LIST OF CHANGES TO EQUIS STANDARDS & CRITERIA DOCUMENT SINCE JANUARY 2018

Description of change	Chapter	Page Nr. of Jan 2018 version	Para	Original Text	New Text
				from 2018 issue	*for 2019 issue*
Transversal chapter "Corporate Connections" renamed "Connections with Practice"	EQUIS Framework	7		…Corporate Connections…	…"Connections with Practice"…
Throughout all 10 chapters, "Corporate Connections" descriptions have been revised to cover "Connections with Practice".					
Selected Programme description in the SAR should include a summary of the structure, objectives, components, QA, evaluation and impact	2	19	3	One of these will be selected as the sample or selected programme by the EQUIS Committee on the advice of the EQUIS Office. The overall portfolio and the 'selected programme' should therefore be described in the Self-Assessment Report and they will then be assessed during the Peer Review Visit. Reference is made to the EPAS Standards and Criteria	One of these will be selected as the sample or selected programme by the EQUIS Committee on the advice of the EQUIS Office. The overall portfolio and a summary of the 'selected programme' (for example, objectives, structure, components, quality assurance, evaluation and impact) should therefore be described in the Self-Assessment Report and they will then be assessed during the Peer Review Visit. Reference is made to the EPAS Standards and Criteria
Some supporting documents to be available in the Base Room only; no longer as attachment to the SAR (GDPR compliance)	1	15	Supporting Information …….SAR	• List of members in the School's Governing Body or Advisory Board (indicating name, position, organisation, nationality, year of appointment) Double passport holders should always be counted as nationals, if one of the passports is the domestic one.	
Additional clarification as regards Student Work to be provided in the Base Room	2	27	Teaching materials and student work	A sample of 6 graded/makred student scripts matching those assignments/exams. These 6 scripts should include two with the highest mark (H), tow with the lowest mark (L) and two with mid-level marks (M) for the course.	6 graded samples of the major assignment (exam, dissertation, project report, etc.) for each course matching those assignments/ exams and illustrating the range of achievement on the part of the students. The PRT needs to see the quality of the students' work and of the assessment/feedback provided. These 6 scripts should include the highest mark, the lowest mark and 4 from close to the pass mark for the course (i.e. marginal scripts). If there are no failed papers, the sample should consist of the 2 highest and the 4 lowest marks or grades.
Names of faculty are not required (other identifier could be used - person 1, 2 …) (GDPR compliance)	4	40	Supporting Information …….SAR	A summary list of the core faculty indicating: name, academic rank, highest degree, where degree obtained, nationality, subject area, date of appointment, percentage of full time engagement in the case of contracts that are less than full time (i.e. 75%, 50%, etc.).	A summary list of the core faculty indicating: academic rank, highest degree, where degree obtained, nationality, subject area, date of appointment, percentage of full time engagement in the case of contracts that are less than full time (i.e. 75%, 50%, etc.).
Some supporting documents to be available in the Base Room only; no longer as attachment to the SAR (GDPR compliance)	5	48		Membership of the Research Committee	
	5	48		A table listing the School's choice of the best 10 articles published over the past five years	*deleted*
Further guidance on the descripiton requirements of Executive Education activities	6	53	a)…. first bullet	If the School believes that its executive education activities do not currently contribute to its strategic objectives….	Note on the potential exclusion of Executive Education:
					If a School has Executive Education activities (even of negligible size) it should always describe them in the Self-Assessment Report using the assessment criteria below.
					If the School believes that its executive education activities do not currently contribute to its strategic objectives, the School should provide here an explicit argument for the exclusion of these activities from the assessment. The questions below can be used to substantiate its case, for consideration by the Peer Review Team. The Peer Review Team will decide on the basis of this description whether to assess or exclude it from the assessment.
					If the EQUIS Committee excluded Executive Education assessment for schools going through an initial accreditation cycle, the School should still summarise the current state of Executive Education activities.
					Schools going through a re-accreditation cycle should indicate whether or not there have been significant changes in their Executive Education activities. In the case of a significant change, the School should summarise the state of Executive Education.
Addition of key area "Connections with Practice" in chapter 7	7			None	- Describe the nature and extent of staff (academic and professional) that support the School's strategy for engagement with practice; what have been changes since the last PRV, or, in the case of an initial accreditation, in the last 3 years? - Describe the extent and nature of non-staff expenditure that support the School's strategy for engagement with practice; what have been the changes since the last PRV, or, in the case of an initial accreditation, in the last 3 years?
Further description and understanding of what is meant by Internationalisation	8	65	3-4	None	Internationalisation is often interpreted as being reflected in the nationality mix of students and faculty, together with advisory board members, partner schools and recruiting organisations. While this cultural diversity of a school's community, as measured by nationality, is important, a deeper understanding of internationalisation can result from an assessment of how a school has adapted its education and research to an increasingly global managerial world. Research that explores international challenges, education that incorporates an international curriculum and exposure that encourages international mobility and employment, all provide further evidence of the degree of internationalisation. In the same broader context, other more recent developments such as the growth of joint programmes, increasing collaboration and partnerships, and the emergence of mergers and other forms of restructuring, many of which take place across international boundaries, all need to be taken into account.

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Addition of paragraph - "Further Guidance on Assessing Internationalisation" + SpiderWeb diagram	8	69		None	Understanding and assessing internationalisation is a complex and multi-faceted process. In order to assist academic leaders and peer reviewers alike in assessing the degree of internationalisation of a school, EQUIS has developed a model (see the diagram at the end of this chapter) which encourages thinking beyond nationality mix to incorporate the wider range of international measures as outlined above. These are grouped into four categories:...
Addition of item on ERS and its link to the world of practice in chapter 9	9	71		None	Describe the nature and extent of organisations' contribution to the School's ERS priorities. As appropriate cross-reference to the criteria in Chapter 10, with respect to community outreach and public engagement. - What role do connections and engagement with the world of practice play in the ERS agenda of the School? - To what extent does the School engage with ERS-related policy and practitioner bodies to support and progress its ERS agenda?
"Corporate Connections" becomes "Connections with Practice… reflecting a broader focus of a School's engagement and impact on a broader range of stakeholders (entrepreneurs, government, third sector, SMEs, larger corporations, policy-making bodies etc.)	10	73-74		The School should have a clearly articulated strategy with regard to its corporate connections. It should demonstrate….	The School should have a clearly articulated strategy and policy with regard to how it engages with and encourages impact from, and on, a range of stakeholders…..