EQUIS

GUIDE TO SELF-ASSESSMENT

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INTRODUCTION

The European Foundation for Management Education (efmd) has introduced the European Quality Improvement System (EQUIS), a quality assessment system that builds on existing national accreditation associations working in the field of management education and provides an accreditation framework at an international level, based on a set of criteria for business schools of high national and international standing. The EQUIS project was established in January 1997 and is run by a separate unit within the efmd.

The accreditation process involves Self-Assessment by the Institution, followed by a peer review visit by an international team of auditors. The process is designed not merely to lead to a yes/no decision on accreditation, but also to provide real added value to the Schools by offering them the benefits of an international strategic audit.

This document is intended to be used as a guide to Self-Assessment and the production of a self-evaluation report. The Guide should be used in conjunction with the EQUIS Criteria document, which provides more detailed questions associated with individual criteria.
THE EQUIS PROCESS

A good understanding of the philosophy behind efmd's EQUIS process is essential for effective Self-Assessment by business schools participating in the scheme. Schools are advised to study all the relevant documentation on the EQUIS criteria and to ensure that all participating parties are fully informed about the nature of EQUIS accreditation procedures before embarking on a Self-Assessment. This is a necessary condition to full participation and the adoption of the correct perspective for an effective internal review and the subsequent presentation of the results to the Institution itself and to the EQUIS peer reviewers.

Definition

The EQUIS system is designed to provide a strategic audit and accreditation tool for international management. The remit agreed with the Deans and Directors of business Schools from all over Europe was to build on the experience of existing national quality assessment bodies in the field of management education to construct a quality assessment system to operate at a pan-European and international level.

The system is based on a commonly agreed framework of high quality standards for Institutions of international standing, with a respect for diversity and the legitimacy of national standards.

Accreditation under the EQUIS system thus provides an indication that recognised Schools meet quality standards in their own environment and also satisfy international standards.

Purpose

There are three related objectives for the EQUIS system

1. To provide market information to students and employers as to which Institutions, in addition to their national reputation, meet international standards for quality providers. EQUIS accelerates the emergence of an international market for management education by increasing cross-border registration of students and the international recruitment of graduates.

2. To provide an instrument for comparison and permanent benchmarking. Although the system in no way attempts to impose uniform standards, it allows Schools to position themselves against international criteria and encourages convergence on best practice.

3. To promote quality improvement throughout Europe. The EQUIS system is deliberately designed to promote continuous improvement at all levels, i.e.
• for the Schools, through the process of assessment. The standards applied are dynamic, not fixed and rigid. The process is designed to help Schools progress.
• for the different national management education systems. The accreditation process provides an on-going mechanism for disseminating accumulated experience across borders.

• for the profession, by promoting the understanding of what is involved in the international practice of management. The EQUIS system provides a coherent set of quality standards reflecting the distinctive values and practice in European management education. The EQUIS process is designed to clarify the specific characteristics of different management education systems and the wider context within which they operate.

• for the international market by providing an international forum for reaching agreement on quality standards and management practice.

**Characteristics**

The key features of the EQUIS process and standards can thus be summarised as follows:

• EQUIS is an international and intercultural approach to accreditation. It is global in scope but European in inspiration. The EQUIS criteria reflect some of the major characteristics and dominant values in European management education.

• EQUIS looks at the performance of the Institution taken as a whole, including all its programmes and not just the MBA programme.

• EQUIS is closely linked to national quality improvement bodies.

• EQUIS is designed to be responsive to corporate concerns, involving close links with companies through
  – the adoption of outcome–based perspectives and criteria
  – the use of corporate auditors
  – corporate representation on the EQUIS Committee & Awarding Body
  – the opportunity for corporate stakeholders to involve themselves in the management education process
  – specific criteria for executive education.

• EQUIS stresses the personal development of managers, and their entrepreneurial and managerial skills.

• EQUIS is dynamic and forward looking with a concern for new trends.

• EQUIS is conceived as a learning process with an international forum for defining the relevant quality criteria.
• EQUIS is supported by a broad international body of reputed academic Institutions, major corporations and national professional associations. Senior business school deans and staff, HR and MD directors, consultants and assessment experts form the pool from which the international review teams are drawn.
THE EQUIS ACCREDITATION PROCEDURES

EQUIS is a continuous process combining strategic institutional development, ongoing quality improvement, and progress towards accreditation. Accreditation, in the most favourable circumstances, may be achieved within approximately one year of application if the initial Peer Review reveals that the Institution satisfies all the criteria. A full description of the EQUIS process is provided in the document EQUIS International Accreditation Procedures. A brief description of the process is here provided.

The EQUIS accreditation process is composed of several distinct stages:

0 Preliminary Inquiry
1 Formal Application
2 Eligibility
3 Self-Assessment
4 International Peer Review
5 Awarding Body Decision
6 Guided Development

Stage 0  Preliminary Inquiry

The EQUIS Director and his staff will provide information about the scheme and preliminary advice to Institutions that are considering application. Full documentation will be sent upon request in the Standard EQUIS Introductory Package.

Stage 1  Formal Application

Schools wishing to enter the scheme are invited to address a formal letter of application to the EQUIS Director and to complete the Data Sheet setting out basic factual information about the Institution. This document is available upon the website http://www.efmd.be and is part of the "Standard EQUIS Introductory Package."

Stage 2  Eligibility

Upon receipt of the completed application to enter the scheme, the Institution will go through a preliminary Eligibility screening to determine whether there are major obstacles to eventual accreditation and whether accreditation is probable within a reasonable period, currently defined as five years. This phase is also designed to make sure that Institutions enter the EQUIS scheme with a full understanding of both the criteria and the process.

An important part of this Eligibility phase is the initial on-site briefing visit that takes place after the application and Data Sheet have been received. Its objective is threefold:

- To provide information and to answer questions about EQUIS

1 EQUIS documents can be obtained from the EQUIS office upon request. Many of them can also be downloaded from efmd website: http://www.efmd.be
To give advice to the Institution, particularly in relation to possible difficulties that may be encountered

To draft a report to the EQUIS Committee formulating a recommendation on eligibility

The EQUIS Committee, which meets four times a year, is responsible for examining all applications and for taking decisions on eligibility to enter the accreditation process.

This screening process is designed to ensure that an Institution

1. Falls within the institutional scope of the EQUIS scheme
2. Is recognised as an Institution of good standing in its home market
3. Has a reasonable prospect of satisfying EQUIS criteria within 5 years

Stage 3 Self-Assessment

As soon as an Institution is declared eligible, it is invited to carry out an extensive Self-Assessment and to write a Self-Assessment Report covering the quality criteria set out in the EQUIS standards and in accordance with the guidelines established in the document Guide to Self-Assessment. Ongoing assistance by the EQUIS team is provided during this period of Self-Assessment.

The EQUIS staff will provide advice and assistance as required during the preparation of the report. Typically this phase will last between six months and one year.

Stage 4 International Peer Review

Once the Self-Assessment Report has been submitted, a team of Peer Reviewers will visit the Institution to establish a diagnosis of its standing as regards the EQUIS standards and to draw up recommendations for future progress. The Peer Review process is described in detail in the Peer Review Guide.

The Peer Review is usually scheduled to take place within two months of the submission of the Self-Assessment Report.

The Peer Review team is composed of four members, usually from different countries, three from the academic community and one corporate representative. One member of the team will be familiar with the institutional environment of the School to be assessed.

The visit lasts two and a half days during which the EQUIS Peer Reviewers meet a wide variety of people representing the different activities and interests of the Institution. At the end of the Peer Review, the Chairperson
presents orally the team’s preliminary assessment and recommendations for future development.

The Chairperson then writes the Peer Review Report, setting out the team’s final assessment of the Institution against the EQUIS quality criteria together with its recommendations for future development and quality improvement, including advice on what remains to be done for the Institution to qualify for accreditation.

In cases where the Peer Review team believes that the School clearly satisfies all EQUIS criteria and is qualified for immediate accreditation, it will recommend to the School and to the EQUIS Director that the report be sent to the Awarding Body for a decision on accreditation during its next meeting. The Chairman of the Peer Review team will, in these cases, write an accompanying document setting out the grounds for its support of the accreditation application.

In all other cases, the Peer Review team will indicate areas in which progress is necessary and suggest steps that need to be taken before the Institution can satisfy all the criteria. The expectation in these cases is that the Institution will enter a period of “Guided Development” with the assistance of the EQUIS team to bring itself up to the level at which accreditation will be possible.

**Stage 5  Awarding Body Decision**

All Institutions that have been through the Self-Assessment and Peer Review process are free to request that the Peer Review report be submitted to the Awarding Body for a final decision on accreditation. However, it is clear that only those Institutions that have the explicit support of the Peer Review team will have a real prospect of a favourable outcome.

The Awarding Body can reach three decisions. It can grant Full Accreditation when it is satisfied that all the EQUIS standards are met. It can grant Conditional Accreditation when it believes that there are significant areas where the standards are not fully met, but that, overall, the Institution deserves immediate accreditation. Or it can reject the accreditation.

**Stage 6  Guided Development**

Once an Institution has been through the Self-Assessment and Peer Review process and has received the report setting out recommendations for future progress towards accreditation, it may choose to enter Guided Development. This service, provided by an EQUIS Adviser under the supervision of the EQUIS Director, is designed to help the Institution define and implement an action plan to work towards accreditation within a reasonable time frame. The process is designed in such a way that Institutions can progress towards accreditation at a speed in accordance with their particular situation.
Progress towards accreditation must be linked to the strategic objective of attaining credibility in the international market place.

When the designated EQUIS Adviser is satisfied that the Institution is qualified for accreditation, he or she will invite the Institution to resubmit a formal application for accreditation and to enter a second Self-Assessment and Peer Review procedure.

An Institution may, of course, decide to work on its own until such time as it believes that it has addressed all the issues raised in the Peer Review assessment and that it is ready to reapply for accreditation.

When the Institution can demonstrate that it has addressed the issues raised in the initial Peer Review and that sufficient progress has been made, a renewed assessment will be made with the expectation that the Institution can be recommended to the Awarding Body for accreditation.
THE PURPOSE OF SELF-ASSESSMENT

Although Self-Assessment is a key part of the EQUIS accreditation process, it should have much wider significance for the School and for the EQUIS team. It provides an opportunity for the School to gain greater ownership of the process and to improve its own understanding of the issues surrounding the development of the School as an international centre for management education. Within an international context, the School should be seeking answers to some very simple questions such as ‘Is the Institution adding value for participants in line with its stated mission? Is it serving its different constituencies well?’

The main aims of the EQUIS Self-Assessment process are to:

1. Provide an opportunity for the entire Institution to take stock of its situation

   This assessment should not be approached as a restricted exercise carried out by key staff in the Institution. It should be owned by the whole organisation and implemented as a major review, even if some aspects of the assessment are painful. It should
   • involve as many people as possible and certainly all the major actors
   • provide added value to the School through the processes used
   • present a historical perspective, i.e. how the Institution has developed and how it sees its future
   • be a learning process for the School and provide a chance for everyone to gain an overall view of its situation

2. Carry out a comprehensive strategic review.

   The assessment linked to the peer review should provide a comprehensive review of the strategic management of the School. It should
   • provide a comprehensive strategic audit linked to accreditation
   • evaluate the overall clarity of mission and strategic objectives
   • lead to a better understanding of the market and
   • help the Institution achieve a balance between ambition and realism

3. Result in an unbiased and critical self-examination

   The key objective of the Self-Assessment is to evaluate the School’s effectiveness in achieving its mission and in striving towards continuous improvement in programme and process quality. The Self-Assessment process should identify its current position against the EQUIS criteria and establish the basis for future action. The School will need to
   • ask hard questions
   • measure its activities against external norms
   • identify key strengths and weaknesses
   • evaluate the adequacy of resources and identify key limitations
• arrive at a clear understanding of the distance to be covered in order to achieve its strategic objectives
4. Provide a basis for the peer review

The Self-Assessment Report forms the basis for the peer review process. The needs of the peer review team must be considered carefully during the Self-Assessment process and during the writing of the final report. Although there is no prescribed format for the report, the School has a particular responsibility to present information that will
• establish a starting point and a balanced evaluation to be tested by the auditors
• provide key data and documentation to aid understanding and to establish claims

5. Contribute to a better understanding of the nature of quality in management education.

Each School has a valuable role to play in defining the international nature of management education and the standards that should be applied within the EQUIS process. The Self-Assessment process should result in detailed discussion of these issues within the School and a definition of the EQUIS criteria placed in a local context which will support
• quality improvement and continuous improvement within the School, and within the local and international community
• greater understanding of the international and intercultural issues surrounding effective management practice.
The Self-Assessment phase is the most critical step in the EQUIS assessment process. It provides a definition by the School of the standards applicable in its national context and an assessment of the School’s strengths and weaknesses relative to the EQUIS criteria and to its own mission and objectives. This comprehensive analysis provides the basis for the international peer review team.

The Self-Assessment process should form an integral part of the School’s quality system to avoid redundancy of effort and to ensure maximum contribution towards continuous improvement. An effective Self-Assessment will link the School’s existing processes in the areas of strategic management, quality management, programme management with the processes leading to EQUIS accreditation. A superficial assessment carried out in isolation from normal processes will simply divert resources and hinder the ability of the peer review team to evaluate the School.

The following actions are recommended in designing and implementing the Self-Assessment process:

1. **Responsibilities**: efmd recommends that as soon as possible the Institution should appoint a *project leader* and an *accreditation committee* to manage the process and draft the report.

   It is obvious that the project leader should be suitably qualified and resourced to carry out the work. Representation on the accreditation committee is also a key issue, and should include representatives from key stakeholder groups.

2. **Communication**: At an early stage, the management team will need to provide a full explanation within the Institution of the *aims* of the Self-Assessment exercise, of its role in the wider accreditation process and of the standards against which the Institution is measuring itself in the first instance. The assessment process should involve all key stakeholders, who will need to understand the process if they are to contribute fully to the implementation of a plan for a rigorous Self-Assessment. Effective communication with these parties will need to be maintained throughout the process.

   The Self-Assessment is an ideal opportunity for the School to obtain commitment from key stakeholders to secure resources and improve quality. Considerable care must therefore be taken to present the results of the Self-Assessment in a balanced, realistic and honest way. The conclusions should state clearly what will need to be done to continue progress towards the achievement of the School’s mission. It must also provide the basis for an evaluation by the Peer Review team.
3. **Methodology**: A detailed plan for conducting the Self-Assessment will need to be developed within the first month of the EQUIS process. The School should determine the eventual format of the report, taking into account the requirements of EQUIS in terms of the content to be covered. There is no pre-established format for the Self-Assessment or for the approach to be adopted when conducting the Self-Assessment. Each School will need to develop a plan that meets its own specific needs.

The Self-Assessment should be completed within a three to six month time frame. In order to meet this objective, the School will need to establish a detailed project plan containing details of the main stages of the assessment, methods to be employed, key issues to be addressed, responsibilities and participants, as well as time frames. The key stages of the assessment process will need to be accompanied by the systematic collection of data to support the process and address the criteria for EQUIS accreditation. The following criteria should be applied to the design of the Self-Assessment process:

- **Systematic process**— the Self-Assessment should be well-planned, thorough and comprehensive. The assessment should be driven by a methodology seeking to answer key questions, rather than simple application of a tick-box approach.

- **Objectivity and balance**— the review should result in a balanced statement of current strengths and weaknesses, opportunities and threats and a determination of the action needed to address these and maximise potential. The review team should not in any way restrict itself to the EQUIS criteria or guidance and it should use as many sources of information as possible.

- **Participation**— in collecting data and evaluating the results of the review, the School should use a variety of groups to agree key conclusions and recommendations. This is not just a way of improving objectivity, but also a way of improving communication and commitment to the findings.

4. **Planning**: Having decided the methodology for the Self-Assessment and the initial format of the report, the School will need to determine the information and documents to be collected.

The collection and analysis of information for the Self-Assessment require a lot of time and effort. It is useful to identify the key sources of information at an early stage and allocate clear responsibilities for the collection, organisation, dissemination and analysis of information. The School should seek to use as wide a variety of sources as possible to include internal and external reports (e.g. assessment/ accreditation/ audit reports, programme reviews, assessment results, exit surveys), special surveys, interviews and focus groups.
5. **Liaison:** It will be important to ensure that communication with the EQUIS Director is maintained throughout the Self-Assessment phase.

6. **Peer Review Preparation:** The School must take responsibility to ensure that the national environment within which an Institution operates is fully understood by the Peer Review team, so that the accreditation criteria are weighted (scaled) in terms of local quality standards. Close coordination between the Peer Reviewer representing the local context and the Institution’s accreditation committee is essential.
THE SELF-ASSESSMENT REPORT

The final format of the Self-Assessment Report must ultimately be a decision for the School. However, the following comments are relevant.

<table>
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<th>Length</th>
<th>100 – 150 pages plus supporting documents</th>
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| Format | There is no fixed format, but the main areas in the EQUIS Quality Criteria document must be covered.  
- These can be treated as required chapters but the order is left open as is the internal organisation of each chapter.  
- The report should provide answers to the questions posed in the EQUIS Criteria document. **However, the internal review team will need to distinguish between the depth of detail required to comprehensively review all areas of performance during the process of Self-Assessment and the summative nature of the Self-Assessment report.**  
- The items in the EQUIS Criteria document are formulated in qualitative terms. However, the information provided by the School should allow an assessment of the quantitative positioning of the Institution in relation to each criterion. Schools should pay particular attention to the indicators or evidence they use to position themselves in relation to the different criteria.  
An Executive Summary should be included at the beginning of the report. |

| Summary information | The report should be presented with cover information to include the following:  

- **Name of the School**  
- **Name of the Dean or Director of the School**  
- **Name of parent Institution (if appropriate)**  
- **Contact details – postal address, telephone, fax, e-Mail**  
- **Date of submission of the Self-Assessment Report**  
- **Name of the individual to contact for questions related to the Self-Assessment Report**  
- **Summary list of all degree qualifications and main programmes offered by the School**  
- **Details of the internal review team and process used to produce the Self-Assessment Report**  
- **Statement confirming the accuracy of the report signed by the Head of School and by the parent Institution (where appropriate)**  
- **An updated version of the datasheet** |

| Annexes and Supporting Documents | Annexes should be contained in one single volume no longer that the main report and should be limited to materials strictly necessary for a proper understanding of the report. |
Bulky documents and non-essential material should be placed in the base room for consultation during the audit.

The report should serve as a useful internal reference document.
| **Authorship** | The overall report should be a unified piece of work, rather than a collection of separate individual reports. The detail must be entered under the supervision of senior managers of the Institution. The report must be counter-signed by the most senior representative of the parent Institution, as well as the deans and directors of the School, whose titles must be made explicit. |
| **Conclusions** | The report should lead to a conclusion in which the School makes a case for EQUIS accreditation. This Self-Assessment Report should in no way be presented or used as a promotional document. |
GUIDE TO THE PREPARATION OF THE SELF-ASSESSMENT REPORT

The EQUIS criteria are based on the EQUAL Dynamic Model for Quality Development (Fig. 1) which consists of eleven separate areas for assessment or domains as shown below.

![Diagram of the EQUAL Dynamic Model](image)

**Fig. 1.** The EQUAL Dynamic Model for Quality Development

The model is input–process–output based, but it is also a matrix structure. All of the domains are inter–related, but the relationship with the corporate world (9) and the international dimension (10) are given special attention because of the nature of international management education Institutions, the target group for the EQUIS system. Features of both these domains should pervade every aspect of the School’s activities.

In drawing up the framework for the Self-Assessment itself and the structure of the report, it is important to emphasise that the School should adjust the model to meet its specific circumstances. The overarching domains of the Corporate and International dimension could, for example, be combined as a single chapter cross–referenced to the relevant sections elsewhere in the report or could be discussed within a separate section for each of the key domains.
1. Context and Mission

The purpose of this section is to situate the School’s identity, mission and strategic objectives within the national and international context in which it operates. In effect this section should provide a concise but comprehensive summary that demonstrates how the mission is translated into the main activities of the School, in particular its programme design.

Because the EQUIS process is mission-led, the importance of this section cannot be underestimated. It should form the foundation of the whole report and convey to the reader a concise but comprehensive summary of the organisation, placed in the local context.

The Environment

- Provide general information on the environment in which the School operates, e.g.
  - the national educational system within which it recruits students and grants degrees.
  - Detailed information may be provided as a separate document if available.
  - programme features pre-determined by the national system and environment
  - student selection requirements within the national system
  - legal and regulatory framework
  - degree certification procedures and the status of the degrees granted by the School within the existing hierarchy of existing national degrees

- Describe briefly the history of the School since its creation. It is often helpful to provide a summary table illustrating the evolution and key events in the development of the School e.g. main events, creation of programmes and teams, student numbers, teaching staff, support staff, facilities and premises, budgetary details etc.

- Provide a description of the national market and the nature of competition within the national system to include statements on
  - key stakeholders, funding agencies and competitors
  - the interface of the School with the job market for which it trains graduates
  - the prevailing quality norms within the national system

- Summarise the constraints which the national environment imposes on the School’s activities, particularly in terms of
  - the degree of freedom to innovate
  - access to resources and support (funding, faculty)
  - access to students

Statutes & Governance
- Identify the School’s principal stakeholders and assess their impact on major issues such as strategic planning, autonomy and funding.
- Provide a clear explanation of the School’s legal status and affiliation within its national system to include:
  - type of organisation (public, private, regulated/non-regulated, profit/not-for-profit, business school within a wider university framework)
  - parent organisation (e.g. Chambers of Commerce in the case of French grandes écoles)
  - legal status and bye-laws
  - relation to the national or regional educational and accreditation bodies
  - sources of funding which derive from the above
- Describe the School’s organisational structures and decision-making processes. Evaluate these in terms of their effectiveness in contributing to the overall mission.
- Explain how the School is able to demonstrate operational autonomy within this context. This should include a description of the organisation of the School.
- Summarise, on the basis of the above information, the key factors which underpin the school’s legitimacy within its own national context.
- Explain the processes used to monitor overall performance. Provide a brief description of the formal mechanisms for quality assurance.

**Vision & Mission**

- Define the School’s mission and explain how this relates to its identity and legitimacy as described in the previous section.
- Describe the internal process by which its mission is defined and converted into strategic and operational plans. Particular attention should be paid to the ways in which the coherence of the mission is maintained through all levels and activities.
- Demonstrate how the mission has been translated into strategic objectives as shown by the
  - mix of programmes
  - choice of activities
  - establishment of priorities
  - summary of key activities in tabular form linked to revenues and expenditure with an explanation of the rationale for such an allocation.
- Describe the relationship between the School’s strategic objectives and the availability of resources. Identify the key constraints which limit future performance.
- Describe the recent achievements in pursuit of these strategic objectives

**Strategic Positioning and Objectives**

- Provide a clear description of the School’s strategic position in its national and international market, *i.e.*
  - identify the strategic group to which it belongs and identify key competitors
  - describe how its strategic position has changed over the past five years in terms of status and operational effectiveness
  - explain its main strategic actions over the past five years
  - provide its current strategic plan and explain how this relates to the mission and strategic positioning of the School. How has the overall resourcing and financial viability altered?
  - describe the processes by which its strategic plan is developed, managed and evaluated.
- Summarise the evidence that the corporate dimension is reflected in every aspect of its sense of mission, strategic planning and current operations (See Section 9).

- Summarise the evidence that the European and international dimension is reflected in every aspect of its sense of mission, strategic planning and current operations (See Section 10).
2. Students

The purpose of this section is to describe the type of student the School is seeking to develop and the use of selection processes, course support and career planning to maximise the School’s contribution towards individual development. Particular attention should be paid to the role of the School in developing the international management profession. This should include a description and evaluation of performance in this area over the past five-year period and the objectives and plans for the next five-year period.

Target profiles

- Describe the target profile for graduating students in terms of managerial skills, professional competences, and entry level into corporate employment. How do intake profiles relate to the target profile in the School’s different programmes?

- Describe the main types of students and corporate clients served by the School. Identify the main trends shown over the last 5 years. Discuss how these trends have contributed to the achievement of its mission and strategic plan.

- List the main actions taken in the past and planned in the future to improve the match between intake profiles/career routes and the mission and programme objectives.

- Provide evidence for the international nature of the student body, e.g.
  - International marketing of the programmes
  - Admissions procedure
  - International mix in programmes
  - International placements

- Assess the readiness of the Institution’s graduates to manage in an international context, supported by the evidence gained from the student body and from employment destinations.

Selection

- Provide a description of the selection process and show how this supports the international dimension of the overall mission and programme objectives. This should include an analysis of the relationship between applications, admissions and enrolments.

- Explain how the School assesses the readiness of potential students to manage in an international context and evaluate the School’s effectiveness in this area.

- Identify problems in recruitment, along with a summary of the actions taken to deal with these.
Describe corporate involvement in the admissions process and evaluate its contribution to programme success.

**Course preparation and progression**

- Provide a summary for each of the main programmes of completion rates and wastage. This should be accompanied by an explanation of these trends and the action taken to respond to them.
- Describe the processes used in course preparation and monitoring and evaluate their success in maximising student progress.
Career placement and support

- Provide summary information which describes the main destinations of graduates
  - Main destinations (companies, organisations, functions)
  - Level of employment
  - Salary levels
  - Key employers
  - Key trends
  - Recent action taken

- Explain how these employment trends meet the stated programme objectives

- Describe how different stakeholders are involved in the evaluation process—students, alumni and companies—and summarise their contribution towards improving the effectiveness of selection, course monitoring and career support.

- Describe the arrangements for career development support on campus and for the alumni.

- Describe the interface between the School and corporate world for employment and career support, *e.g.* corporate representation and support on campus, career days, forums, links to international companies.

3. Programme Quality

The purpose of this section is to provide evidence for high standards in the quality of programmes and their contribution towards the School's international mission. This should include a description and evaluation of performance over the past five–year period and the objectives and plans for the next five–year period.

Programme design

- Provide summary information on current provision of programmes. Explain the link between the main types of programmes offered by the School and the overall mission.

- Describe the process for managing the programme design. Explain how the School ensures that programmes meet the needs of the market and of participants.

- Identify the key changes in programme design that have occurred in the last 5 years, together with an identification of key problems in the resourcing or design of current programmes.
Summarise the main projections or forecasts on the design of new programmes. Explain how these have been taken into account in the strategic plan.

**Programme content**

For each programme:
- Provide a summary of key programme objectives, content and format.
- Define the pedagogy adopted, core content, options offered and the possibilities available for certification
- Describe the course philosophy, type of work involved and details of extracurricular or special activities involved in the programme
• Describe the nature of the award, its degree of recognition in a national and international context, together with details of equivalencies against other qualifications.

Evaluate the contribution of these programmes to the School's mission and to the international management community.

Programme delivery

- Describe the teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project-based learning, tutorial...).
- Explain the School’s policy as regards pedagogical innovation and the use of new technologies in the educational process.
- Describe the mechanisms for maintaining quality control on an on-going basis. Explain how the criteria and processes used to monitor programme quality relate to the programme objectives.
- Describe processes for the allocation of staff to programmes and relate these to the processes for achieving the School's mission.
- Identify the main constraints which limit the range or scope of teaching methods and materials employed in the School’s programmes.

Student assessment

- Describe the processes used to evaluate the assessment regimes used on programmes.
- Identify any recent or proposed innovation in the assessment of students and explain how this meets the School’s mission and programme objectives.

Programme evaluation

- Describe the process for the evaluation of programmes. Explain how the School ensures that programmes meet the needs of the market and of participants and includes key stakeholder groups in the process.
- Summarise the evidence for satisfaction on the part of key stakeholder groups with regard to programme design. Relate this to the School's mission, strategic plan and programme objectives.

Compatibility with other European systems

- Describe the current arrangements with other business schools and academic networks for joint delivery of programmes, exchanges, credit transfer and the award of qualifications.
- Evaluate the impact of such arrangements against the mission and strategic plan.
4. Personal Development

The purpose of this section is to describe the role of the School in developing skills in individuals appropriate to a role in international management and consistent with the School’s mission and individual programme objectives. This should include a description and evaluation of progress in this area over the past five-year period and the objectives and plans for the next five-year period.

Development processes

- Describe the processes used to provide learning support for students throughout their courses. Explain how these contribute to individual personal development, the diagnosis and correction of learning needs, and career development.

- Describe the changes in learning support for students made in the past five years and proposals for the future, together with a justification for these changes.

Personal effectiveness support

- Identify the key personal skills which the School aims to develop in individuals. Relate these to the School’s mission and the potential contribution of programmes towards a role in international management.

- Explain the role of any special techniques and tools in diagnosing the personal qualities of individual students.

- Discuss the School’s policy and practice towards business language and intercultural skills.

- Summarise the evidence that the School is successful in developing these qualities in students.

Direct application of skills

- Summarise the key practical skills which the School promotes in students and the methods used to achieve them. Discuss the role of practical work and projects in developing these skills, in integrating skills across different subject areas and in contributing to the mission and individual programme objectives.
5. Research & Development

The purpose of this section is to describe the contribution of the faculty’s research and development activities towards the School’s mission and individual programme objectives. This should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

Research activities

- Describe the School’s overall research policy and the mechanisms for determining research policy and priorities. Explain how research and development is interpreted within the national context.

- List the facilities and expertise secured through research work in the last 5 years. Identify the methods used to attract key staff to the School in the last 5 years. Explain how these trends have contributed to the mission and general teaching ability.

- Summarise the research carried out over the past five years to include:
  - main sources of funding
  - special facilities and resources
  - staff expertise and general areas of expertise
  - research carried out by teams
  - existence of self standing research centres

The School should list in the appendices details of recent publications, research grants, applications for research and sponsorship.

- Describe how current research policy relates to the mission and contributes to the strategic objectives. How is research developed as a key activity to increase the intellectual capital of the School and faculty members?

- Describe how research contributes to programme innovation and the quality of teaching

- Describe how research activity is integrated into the workload of individual faculty members
  - What priority level?
  - Time allowed
  - Recognition and evaluation. Is research a requirement for promotion and retention?
  - Link between the faculty developmental budget and research policy

Development

- Describe the School’s overall policy for promoting innovation and the mechanisms for determining policy and priorities in this area. Explain how the School interprets innovation within the national context.
- Summarise the key areas of innovation for the School, including the development of new courses, materials, teaching and delivery methods.

- Describe any current and proposed activities designed to develop new tools for management or to increase the impact of the organisation in corporate and international terms.
6. Contribution to the Community

The purpose of this section is to describe the School’s role within the wider community in which it operates. It should evaluate its contribution to the local, national and international community in the past five-year period and describe plans in this area for the next five-year period.

External relations

- Describe the role of the School in the local, national and international community. In seeking to operate at an international level there are necessarily tensions between the positioning of the School in a wider forum and responsibility to other levels in the community. Explain how the School establishes a balance between its responsibilities as a member of the international, the national and the local community.

- Describe how the School manages external relations. Identify the staff and resources devoted to these activities.

- Explain the impact of past/current external policy on the School’s environment and activities e.g. the nature of established programmes, long-standing customers, values, competencies and the evolution of programmes, key activities and research.

- Describe key activities which lie outside of normal teaching or research over the last 5 years and proposals for the future. Explain how these contribute to the mission (reference should be made to the financial plan and information provided elsewhere).

Social and economic contribution

- Summarise the School’s overall contribution to the local national environment, its role in developing the community or acting as a catalyst for initiatives e.g.
  - contribution to the management education profession and to the local educational environment
  - contribution to the business community e.g. the development of small enterprises
  - role in providing an active forum for debate and the dissemination of knowledge

- Consulting
  Describe the School’s policy towards faculty involvement in consulting activities in the service of the business community and as a tool for faculty development.

Extra-curricular activities and Services to Education
Describe the non-profit activities supported by the School. Explain the rationale behind this work in supporting the community role of the School, the personal experience of students and the School’s overall mission.

Describe the role of the faculty in supporting extra-curricular activities. Explain the policy and practice of the School towards the support of such activities.

Describe the School’s policy towards faculty participation in academic and professional organisations.
7. Faculty

The purpose of this section is to evaluate the overall effectiveness of faculty resources, faculty management processes and faculty development in meeting the School’s mission and individual programme objectives. This section should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

Faculty size and composition

- Provide a basic description of the current faculty. Identify the key areas of expertise and level of qualification within the faculty. *Curriculum vitae for all full-time staff should be included in the appendices or in a separate volume, including a definition of full time faculty within the national environment.* Include a definition of what is understood by “full–time” faculty in the national environment.

- Justify the current size, composition and qualification of the faculty against the School’s mission, its strategic objectives and the requirements of the EQUIS criteria.

- Describe the School’s current deployment of teaching resources, including both full-time and part-time faculty, within its different programmes. Give appropriate ratios pertaining to student numbers, full-time faculty and part-time faculty.

- Summarise the key changes in faculty structure that have occurred in the last 5 years. Identify the key areas of shortfall in faculty expertise and the actions being taken to address these problems.

- Describe the staffing plans for the next 5 years with an explanation of how these match the strategic plan.

Faculty policy and management

- Describe the management processes governing the operation of the faculty.

- Explain how current policy and practice regarding the recruitment, selection, induction, monitoring and development of faculty members support the mission and strategic plan for the School. Provide figures of staff mobility (promotions/mobility/new staff) and list the key areas of expertise brought in over the last 5 years.

- Describe the School’s policy in establishing the balance between teaching, research, consulting, counselling, programme development and management.

- Evaluate the structures and processes used to allocate responsibilities and monitor performance across the organisation and programmes.
Faculty development and education

- Describe current policy for the development of faculty and explain how this meets supports the mission and strategic plan for the School.

- Summarise the strategic plan for the development of the faculty. Identify the key priorities for the future and the budgets involved.
8. Resources

The purpose of this section is to evaluate the adequacy of physical resources and the associated management systems in meeting the School’s mission and programme objectives. This should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

Financial management

- Summarise the financial performance of the School over the past 5 years.
- Describe the processes for the management of physical resources within the School. Evaluate the effectiveness of these processes in meeting the demands of the School’s mission and individual programme objectives.

Premises and equipment

- Provide a summary of premises, including the identification of any premises shared with other parts of the host Institution (if appropriate).
- Evaluate their overall adequacy to meet the demands of the School’s mission.

Library and research facilities

- Describe the library and research facilities available and evaluate their contribution towards the mission of the School and individual programme objectives.
- Identify any special relationships with libraries and research Institutions.

New technology infrastructures

- Describe the facilities available and evaluate their contribution towards the mission of the School and individual programme objectives.

Support facilities

- Describe any additional facilities available (e.g. language laboratories) and evaluate their contribution towards the mission of the School and individual programme objectives.
9. Connections with the Corporate World

This section should aim to describe the School’s relationship with the national and international corporate world and evaluate its impact on the School’s mission, strategic plan and current operations. It should include a description and evaluation of performance in this area over the past five-year period and the objectives and plans for the next five-year period.

- Describe the key processes used to manage the School’s relationships with the corporate world. List key relationships with corporate partners.
- Summarise the evidence that the corporate dimension is reflected in every aspect of its mission, strategic planning and current operations.

| Context and mission | Policy for corporate relationships  
| Reflection in the mission  
| Involvement of companies in activities  
| Involvement of company staff in governance  
| Corporate business units |
| Students and participants | Company involvement in selection |
| Programme design and delivery | Joint programmes  
| Customised learning materials  
| Involvement of companies in curriculum design  
| Case study work  
| Projects and internships  
| Existence of in–company programmes  
| Projects and internships |
| Personal Development | Involvement of companies in career development support  
| Alumni associations  
| Programme support designed to equip individuals for their chosen professional life |
| Research & Development | Joint research programmes  
| Company sponsorship |
| Contribution to the Community | Level of consultancy provided  
| Involvement in corporate networks |
| Faculty | Exchanges and secondments of staff  
| Faculty composition  
| Existence of sponsored Chairs  
| Staff involvement with companies  
| Visiting faculty from companies  
<p>| Provision of specialist tuition by company staff |
| Resources | Company donations |
| International | Scope of international company involvement |</p>
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<th>relations</th>
<th>International executive representation in activities</th>
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- Evaluate the key changes in the corporate involvement in the affairs of the School that have occurred in the past 5 years.
- Identify future proposals for the involvement of corporate partners that will support the School’s mission.
10. International Issues

The importance of this section cannot be overestimated, since the international dimension forms the cornerstone of EQUIS accreditation. This section should aim to position the School in the international market for management education and evaluate its success in meeting its own international objectives. It should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

- Provide the current statement of international policy for the School.
- Describe the key processes used to manage the School’s international policy and relationships. List key relationships with international organisations.
- Summarise the evidence that the European and international dimension is reflected in every aspect of its sense of mission, strategic planning and current operations.

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<td>Contracts and franchise arrangements with foreign organisations</td>
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<td>Learning materials translated or customised</td>
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<th>Personal Development</th>
<th>Business language skills development</th>
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<td>Development of multicultural skills</td>
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<td>Exchanges, participation in international activities, alumni</td>
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<th>Contribution to the Community</th>
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<th>Faculty</th>
<th>Faculty composition</th>
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<td>Allocation of staff responsibilities for international relations</td>
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<th>Resources</th>
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<td>Foreign journals and books in the library</td>
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<td>Use of Internet</td>
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Corporations relations

Links to the international corporate world
Involvement of foreign companies

- Evaluate the key changes in the international operation of the School that have occurred in the past 5 years.
- Identify future proposals that will support the School’s mission.

11. Executive Education

Note: this section forms an additional chapter to cover the executive education provision offered by business Schools. Notes of guidance for fully independent executive education centres are provided in a separate document. It is also important to stress that not all executive centres will operate at an international level within the wider framework of an international business School.

Executive education centres have an important role to play in the improvement of managerial performance and the overall competitiveness of organisations. They should, therefore, be committed to changing the culture of their customers’ organisations for the better, by providing a forum for the professional and personal development of managers.

They should be able to demonstrate a clear sense of mission involving a focus on the learning process itself and the transfer of best practice to organisations and their managers.

Whilst their activities should be clearly dedicated to improving performance and competitive advantage, they should also be providing an important developmental service to individuals and organisations within a wider framework of appropriate values. This service should be more than a simple contribution to the national and international debate on these issues; it should be firmly rooted in the European values for diversity and best international practice in executive development and should promote their acceptance.

Key questions

Executive Education within the School's overall Structure and Organisation

How does executive education fit into the School’s overall mission? Does the School display a keen awareness of the role of executive education in relation to its strategic plan? What specific strategic objectives are assigned to the Centre? Can it show that its current programme offerings in executive education contribute to the School's strategic objectives? Is the Centre integrated within the wider framework to offer a coherent service and not just a scheme for income generation.

What is the Centre’s ‘core competence’ in terms of what it can offer to the business community? In what areas is it seen to offer ‘leading edge’ thinking?
What is the framework for managing executive education in the context of the whole Institution? How is this different from the way other activities are managed?

How are the resources required to offer high quality executive education protected but integrated within the total operating environment for the School?

**Product Portfolio**

Can the Centre provide a clear rationale or typology for the range of programmes it offers in terms of:

- type of programmes—open/customised, residential/non-residential/distance learning
- duration: short/long/modular
- programmes linked to a formal qualification, diploma or degree
- content (functional, general management, issue–based, skills workshops, action oriented, ...)
In what ways are programmes differentiated with respect to similar programmes at other Institutions? Are the features of programme design and content consistent with the Institution’s mission and strategic plan?

Marketing

Is the existing provision clearly focused on an understanding of market needs? How does the centre actually identify these needs?

What is the composition of the Centre's customer base?
- nature of companies (market sector, size, ...)
- level of managers (senior executives, middle managers, specialists, technical staff and lower-level managers)
- local/national/international

Is the Centre selective in terms of the market it serves? What are the criteria for accepting or refusing a contract with a company or including an individual on a programme? How many are turned down and on what basis?

Does the Centre have a strong customer service orientation in all aspects of its work?
Does the approach adopted towards the management of the customer base support the aims and service orientation of the Centre? How well qualified are the business development and sales staff? Are staff at all levels and in all support areas able to contribute to this service orientation?

How is the Centre's marketing effort organised? To what extent are Faculty members involved in the marketing of the Centre's programmes?

How rapidly can the Centre respond to a request for a customised programme?

Does the Executive Education Centre have a pricing policy that is consistent with its market positioning and strategic intent?

Customers and participants

How does the School approach the Executive Education market? How does it develop commercial partnerships? How would the Centre define the total approach which it adopts towards the development of its individual and corporate customers?

What evidence is there that the nature of relationships with customers is not a purely commercial one? How obvious is the commitment to invest time and energy in the two-way exchange of knowledge and experience between the Centre and its customers?

Does the Centre make a clear distinction between customers as organisations and customers as individual participants in its programmes?
How extensive is the Centre's experience in dealing with senior executives?

How different is the Centre's approach towards learning from that in the School's mainstream programmes? Is the design of the adult learning process clearly understood? How does it differ between open and customised programmes? Who drives the learning process? How do individual faculty members see their role in this process? Is everyone involved in the process (including support and hotel/catering staff) aware of their role?
Is the Centre sensitive to the need to balance support for development aimed at organisations (organisational learning) and development aimed at individuals (adult learning)? Is the Centre able to articulate the role of organisational development in its programmes? How is this communicated to individual participants on programmes? How do Centre staff deal with the sometimes conflicting demands made by companies and individuals involved in programmes?

Does the Centre employ a rigorous quality approach towards their customer relationships at all stages of the process from initial contact to completion of the programme? What evidence is there for this in terms of the level of preparation, planning and monitoring that takes place throughout the process? How close are they to their clients?

Does the Centre provide a comprehensive and integrated package of support for its customers? What provision is there for coaching, lifelong learning and networking, and for the longer-term development of individual/corporate customers? What is the role of the alumni or executive associations?

What processes have been put in place for preparing participants for the experience in one of the Centre's programmes? How does it personalise the learning process for individuals? How does it foster personal development? Is this supported by a modular approach to programmes?

Does the Centre provide opportunities for action learning?

Does the Centre provide support for the longer-term professional development of participants?

How does the Centre evaluate the impact of its programmes on the performance of individuals and companies? What steps does the Centre take to ensure a close fit between participants and the aims of individual programmes? Is the Centre selective regarding the participants it admits to its open and customised programmes? Does it cooperate with its corporate customers in selecting participants?

Do language skills and international experience figure among the criteria for acceptance onto programmes?

**Programme quality**

How do the executive education programmes fit into the School's overall portfolio of activities?

What is the Centre’s core competence in terms of intellectual capital? What are the Centre’s key areas of expertise in terms of subject and adult learning methodologies? What key issues are addressed by its portfolio of programmes?
Does the Centre have effective processes to ensure that programmes are constantly kept up-to-date? How often is the Centre’s catalogue renewed?

In the case of open programmes, how is the range of offerings determined? On what basis does the Centre introduce new programmes and remove existing programmes?

In the area of customised and in-house programmes, how is the design process managed? How are customer requirements diagnosed prior to designing programmes? How do they proceed from the diagnosis to the programme design stage? How is the faculty involved in this process? How rapidly can the Centre adjust programmes? What access to additional and up-to-date professional expertise is it able to use creatively for the design of programmes? How does it approach the issue of the tension between offering flexibility and maintaining standards?

How much genuine innovation is there in the Centre? What approaches does the centre adopt for the development of frameworks, management theory, instruments and techniques to support and lead management practice? How are these reflected in the centre’s overall customer orientation and leading edge programmes? How rigorous, how well researched are these approaches?

What processes are in place for the regular evaluation of programmes and the longer term review of programmes? How do they deal with customer complaints and service issues?

Is the quality of teaching and support materials consistent with the Centre’s image?

What level of innovation in delivery is actually taking place?

Does the Centre have a clearly defined approach for managing the quality of executive education? How is quality defined in the Centre’s programmes? What are the key processes for managing quality? Is the Centre able to define its role in improving the currency and marketability of individuals?

**Faculty**

What proportion of the Faculty is significantly involved in executive education?

Does the Faculty as a whole have a clear understanding of the strategic role of executive education within the School's range of activities?

Does the Centre have a clear understanding of its core competence in the field of executive education and the contribution of individual faculty members towards this?
Does the Centre operate an effective process for managing the structure and operation of the faculty? Does this match the range and complexity of the programmes and services provided? Is there sufficient diversity of individual profiles to provide a wide coverage of subjects? What proportion of the faculty have relevant professional and commercial experience? What limits to growth are set by the current composition of the Faculty and its range of expertise?

Does the Faculty have a clear sense of mission and culture that reflects its role in executive education? Where the School relies on the support of a high proportion of practising professionals, how is teamwork and a shared culture promoted in this ‘virtual’ faculty? How are part-time staff and full-time staff from other departments involved and grown into the culture of organisation? How is their contribution evaluated? How many non-permanent staff take on an active role in programme directorship, programme design or key account management? What is the contribution of visiting professors?

How is teaching on executive education programmes integrated into the general contractual obligations of the Faculty? How does the centre balance the workloads required to serve teaching and other demands made by the Centre? How is executive education managed within the framework required to meet the overall workload for the wider Institution?
What are the processes for the identification and allocation of staff or subject experts to serve their programmes? Can the Centre draw on a bank of international experts to further their work?

Does the Centre have effective processes for evaluating the contribution of individual staff (full-time, part-time, visiting faculty and support staff) to the work of the Centre?

**Research, Development and Innovation**

Does the Centre have a well-defined approach towards research, development and innovation relating to executive education? How does the Centre facilitate the transfer of the school’s wider research capability into executive education? How rapidly is the Centre able to transform basic knowledge into applied knowledge for the benefit of its customers?

Does the Centre have effective processes in place for the recycling of experience into programmes and key activities?

What steps does the Centre take to maximise the role of participants in providing expertise? To what extent does it act as a broker in promoting the exchange of expertise within its customer base?

How open are staff to the application of new ideas and frameworks to their work? How is this reflected in its programmes? What are the key areas of innovation for the Centre? How are part-time staff involved in this development? How flexible is the faculty as a whole?

How is the issue of consultancy work dealt with? Is the Centre able to clearly manage staff in this area to meet the needs of the wider Institution, or are staff free to secure their own consultancy work?

**Resources**

Does the Centre offer a well-designed learning environment with sufficient dedicated facilities and resources to support high quality executive education? How well conceived is the layout in terms of classrooms, meeting rooms, reception areas and associated facilities such as refreshments and catering? What is the role and impact of technology in the Centre’s provision? Does the Centre provide adequate computer facilities?

Does the Centre make use of electronic networking facilities and distance learning techniques in the delivery of its programmes?

Does the Centre have a keen eye for detail when it comes to the total image presented to customers? Do they pay attention to all the accessories and important details that can affect a programme’s image (e.g. supporting materials, pens, wallets etc)? How strong is the Centre’s corporate identity and brand image?
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<th>Domain</th>
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<td>Relevance of expertise to key international issues</td>
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<td>Existence of programmes taught in English and other</td>
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<td>International nature of faculty</td>
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Appendix: EQUIS Quality Standards

To achieve EQUIS accreditation, Schools must be able to demonstrate that they satisfy quality criteria in three equally important areas:

1. High international standards of quality in all of the areas defined in the EQUIS model.
2. A significant level of internationalisation as defined within the EQUIS model.
3. The needs of the corporate world are well integrated into programmes, activities and processes.

I. GENERAL QUALITY CRITERIA

National standing
Where appropriate, the School should be officially recognized by the public authorities in its national environment and should be regarded as a major quality Institution by the marketplace (ie. participants, clients and competitors).

Mission
The School should have a clearly articulated sense of mission which is understood and shared throughout the Institution and recognized as legitimate by the marketplace.

Governance
The School should have an effective and integrated organization for the management of its activities, with a significant degree of control over its own destiny.

Scope
The School should have substantial presence in one, and preferably more, of the following areas of educational activity:
First degree programmes.
Postgraduate degree programmes (including MBA).
Executive education.

Strategy
The School should have a defined, credible and coherent strategy, realistically reflecting its resources and constraints.

Resources
The School should be able to demonstrate financial viability and institutional continuity, with physical resources and facilities to provide a high quality learning environment.

Faculty
The School should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise (e.g. minimum of 25 professors).

Students
The School should recruit and select high quality students in its national/international environment and should be able to demonstrate the quality of placement of its graduates.
Student Services
The School should provide effective professional student services in such areas as Admissions, International Affairs, Careers, Counselling, etc.

Personal Development
The School should explicitly and effectively support the personal development of its participants beyond the acquisition of knowledge into such areas as managerial skills, values, ethics, leadership, etc.

Programmes
There should be coherent programme design, staffing, administration and evaluation, incorporating client and student feedback, and rigorous assessment processes for monitoring student progress.

Research
The School should have a clearly defined research and publication policy, through which faculty are encouraged to develop distinctive areas of expertise.

II. THE INTERNATIONAL DIMENSION

Internationalisation of the Institution

The School should have a clearly articulated policy for internationalisation to which it is actively committed.

The School should demonstrate its commitment to educating students and participants for management in an international environment in the following areas:

a) Internationalisation of the student body

Evidence of this can include:
The recruitment of students from other countries.
The existence of exchange programmes to provide a two-way flow of students.
A concern for intercultural exchange in the classroom.
The provision of internships or project work across borders.
The international placement of graduates.
The language ability of graduates.

b) Internationalisation of the faculty

Evidence of this can include:
The recruitment of non-nationals to the faculty.
The international experience of faculty.
The ability of faculty to teach in English.
The foreign language skills of faculty.
The involvement of visiting professors.
The opportunities for faculty to serve as visiting professors abroad.
The involvement of faculty in international networks.
Participation in international conferences.
Research and publication of an international nature.
c) **Internationalisation of programmes**

Evidence of this can include:
- Teaching which focuses on the European and global business environments.
- Courses taught in English.
- An international perspective in all the main functional areas.
- Courses jointly designed and taught with partner Institutions abroad.
- Internships and study abroad as an integral part of programmes.
- International learning materials.

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**III. CONNECTIONS WITH THE CORPORATE WORLD**

The School should have a clearly articulated policy with regard to its relations with the corporate world.

The School should be able to demonstrate a strong customer orientation, particularly in relations with corporate clients.

Whenever possible given the statutory constraints under which the School operates, members of the corporate community should participate in its governance.

The School should manage a portfolio of contacts with the corporate world, a substantial part of which should be with leading companies in its national/international environment.

The needs of the corporate world should be inherent in programme design.

The School should monitor the degree of recruiter satisfaction with the quality of its graduates.

Programmes should incorporate structured opportunities for participants to gain direct experience of the corporate world, through internships, field work, campus visits by company representatives, etc.

Programme delivery should include input from practitioners.

Faculty should have business experience and keep abreast of current management best practice.

Faculty should have opportunities to engage in consultancy.

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Please be advised that this document contains the latest and most up to date information regarding EQUIS.
Contact

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