculty members. EFMD Programme Accreditation would need to be assured that students receive appropriate support throughout the Programme, not just when visiting/adjunct faculty are physically present.
Chapter 1: The Institutional Context

1.1 Institutional Strategy and Management

**Standard:** The Institution should be able to demonstrate that it understands how both the national context and the international contexts may impact on its portfolio of programme offerings and its market positioning.

The Institution should have formal national authority to offer the Programme in its national context, have a clear strategy, be financially viable and be well resourced and managed such that it is able to offer the programmes on a sustainable basis. It should demonstrate that it is able to project itself credibly in its national and international contexts. It should also be able to demonstrate that it has a clear commitment to offering students an international learning experience, developing strong links with corporates and external organisations generally and that it both practises and teaches socially responsible management.

**Assessment Criteria:**

1.1.1 Mission and strategy in its national & international context
- What is the legal and/or regulatory framework for the national Higher Education system, especially regarding degree granting authority?
- How are the Institution and Programme positioned nationally and internationally?
- How does the Institution ensure compatibility of its Programmes with other international systems?
- What are the Institution’s mission, vision and strategic objectives? Does it have a coherent strategic plan, based on a SWOT analysis and corresponding KPIs?

1.1.2 Availability of resources to implement the strategy
- Is the Institution resourced, organised and managed in such a way as to facilitate the achievement of its Programme objectives?
- Are the appropriate financial, human, physical and digital resources in place?

1.1.3 Present positioning relative to its Programme competitors
- What is the evidence for the established reputation and positioning of the Institution nationally and internationally?
- How does competition with other institutions impact the Programme and its strategic direction?
- What are the distinctive qualities of the Programme?
- How does the Programme cater to specific market needs?

1.1.4 Internal institutional governance & management
- How can the Institution's internal governance and management and the decision-making processes be characterised?
- How effective are governance and management in contributing to the overall strategy and to the development of the applicant Programme(s)?
1.1.5 Institutional focus on internationalisation
- To what extent is internationalisation part of the Institution’s mission, vision, and values?
- Is internationalisation reflected in the Institution’s governance system (e.g., international representatives in committees and boards, international topics on the agenda)?
- Does the Institution have an explicit policy and strategy for international development and to what extent are there adequate resources to support such a strategy?
- How is the Institution positioned in the international market?
- How competitive and recognised are its Programmes outside the Institution’s home market?
- How can the Institution’s network of international relations be characterised?

1.1.6 Institutional focus on the world of practice
- To what extent are connections with practice part of the Institution’s mission, vision and values?
- Are connections with practice reflected in the Institution’s governance system (e.g., representatives from corporations, public entities, third sector)?
- Does the Institution have an explicit policy and strategy for connections with practice and to what extent are there adequate resources to support such a strategy?
- How can the Institutions’ network of connections with practice be characterised?
- Is the growing impact of digital technologies on organisations and society adequately represented by practitioner expertise?

1.1.7 Institutional focus on ERS
- To what extent is ERS part of the Institution’s mission, vision and values?
- Is ERS reflected in the Institution’s governance system (e.g., ethical standards, code of conduct)?
- Does the Institution have an explicit policy and strategy for ERS and to what extent are there adequate resources to support such a strategy?
- How can the Institution’s focus concerning ERS be characterised? What are the priority areas?
- Does the Institution have an explicit policy regarding ERS, including reporting requirements and measures of ERS behaviour?
- Are policy and strategy widely communicated and known amongst the Institution’s stakeholders?
- Is there a clear structure and process for reporting and appealing ERS matters?
- Does oversight of ERS matters rest with sufficiently independent representatives?

Data requirements:

SAR
a) Overview of institutional and programme strategy
b) SWOT-type analysis
c) KPIs and other measures of managing the Programme

Base Room - All documents required in ENGLISH:
a) Current strategic plan for the Institution
b) Strategy/Policy documents regarding internationalisation, connections with practice and ERS

c) Financial statements – previous 3 years’ accounts and forthcoming year’s budget

d) Relevant documents outlining the Institution’s scope, operations and standing

e) Minutes of recent Management Committee/Advisory Board meetings (e.g., for the past 2 years showing participants, length, outcome)

f) External audit reports; evidence of rankings at the institutional level


g) Outline of digital resources and support services

h) Examples of activities showing institutional focus on internationalisation, connections with the world of practice, ERS

1.2 Physical Resources and Facilities for the Programme

Standard: The Institution's infrastructure should be of such quality as to support the Programme(s).

Assessment Criteria:

1.2.1 Learning environment (e.g., classrooms, study spaces, library)

- Are the pedagogic facilities appropriate to the level of the Programme (e.g., BSc, MSc, MBA, PhD, international students)?
- Are the social and welfare facilities appropriate for the student mix?
- Are the facilities and learning infrastructure appropriate, especially for the Programme?
- Are the facilities and learning infrastructure appropriate for students with disabilities?
- Are there measures of sustainability of the learning infrastructure (e.g., carbon footprint, family-friendly, waste/water management, electricity use, travel arrangements, gardening and plants)?

1.2.2 Digital environment

- Are the available IT systems, library and associated resources appropriate for the Programme?
- How do the available digital resources support personal development and transferable skills?
- What learning platforms are in use for interactive learning and programme and course management (e.g., for communication and review purposes, submission of assignments)?
- How do the digital resources support internationalisation?

Data requirements:

SAR - Brief description of

a) IT and library resources and other facilities
b) Sustainability measures for learning environment

Base Room

a) Access to the online learning platform
b) Evidence of sustainable learning infrastructure
1.3 Programme Faculty

**Standard:** The faculty* should be of sufficient quality and size to meet the needs of delivering the Programme(s) under review. The Institution should demonstrate that the faculty have sufficient expertise and are sufficiently intellectually active for the level of the Programme and that they are also engaged in pedagogic innovation and development. They should have appropriate experience and links to practice nationally and internationally given the level and focus of the Programme. There should be appropriate faculty management and development processes in place.

[*Faculty may be interpreted as core (i.e., mainly employed by the Institution), adjunct, or visiting faculty. Whatever the mix for a particular programme, the faculty body must be integrated into the Programme team.*]

**Assessment Criteria:**

1.3.1 Adequacy of faculty: qualifications, size and subject profile
- Do the faculty profiles match the demands of the Programme? (e.g., in terms of level and relevance of qualifications; practical experience; subject expertise; research track record; facility with IT)

1.3.2 Faculty intellectual contribution (i.e., research inputs) to teaching
- What are the scholarly activities of the Programme faculty (e.g., basic and applied research; case writing; pedagogical development)?
- How do scholarly activities underpin the academic development of the Programme and its students?
- How do scholarly activities of the faculty in the Programme have an impact on the world of practice?

1.3.3 Teaching focus on academic depth & rigour
- Do faculty make use of supporting literature in their courses?
- Do they expect students to make reference to academic literature in the assessment process? Does this lead to appropriate academic depth and rigour in the Programme?
- Do the entire Programme faculty understand and make use of the ILO (Intended Learning Outcomes) concept in course design, delivery, and assessment?
- Are the faculty engaged in pedagogic developments, and especially, do they make use of digital technologies as appropriate within the learning and teaching process?

1.3.4 Internationalisation of the faculty
- What are the international characteristics of the Programme faculty (international qualifications and experience, international faculty recruitment, nationality mix, visiting faculty, international exposure, language skills, international research partners, etc.)?
- Is the current level of internationalisation of the faculty in line with the Programme’s aspirations in terms of its strategic positioning?
- What is the international dimension of the faculty’s research and what impact does it have on Programme content and delivery?
- What are the contributions of visiting faculty to research, pedagogical development and innovation?
1.3.5 **Faculty engagement with the world of practice**
- What is the extent of faculty involvement with relevant professional associations?
- How does faculty engagement with the world of practice facilitate students’ future career opportunities/development?
- What is the Institution’s policy regarding consulting by individual faculty and to what degree do faculty members engage in consulting?
- To what extent is applied, practice-oriented research made use of in the Programme?

1.3.6 **Faculty engagement with ERS**
- How and to what extent do faculty engage in ERS - institutionally and/or within the Programme itself?
- How and to what extent do faculty engage in ERS in their research?
- What elements of faculty involvement in ERS are integrated and embedded in the Programme?
- How does the Institution support and recognise faculty engagement with ERS?

1.3.7 **Faculty management (e.g., workload, performance, development)**
- What are the faculty management processes (including recruitment, workload allocation, performance appraisal and professional development)?
- What induction processes are in place for faculty, in relation to the Institution generally and the Programme specifically?
- How and to what extent are Programme faculty supported in relation to theoretical, practice and technological/digital advances in their field of expertise?
- How and to what extent are faculty involved in formulating Programme ILOs and associated assessments?
- What kind of KPIs exist for faculty’s performance?
- How are faculty members prepared for Programme delivery and innovation as well as students’ learning support?

**Data requirements:**

**SAR**  
a) Aggregate data on all faculty members (whether core, adjunct, or visiting faculty) teaching in the applicant Programme(s) by grade/category, age, gender, qualifications / doctorates, extent of research activity, international experience\(^1\), interactions with the world of practice, facility with digital technologies.

**Base Room**  
a) Faculty list of the applicant Programme by subject area with a table of all the courses taught by each member, and their CVs/resumes (all documents required in ENGLISH).

---

\(^1\) **Core faculty with foreign experience:** % of core faculty (excluding foreign only passport holders) with significant professional/ work experience or study abroad (e.g., a complete degree) which entailed living abroad for at least 1 full year (i.e., not made up of part years).
Chapter 2: Programme Design

2.1 Programme Objectives and Target Markets

Standard: The Programme objectives should be aligned with the overall strategy of the Institution and the needs of its stakeholders. The target market should be appropriate to the strategy and the Programme team should be explicit about the student profile to be recruited and the graduate profile to be developed. Marketing and promotion of the Programme should be of professionally high quality.

Assessment Criteria:

2.1.1 Coherence of Programme objectives & fit with institutional context
- What are the Programme’s objectives?
- How do these link with the institutional objectives?
- How will these meet the anticipated needs of the Programme’s stakeholders and how do they fit the local, national and international context?

2.1.2 Appropriateness of target markets & intended graduate profile
- What is the student target market (e.g., entry level, geographic and international mix)?
- For what roles on graduation is the Programme preparing students?
- What are the key attributes expected of the students on graduation?

2.1.3 Marketing and promotion
- How is the Programme marketed and promoted in national and international markets? How are these activities integrated with the Institution’s overall promotion activities?
- Are sufficient resources (financial, personnel, etc.) provided to facilitate Programme promotion?
- How is the Programme positioned internationally regarding targeting international students, attractiveness for international students, and courses delivered in foreign languages?
- Are the expectations of employers recruiting Programme graduates incorporated into Programme promotion and marketing?

Data requirements:

SAR
a) Link to Programme website
b) Description of target markets and recruitment plans
c) Presentation of graduate profile and employer expectations

Base Room
a) Programme brochure
b) Minutes from Committees/Advisory Boards/Reviews dealing with Programme strategy, design/reviews and modifications in the recent past (all documents required in ENGLISH - in exceptional circumstances, English summaries are acceptable)
2.2 Curriculum Design

Standard: The Intended Learning Outcomes (ILOs)* should be explicit and show how the Programme objectives** will be achieved. The Programme management team should have a clear rationale for the curriculum design and should demonstrate how the curriculum design achieves the ILOs and how it incorporates international aspects and connections with practice as well as awareness of the broader societal, organisational, professional and technological trends.

[* The ILOs are defined as: What should the students know and be able to do, and how are they expected to behave by the end of the Programme?]

[** It is useful to distinguish ‘programme objectives’ and ‘intended learning outcomes’. The Programme objectives are general in nature covering, for example, the target market, the profile of students to be recruited, the jobs for which students are to be prepared. For example, an MSc Finance may aim to recruit good Bachelor graduates in economics, or a cognate subject, to prepare them for roles in the financial services sector. The ILOs are more specific and relate to what graduates are expected to know and be able to do, and how they are expected to behave, i.e., knowledge, skills and attitudes.]

Assessment Criteria:

2.2.1 Clarity of Programme rationale
• What are the Programme objectives and how are they met in curriculum design?
• How are target profiles matched with the Programme’s rationale?
• How has the Programme’s rationale been developed?
• Why does the curriculum consist of the particular set of courses and how do they link together in order to achieve the Programme objectives and ILOs in a coherent manner?

2.2.2 Specification of Intended Learning Outcomes (ILOs)
• What are the Intended Learning Outcomes of the Programme in terms of:
  o Knowledge
  o Skills (e.g., including interpersonal, analytical, digital and inter-cultural skills)
  o Behaviours, including ethical and professional conduct
  o International perspectives
  o Understanding of the world of practice and acquiring managerial skills
  o Awareness of the broader trends in society (e.g., ethics, social responsibility, digitalisation, globalisation)?
• How are course ILOs aligned with Programme ILOs?

2.2.3 Programme structure, content and coverage
• How is the Programme curriculum structure described in terms of:
  o A diagram or matrix that shows how the course ILOs are achieved and how they then achieve the Programme ILOs and objectives?
  o The sequence of courses and progression to more advanced courses, modules, or majors?
  o The expected teaching and learning commitments (i.e., hours in and out of class using credit hours such as ECTS)?

---

2 For a detailed explanation of ILOs please see Annex 7.
3 European Credit Transfer and Accumulation System
o The pedagogical approaches and methods?
  o Assessment approaches, aims and methods?
  o International contents, focus on global business environment, the use of international teaching material (e.g., case studies)?

2.2.4 Balance of academic and managerial dimensions
  • Does the Programme design incorporate an appropriate level of depth and rigour relative to the qualification being awarded?
  • Does the Programme design draw on current research in relevant fields of study?
  • Does the design promote an appropriate blend of theory and practice?
  • Is there an appropriate balance between intellectual development and the development of managerial/professional skills?
  • To what extent are impacts of digitalisation covered (e.g., at the societal, organisational and individual levels)?

2.2.5 Inclusion of external guidelines
  • Are the guidelines of external bodies (e.g., statutory and professional bodies; relevant subject matter associations; global initiatives) taken into account in Programme design (e.g., SDGs4 or PRME for ERS, or EOCCs for online courses)?

2.2.6 Up-to-date design incl. opportunities for integrated learning
  • To what extent is the design up-to-date and/or innovative?
  • How does the Programme provide an opportunity for integrated learning (i.e., using different topics of the Programme through a capstone project, applied research paper, etc.)?
  • How do digital technologies play a part in integrated learning?

2.2.7 International focus of the Programme
  • How explicit is the international focus of the Programme design in terms of:
    o Curriculum design
    o International content
    o Development of inter-cultural and managerial skills
    o Availability of study or work abroad opportunities
    o Development of knowledge of language(s) other than the native tongue
    o Focus on global business environment
    o Use of international teaching material (e.g., case studies)
    o Use of digital technologies to aid cross-cultural partnerships, interaction and understanding?

2.2.8 Responsiveness to needs of the world of practice
  • To what extent are appropriate aspects of the world of practice embedded in the Programme design?
  • How do relevant perspectives from practice get built into the ILOs and the content of the Programme?
  • Does the Institution have a formal process to involve practitioner stakeholders in the design and review of the Programme?
  • Are digital advances in the world of practice adequately covered in the Programme?

4 For UN Sustainable Development Goals see https://sdgs.un.org/goals.
2.2.9 Coverage of ERS and other trends in society

- How are the broader trends in society, including ERS, incorporated into the Programme’s design process?
- How is ERS integrated in the curricular content of the Programme? Are there courses or modules dedicated to ERS?
- How is ERS built into the extra-curricular and service learning of the students?
- How is ERS integrated into the delivery and assessment of the Programme?

Data requirements:

SAR

a) List the component modules or courses and make available module information such as:
   - Module description
   - Intended Learning Outcomes
   - Module syllabus or content
   - Pedagogic methods
   - Assessment objectives and method

Base Room - All documents required in ENGLISH:

a) Formal documentation on Programme specification and module descriptions (for important details see the Appendix at the end of Annex 2):
   - Programme structure
   - Assessment regime and grading
   - List of courses
   - ILOs and syllabi for each course
   - Online teaching materials
   - Results from evaluations of the curriculum
   - Selected course materials (last 2 years)

2.3 Design of Delivery Modes and Assessment Methods

Standard: The methods of Programme delivery should match the needs of the target market but also be designed to achieve the Programme objectives and ILOs. The assessment regime should be designed so as to test the achievement of the ILOs by students with sufficient rigour and integrity.

Assessment Criteria:

2.3.1 Appropriateness of study and delivery modes

- Is the study mode (FT or PT) appropriate for the Programme’s design?
- Is the delivery mode (face-to-face, blended, online) appropriate for the Programme’s design?

---

5 A programme is considered ‘online’ if at least 80% of its content is delivered over the Internet.
A programme is considered ‘blended’ if its delivery combines online learning and face-to-face learning.
A programme is considered ‘face-to-face’ if at least 80% of its content is delivered via face-to-face interaction on campus.
• How are delivery modes matched with target audiences? What is the rationale? How do these meet the needs of the defined target markets and the Programme objectives?
• How do the delivery modes operate (e.g., PT schedule)?

2.3.2 Structure and balance of in- and out-of-class learning
• Is the Programme structure balanced between in-class and out-of-class learning? In what ways?
• Do students receive adequate guidance for out-of-class learning (assignments, e-learning support, mentoring, etc.)?
• How does out-of-class learning stimulate the international learning process?
• Is out-of-class learning adequately reflected in the design of the assessment regime?

2.3.3 Quality of Programme management & administration
• How is the overall programme portfolio managed (e.g., Programme managers, academic directors, committees)?
• Are the management and administrative structures, processes and non-academic staff assigned to the Programme appropriate?
• How are international aspects of the Programme managed?
• How are connections with practice managed for the Programme?
• How are ERS aspects of the Programme managed?
• Who is responsible for quality management (incl. ILOs assessment, periodic review, etc.)?
• What digital technologies are in place to aid Programme management and administration?

2.3.4 Expectations of student behaviour
• Is there a code of conduct for students (incl. ethical/social behaviour)?
• What academic standards are expected of students (e.g., concerning research ethics, citations, plagiarism)?

2.3.5 Assessment methods explicitly designed to match ILOS
• Are the assessment methods designed to ensure that students meet the Programme ILOs?
• Are there specific criteria for assessment including a range and weighting of the various assessment methodologies?
• What are the regulations for re-takes/repeat examinations?
• Is digital technology employed in the assessment regime? If so, how?

2.3.6 Range of student assessment methods
• Is there an appropriate range of assessment methods (e.g., individual examinations, course work, group assignments, projects, dissertations)?
• If used, is the proportion of the course assessment based on multiple choice questions appropriate?
• Are there guidelines on the objective assessment of class or group work participation?

2.3.7 Focus on individual assessment
• Is there sufficient individual assessment in each course?
• What feedback is provided on student performance (e.g., to aid learning)?
• Is there a system to ensure authenticity of student work (e.g., for essays/assignments, online programmes/examinations)?
• Is ERS integrated in the assessment of student performance?
• Is there an appeals system with sufficient independence?

Data requirements:

SAR
a) The overall Programme rationale, definition and matrix of ILOs - the description of the structure and design should be brief but explicit

Base Room - All documents required in ENGLISH:

a) Programme schedule for each year of study
b) Table of number of students registered for each course for the most recent year
c) Assessment regulations
d) Learning materials and student work
e) Examples of assessed work (including a final thesis or project as appropriate) with feedback
f) Mapping of course ILOs with assessment methods
Chapter 3: Programme Delivery & Operations

3.1 Student Recruitment

Standard: The entry requirements for the Programme should be appropriate for the target market but also be sufficiently rigorous so that the students can expect to achieve the Programme objectives and to match the target graduate profile. The selection processes should be explicit and be applied consistently. The Institution should include appropriate induction processes.

The Programme submitted for accreditation must meet specific criteria in terms of the number of graduates (i.e., a minimum of 30 graduates in total over the last 2 years) and the annual student intake (i.e., a minimum of 20 students annually). Additional Eligibility criteria apply to doctoral programmes - see Annex 11.

Assessment Criteria:

3.1.1 Appropriateness of entry criteria & their application in selection
- What are the entry requirements for the Programme? How were they arrived at?
- What are the processes for handling selection and admission enquiries for the Programme? Are the stated entry requirements explicitly used in selection decisions?
- Do language skills and international experience figure among the admission criteria?
- How are ERS considerations (e.g., inclusion, diversity, representativeness) integrated into the access and admission criteria of the Programme (e.g., admission goals, data-supported targets)?
- To what extent are digital technologies used in the selection process and is facility with digital technology an aspect of the selection criteria?

3.1.2 Quality of incoming students
- What is the entry profile of the student body in terms of qualifications, gender, age, nationality, diversity and work experience?
- Is there a match between actual entry and target profiles?
- How does the Institution evaluate the effectiveness of its national and international recruitment processes?

3.1.3 Internationalisation of the student body
- What is the international character/mix of the student body?
- How is internationalisation of the student body leveraged in the Programme?
- What policies exist regarding the involvement/proportion of exchange students on the Programme?

3.1.4 Enrolment and induction processes
- What induction processes are in place for newly enrolled students?
- How are the international students taken care of during the induction process? How is the integration of international and national students addressed?
- What curricular and extra-curricular activities are on offer for induction?
Data requirements:

SAR
a) Tables of student profiles
b) Tables 2 and 3 from the Datasheet
c) Statistics indicating international enrolment of degree-seeking students and exchange students over the past 3 years

Base Room - All documents in ENGLISH:
a) Sample of selection interview template, or video, if appropriate
b) Assessment criteria by topic, i.e., international background, ethnicity, including targets and achievements
c) Documentation on induction processes and online materials for student induction of off-campus students
d) Longitudinal data on student admission for the last 3 years according to target profile

3.2 Pedagogy

Standard: The Institution should provide a high quality educational experience to the students appropriate to the level of the Programme. There should be a variety of pedagogic methods and appropriate use of innovation and online technologies. The learning materials should be of high quality enhancing student learning.

Assessment Criteria:

3.2.1 Quality and currency of teaching & learning delivery
- How can the teaching and learning approach in the Programme be characterised?
- Does the Institution employ a sufficiently diverse/current range of learning and teaching methods?
- What is the balance between them? How do these combine to support the Programme’s objectives?

3.2.2 Pedagogical innovation
- Does the Programme use e-learning platforms and digital technologies for innovation?
- What is the pedagogical innovation strategy of the Institution and how does it impact the Programme?
- How innovative is the pedagogy in general?
- To what extent are digital technologies employed (e.g., interactive learning platforms, mobile learning, etc.)?
- For what purposes are digital technologies used and studied?

3.2.3 Quality of teaching/learning materials
- Are faculty required to use effective learning and teaching methods?
- How are faculty supported in the use of effective learning and teaching methods?
- Does the content of the learning materials cover that required by the Programme objectives, curriculum design and the ILOs?
- How professional are the learning materials in style and production?
- Is relevant academic literature made available and what are the expectations in this regard (e.g., citation)?
• Is the quality of teaching materials satisfactory (e.g., in terms of the level of the Programme, application of/reflection on theoretical constructs/practical examples)?

3.2.4 Focus on student-centred learning
• What methods are used to facilitate student-centred learning?
• What support is provided for faculty development regarding student-centred learning?
• In what ways are alumni/practitioners supporting student-centred learning?
• How are digital technologies (e.g., Learning Analytics) used to monitor and manage student progress and to personalise their learning experience?
• How are data protection and privacy measures for online resources of students secured?

Data requirements:

SAR
a) Tables of (digital) learning methods and technologies used in and outside the classroom.
b) Results from Learning Analytics and their use for the Programme (e.g., implications for course/programme amendment or development)

Base Room
a) Samples of learning materials of selected faculty members (in ENGLISH) - for details see the Appendix at the end of Annex 2:
  • Teaching materials (cases, textbooks, slides/handouts, reading lists)
  • Examples of pedagogy used in the programme

3.3 Personal Development of Students

Standard: The Institution and the Programme should support the development of students as well-rounded and confident individuals with a solid grounding in ERS and as potential international managers.

Assessment Criteria:

3.3.1 Quality of personal development
• Does the Institution provide adequate support to develop learning skills in students on the Programme?
• How is student counselling organised?
• How are challenges relating to ERS (e.g., character formation, ethical decision-making) integrated into the personal development of students? Are the ethical concerns associated with the use of digital technologies (incl. social media) covered?
• Are digital means applied in students’ personal development? Are students expected to build their own personal development plan?
• For online programmes and courses, how are personal development and student work supported?

3.3.2 Individualised learning support from faculty
• How is student progress and development managed by faculty members?
• How is individualised support contributing to students’ overall success?
• Is there a mentoring or coaching system for faculty in place regarding learning support for students?

3.3.3 Development of transferable intellectual skills
• How are transferable intellectual skills developed in students such as the ability:
  o to communicate and collaborate in digital environments
  o to argue rationally and draw conclusions based on a rigorous, analytical and critical approach to data (whether qualitative or quantitative)
  o to carry out academic research
  o to demonstrate an awareness of the wider context of the Programme
  o to develop interpersonal and team working skills
  o to synthesise general concepts and apply them to practical situations
  o to make a contribution to the community
  o to develop inter-cultural and international skills
  o to operate in an international context
  o to work in a digitised environment
  o to act ethically, responsibly and sustainably?

3.3.4 Quality of support services
• What support services (e.g., counselling, international office, career office, alumni association) are available to students in the Programme?
• What kind of support services are provided for international students?
• How does the Institution support students from non-academic backgrounds in their study progression?
• How does the Institution support students with special needs (i.e., disabilities of various types)?
• How is student counselling organised? Is there support for students’ well-being and health (e.g., anxiety, stress)?
• Is there a code of conduct for students? Is it introduced as an integral aspect of induction to the Programme? Is there a procedure against discrimination accompanied by a clear disciplinary and appeals process?
• What financial aid is available to enhance Programme entry and to reward excellence?
• What career services exist for students in the Programme? How are international students supported (incl. exchange students)?
• What support is on offer regarding facility with digital technologies?

Data requirements:

SAR
  a) Programme objectives with focus on transferable skills
  b) Structure of student support services, their staffing and services provided
  c) Formats of faculty support for students (e.g., mentors, coaches)
  d) Aspects of internationalisation, ERS, connection with practice, research activities and the use of digital technologies covered in student services

Base Room - All documents required in ENGLISH:
  a) Student handbooks and guidance notes
  b) Statistical reports of use of services
  c) Organisation charts of support units
  d) Code of conduct
  e) Digital facilities/guidance
3.4 International Aspects

Standard: To develop as potential international managers, students should be exposed to a diverse mix of students, faculty, teaching materials and international links.

Assessment Criteria:

3.4.1 Quality of international learning experience
- How is the international learning experience of the Programme developed and delivered?
  - Diverse mix of students
  - International teaching materials and course content
  - Diverse team of core, adjunct, and visiting faculty
  - Language skills development
- What is the uptake of study and/or work abroad opportunities?
- How is the international learning experience supported/enhanced via the use of digital technology (i.e., virtual international learning experience)?

3.4.2 Quality of international partners and exchanges
- What partnerships and international exchange opportunities exist for students in the Programme? Are international partnerships limited to student exchanges alone? If not, what other collaborations take place and how do they impact the student development?
- What are the links to international organisations and institutions as they relate to the Programme? How are these selected, established and managed?
- What collaborative arrangements with international academic networks are offered to students in the Programme?
- To what extent are digital technologies used to facilitate international experiences further?

3.4.3 Take-up of opportunities for students to study/work abroad
- How does the Programme facilitate study and/or work abroad arrangements for students?
- How are international learning opportunities organised and supported (virtual and/or in person?)
- Is there a policy regarding internships abroad? To what extent are these available/taken up?
- How are student exchanges managed to provide an international learning experience for incoming and outgoing students?

3.4.4 Preparation as potential international managers
- How well prepared are the graduates for careers in international organisations/management?
- To what extent does the Programme offer a multi-cultural experience for the students?
Data requirements:

SAR
  a) List of international academic partners and business institutions, and the nature of the partnerships

Base Room - All documents required in ENGLISH:
  a) Data on international student exchange differentiated by study or work abroad:
      • Number per semester
      • Length of stay
      • Purpose of stay
  b) Data on internships abroad (number of students, employer, length, character, etc.)
  c) Use of digital technology in fostering international learning

3.5 Interactions with the World of Practice

Standard: The Institution should utilise its external connections in order to enhance the practical relevance of the Programme and to facilitate the employability of its graduates.

Assessment Criteria:

3.5.1 Quality of practical learning experience
  • How do practical learning experiences support the Programme objectives?
  • What links exist to the world of practice? How are these links obtained, selected and managed?
  • What learning opportunities are provided to students to gain practical experience (e.g., project work, group assignments, virtual joint teams with external partners)?

3.5.2 Teaching input from practitioners
  • How are practitioners integrated in the teaching of the Programme? What type of management/advisory structures exist? To what extent are Programme alumni involved? What is their involvement?
  • What type of courses are delivered by practitioners?
  • What formats of student engagement with practitioners are implemented in the Programme (e.g., cases, lectures, project work)?

3.5.3 General involvement with the world of practice
  • How are representatives of the world of practice involved in the Programme:
    o Programme governance
    o Student recruitment and selection
    o Curriculum design
    o Teaching, facilitating, mentoring, project supervision, research activities
    o Digital technologies and software
    o Provision of an international perspective
    o Internships, apprenticeships, career placement?

3.5.4 Take-up of opportunities for project-based work and/or internships
  • How is project-based work incorporated into the Programme?
  • What student support services are in place for project-based work and internships?
• What is the nature of project-based work? Are core subjects integrated and combined with managerial skills of students?
• Are there opportunities for work-based learning and/or internships and how many students take part?
• What are international aspects of project work (e.g., international topics, international companies, mixed international student teams)?

Data requirements:

SAR
a) List of major relevant external connections and their nature:
   • Partner institutions
   • Number of students involved
   • Length and character of the work
   • Assessment of progress
   • International aspects
   • Role of alumni

Base Room
a) Examples of projects with the world of practice
b) Data on international student exchange through study or work abroad

3.6 Ethics, Responsibility and Sustainability (ERS)

Standard: The Institution should provide students with a perspective that integrates ERS considerations with management so that, as future local and international managers, they contribute to societal well-being and planetary sustainability.

Assessment Criteria:

3.6.1 Quality of the ERS learning experience
• What are the institutional and/or programme-level ERS policies?
• How do they affect the Programme?
• How are their implementation and efficacy measured?
• Is there a code of conduct?
• Is there a policy on academic integrity, plagiarism and academic misconduct?
• To what extent are issues concerning sustainability incorporated in the Programme?
• Are there formats that support the social responsibility of students in the Programme?

3.6.2 Linkage of ERS to the students’ future roles as managers
• How is ERS incorporated into the Programme in terms of:
   o Programme objectives
   o Intended Learning Outcomes
   o Curriculum and course design (dedicated courses, extent of transversal coverage of ERS)
   o Pedagogy (e.g., project work supporting social and environmental causes)
   o Assessment regime (in particular, concerning theses and/or final projects)
- Diversity of cultures, perspectives and topics covered in the courses
- International aspects?
- Are there extracurricular student activities relating to and supporting ERS?
- What ERS aspects of the Programme support internationalisation?

**Data requirements:**

**SAR**

a) List of major relevant ERS elements in the Programme
b) Number of students, objectives, ILOs, courses, etc.

**Base Room - All documents in ENGLISH:**

a) Syllabi and sample of course materials with ERS Focus
b) Sample of student project papers or theses with ERS focus
c) Evidence of learning experience regarding sustainability (e.g., programmes, courses) of the last academic year
Chapter 4: Programme Outcomes

4.1 Quality of Student Work

Standard: The quality of the assessed students’ work should reflect the intended learning outcomes and the intended graduate profile. Pass rates and progression statistics should be appropriate for the level of the Programme.

Assessment Criteria:

4.1.1 Objectivity & rigour in the assessment process
- Are the assessments set at an appropriate standard for the level of the Programme and have they been appropriately marked/graded?
- What is the quality of feedback given to students on assessed work?
- Is the assessment regime applied with sufficient rigour?
- What steps are taken to ensure objectivity in terms of the standards being applied?
- How does the Institution ensure that the assessments relate to individual students’ own work and ability?
- What measures are taken to ensure the integrity of face-to-face and online assessment of projects, assignments, examinations, etc.?
- What measures are taken to advance academic integrity and avoid plagiarism accompanied by a clear disciplinary and appeals process?

4.1.2 Confirmed achievement of ILOs
- What methods/rubrics are used for measuring the achievement of ILOs?
- Are course ILOs aligned with Programme ILOs?
- Does the assessment regime explicitly ensure that the course ILOs have been achieved?
- Do the assessments ensure achievement of Programme level ILOs?

4.1.3 Standards of student exams/coursework
- Does the standard of students’ work, including projects/theses, meet Programme objectives?
- Are there guidelines for the expected/required quality of student work?
- Are the examinations and course work appropriate for the level of the Programme (e.g., Bachelor, Master)?

4.1.4 Standards of student theses/projects/dissertations
- What standards are required for student theses given the level of the Programme (e.g., Bachelor, Master, Doctoral)?
- What is the mix of academic rigour and practical relevance of thesis work? Is it appropriate for the Programme level?
- What guidelines and procedures for academic ethical conduct exist for thesis work?
- What are the requirements for project work? Are they appropriate academically for the Programme level?
4.1.5 Evidence of academic depth
- Does the students’ work show evidence of academic depth and rigour appropriate to the degree level (i.e., understanding of theory underpinning practice as evidenced by references to academic literature)?
- Do learning and course materials support academic depth in the Programme?
- How are faculty prepared to contribute to academic depth in the Programme? Is their research used in teaching and Programme design/content?

4.1.6 Progression and pass rates
- What are the pass rates for the Programme’s courses?
- What are the Programme’s overall progression rates?
- Do these meet Programme expectations?
- Does the grade profile meet international expectations?
- Are there opportunities for students for re-takes and improving their grades? Are these appropriate?

Data requirements:
SAR
- a) Pass rates for the core courses and overall progression statistics for the last 3 years
- b) Description of assessment regime and grade management
- c) Explanation of how academic research (by the core faculty) integrates in the Programme
- d) Demonstration of connection between Programme and course ILOs

Base Room
- a) Samples of course materials including examination papers (including re-takes), course work assignments, etc. and student answers to those assessments plus summary marks for each sample assessment (where possible in ENGLISH)

4.2 Graduate Quality

Standard: The quality of graduates produced should match the target graduate profile and meet international standards for the level of the Programme. The Institution should provide assistance with career placement/development and the resulting jobs profile should match the Programme expectations.

Assessment Criteria:

4.2.1 Quality of graduates
- Does the quality of graduates meet the Programme objectives?
- Have the graduates developed the qualities expected from the Programme?
- Do jobs (including career progression) obtained by graduates match the target profile? What are the major employers of the graduates and in what functions?
- What are the views of potential employers concerning the Programme? What are their expectations and are they met?
- Does the Institution evaluate the satisfaction external stakeholders of the Programme?
• Does the Institution evaluate satisfaction of students and graduates with the input received from its interactions with the world of practice?
• What evidence is there concerning the employability of graduates internationally?

4.2.2 Quality of career services
• Are the career services available to the Programme appropriate and sufficiently resourced?
• What are the links to potential recruiting organisations?
• To what extent do practitioners assist the career services (e.g., in mentoring and other extra-curricular activities)?

Data requirements:

SAR
a) Final graduation statistics for the last 3 years including grade profile where appropriate (e.g., % merit/distinction or honours grades)
b) Table of proportions of graduates employed within 3 or 6 months of completing the Programme and distribution of starting salaries
c) Table of sample job functions
d) Data on career progression profiles

Base Room - All documents required in ENGLISH:
  a) List of major employers
  b) Organisation chart for career services including staffing

4.3 Alumni Support

Standard: The Institution should offer appropriate support to alumni activities for the mutual benefit of both.

Assessment Criteria:

4.3.1 Support for and from the Programme's alumni association
• How are alumni services for the Programme organised?
• What alumni services are available to graduates and are these appropriate? What is the take-up or usage of these services?
• Are alumni services supported by the Institution?
• Are alumni active in the Institution/Programme activities and in what way (e.g., Programme promotion, teaching sessions, provision of project work, graduate recruitment, etc.)?
• How are alumni relations managed at the Programme and Institution level?
• Are alumni involved in advisory boards and/or fundraising for the Programme/Institution?
• Are there on-going career development services for alumni?

Data requirements:

SAR
a) Data on
  • membership and activity levels of the alumni association
  • career progression profiles of graduates
  • advisory board minutes
Base Room
  a) Brochures and programmes for alumni activities
  b) Documentation on alumni involvement in Programme management

4.4 Programme Reputation

4.4.1 Programme reputation
  - What evidence is there that the Programme has high national and/or international standing?
  - What evidence is there that graduates are highly sought after by recruiting organisations - nationally and internationally?
  - Is the Programme ranked - nationally and/or internationally? By which agencies/publications?
  - Is the Programme accredited - nationally and/or internationally? By which agencies?
  - What plans exist to improve the Programme’s standing/reputation?

Data requirements:

SAR
  a) Survey results of employers of the Programme
  b) List of national/international rankings for the Programme
  c) List of national/international accreditations for the Programme

Base Room
  a) Press rankings and clippings
  b) Summary of accreditation reports and actions taken subsequently (in ENGLISH)
  c) Ranking results and description of ranking specifics (as appropriate)
  d) Evidence of employer surveys for the Programme (in ENGLISH)
  e) Evidence of confirmed achievement of ILOs
Chapter 5: Quality Assurance Processes

Standard: The Institution is expected to operate a formal, effective and rigorous quality assurance system for the design and approval of Programmes, the monitoring of Programme delivery, and undertaking periodic review of all aspects of the Programme.

Assessment Criteria:

5.1 Design and Review Processes

5.1.1 Institutional QA systems
- What formal quality assurance (QA) systems are in place institutionally and how are they applied to the Programme?
- How is quality assurance embedded in the Institution’s governance (assignment of monitoring responsibilities, definition of reporting lines, external oversight, involvement of stakeholders, etc.)? What mechanisms are in place to ensure compliance?
- Are the Institution’s quality assurance activities and systems periodically subjected to internal and external review?
- Do dedicated staff support the Institution’s quality assurance activities?
- Does the QA system meet the expectations of stakeholders, in particular students, faculty, administration and governing boards (internal and external)?
- Has the Programme and/or the Institution as a whole been subjected to audits by regulatory agencies, statutory bodies, professional associations or the parent organisation within the last three years (or so)?
- How does the QA system deal with international operations, collaborative arrangements, and/or multi-campus activities?

5.1.2 Programme design/review & approval process
- How is the Programme design/review process organised? How often do Programme reviews take place?
- What mechanisms exist for the assessment of consistency of the Programme content with the standards required by external bodies (e.g., national and/or professional agencies)?
- How does the Institution assess the successful integration of core subjects and the application of cross-functional aspects to Programme design and delivery issues?
- What are the approval processes and what is the final validation procedure?

5.1.3 Inclusion of different stakeholder perspectives
- How are different perspectives of stakeholders (i.e., faculty, students, employers, alumni, practitioners) captured in the process? Is feedback from these stakeholders collected systematically?
- What changes/adjustments have been made due to feedback from stakeholders in recent times?

5.1.4 Internal annual Programme review
- What is the process for the annual review and periodic revision of programmes?
• How is an internal review carried out, how often and by whom?
• What procedures exist for the closing of programmes?

5.1.5 External periodic review processes
• Is there a process for periodic external review of the Programme nationally and/or internationally?
• Does this involve external input (e.g., external academics, advisory board)?
• Is the Programme accredited or certified by other agencies? For how long and when to be renewed?

Data requirements:

SAR
a) Chart(s) showing the QA process sequence (internal and external)
b) Description of roles in the QA process
c) List of stakeholders involved in the QA process

Base Room - All documents in ENGLISH (English summaries acceptable in exceptional circumstances):
a) Audit reports from regulatory agencies and/or statutory/professional bodies on the Programme level
b) Documentation on Programme approval or validation and periodic review reports

5.2 Quality Assurance on Operations

5.2.1 Student feedback on teaching & Programme quality
• How is student feedback organised and how does it impact the quality of teaching?
• How is student feedback used to evaluate Programme quality?
• What processes exist to link student evaluation to faculty performance?
• Are there special provisions for online courses?
• What, if any, digital technology is used in this process?

5.2.2 Monitoring of teaching quality and assessment regime
• How is teaching quality and assessment methods monitored by Programme management?
• How are ILOs developed and monitored?
• How is the effectiveness of teaching evaluated by Programme management? What tools exist?
• How are online courses evaluated?
• Which analytics are used to monitor retention and progression?
• How is the assessment regime of individual courses evaluated by faculty management?
• How are new or innovative approaches taken into account?
• How is the consistency of teaching standards assured across the Programme?
• How is consistency of standards/grading across courses assured? For example, is there a system of sample double marking?
• Are standards appropriate for the degree level of the Programme (at Bachelor, Master, Doctoral level)?
• Are course pass rates and overall progression rates monitored, leading to required changes being identified and acted upon?

5.2.3 Feedback to students on assessments
• Do students receive appropriate feedback from faculty (written and oral) on their assessed work?
• What transparent assessment regimes are in place which form the basis for feedback to students?
• Is grading of student work appropriate for the level of the Programme?

Data requirements:

SAR
a) Tables of summary student evaluations of teaching

Base Room
a) Evidence of monitoring of assessments (in ENGLISH)
b) Samples of completed student evaluations
c) Distribution of grades across courses
d) Overall grade distribution (including failure rates)
Further Information and Contacts

If you have any questions concerning EFMD Programme Accreditation, or would like to receive more information, please consult the EFMD website where all documentation is available to download:

https://efmdglobal.org/accreditations/business-schools/efmd-accredited/

Alternatively, you can contact the EFMD Programme Accreditation Office at EFMD Quality Services:

efmdaccredited@efmdglobal.org
EFMD Global
88 Rue Gachard box 3
1050 Brussels, BELGIUM
P +32 2 629 08 10
F +32 2 629 08 11
VAT BE 411 610 491

efmdglobal.org
efmdaccredited@efmdglobal.org

EFMD is an international not-for-profit association (aisbl)