EQUIS

2021 EQUIS
PROCESS MANUAL ANNEXES

EFMD accreditation for international business schools

The leading international system of quality assessment, improvement and accreditation of business schools

COMMUNITY | EXCELLENCE | IMPACT | PURPOSE

CONTENTS

We will ensure the confidentiality of data provided to EFMD and processed in the framework of the EQUIS accreditation system. In comparative benchmarking tools, your School's data is only reported in aggregate, such that no individual school's data is identifiable.

Learn more about EFMD privacy policy at https://efmdglobal.org/privacy-policy/.

Document Version 2021[1]

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[1] The EQUIS documents are revised periodically and it is the responsibility of the School to always use the latest version of the document. Older versions of the EQUIS document set are only an acceptable reference with the prior approval from the EQUIS Office. EQUIS documents are updated annually at the beginning of each calendar year.

ANNEX 1

Application Form to EQUIS

Application Form
for Entry into EQUIS

EFMD Quality Improvement System

I, the undersigned _____ *(name)*

_____ *(position)*

representative of _____ (name of organisation)

confirm the application of my organisation to go through the EFMD **EQUIS process – EFMD Quality Improvement System.**

I confirm the accuracy of the information supplied to EQUIS and agree that my School will pay the EQUIS fees as specified below. We also confirm that we will accept the accreditation process, the results of this process and the decisions of EFMD aisbl in respect of the accreditation. EFMD aisbl, its directors, employees and consultants, dependent or independent, voluntary or not, shall not be liable on a tortious or contractual basis for any direct or indirect, foreseeable or unforeseeable damages resulting from the accreditation process, the conception and implementation of the standards, systems or procedures, nor for the accreditation decision. The afore-mentioned shall also not be liable for the use by the School of the recommendations nor for any delay in the accreditation process.

I fully understand and agree with EFMD's general terms and conditions below.

General Terms and Conditions

1. The signatory of this Application Form certifies he/she is a representative who is authorised to commit her/his organisation to go through the EQUIS Process.
2. The fees payable for the EQUIS process are defined in the EQUIS Fee Schedule effective at the date of the submission of this Application Form.
3. The reviewed School will be charged directly by the visiting experts for their travel, accommodation and other direct expenses for the on-site briefing visit, the advisor's visit, as well as the peer review visit.
4. Invoices and expenses claims shall be paid preferably by bank transfer, free of any bank charges, within 30 days from the end of the month in which the invoice was issued.
5. The fees are exempted from Belgian VAT according to art. 196 Directive 2006/112/CE if the member is liable to VAT in another country of the European Union (reverse charge), or if the member is established in a country outside the European Union.
6. In case the School decides unilaterally to stop the process, cancellation must be confirmed in writing.
7. The Belgian law shall apply to any and all disputes arising out of the process. In case of dispute, only the courts of Brussels are competent.

Signature: _____

Date: _____/_____/_____

Stamp of the organisation:

Organisation: ……………………………………………………………………………………………………

Department: ……………………………………………………………………………………………………

Address including Post/Zip Code: …………………………………………………………………………

………………………………………………...………………………………………………………………………

………

City and Country: ..…………………………………………………….…………………………………………

Telephone: …………………………….... Fax: ..…………………….…..…

VAT Identification Number (please provide for invoicing purposes): ………………………………………….....................
(see art. 5 of General Terms and Conditions on previous page)

ANNEX 2

EQUIS Datasheet

EQUIS Datasheet
Dated:
Updated:

*The Datasheet is intended to provide succinct factual information about the School that allows it to be assessed against the Eligibility criteria. Data about the University, when applicable, should be limited to that strictly necessary to understand the School. Descriptions should be clear, concrete, concise and compelling. There should be many more facts and data than opinions. EQUIS will trust the data provided at this stage since it will be checked at a later stage, if applicable. **The total length of the document <u>should not exceed 16 pages</u> (with a font size not smaller than Arial 10)**. Please make sure that this document contains page numbers. Appendices on multi-campus operations and collaborative provision should only be included if applicable. Appendices 1 to 3 of this Datasheet do not count against the page limit.*

For schools applying to EQUIS for the first time, it should be noted that no additional information provided by the School besides that contained in the Datasheet will be conveyed to the EQUIS Committee. Once eligible, the School should submit an updated Datasheet together with the Self-Assessment Report.
For schools applying to EQUIS for re-accreditation, this Datasheet should be completed when starting the re-accreditation cycle; an updated Datasheet should be submitted together with the Self-Assessment Report.

All the sections, descriptions and instructions of this document should not be deleted when filling in the Datasheet.

School and Contact Information

The term "School" is used in the EQUIS process to designate the entity that is applying for EQUIS accreditation, whether it is a free-standing business school or a faculty, school or department within a university.

Name:
Address:
Website:

EFMD membership status of the applicant School:
Full or Affiliate: *delete as appropriate*　　**OR**　　Date of EFMD membership application:

Name of parent Institution (if any):

Contact Information:

	Head of School	EQUIS Project Leader (if different)
Name:		
Job Title:		
Tel:		
Email:		

General Description of the School

Institutional Aspects: *Indicate whether it is a public or private institution, whether it is a free-standing business school or a faculty, school or department within a university.*

Year of founding and most significant historical events up to date: *Not more than 20 lines.*

Non-core Activities: *Please list any non-core activities of the School and indicate if and how they complement and support the School's core activities. Provide tangible information – see EQUIS Process Manual, Section 3, Stage 5, Eligibility Criterion 1.d.*

Campus Locations: *Please list all the School's campus locations (see Process Manual Annex 15) and mark the headquarter campus (if any) with a "*". If you list two or more campus locations, then you need to fill out Appendix 2 (Multi-Campus Operations) as well.*
- Name, City, Country
- Name, City, Country

Management Education Activities not managed by the applicant School: *Please describe any activities related to management education organised under the umbrella of the parent institution which are not managed by the applicant institution itself.*

Organisation and Internal Management System of the School

Describe current internal organisation (divisions, centres, institutes, etc.) including main committees, key academic and administrative positions – often best expressed diagrammatically. Explain also the main decision-making processes.

Institutional Autonomy and External Governance System

Strategic and Operational Autonomy: *Describe the extent of the autonomy of the School and limits imposed by legislation, regulations, parent institution or resource availability, with particular reference to financial control, academic authority for programmes, quality assurance and authority for appointing, promoting and rewarding faculty. Indicate whether limits represent just theoretical or practical restrictions.*

External Governance: *Explain how external governance is organised and how external governance bodies (e.g. Governing Board, University-Level Executive Committee) are exercising authority over the School.*

The Degree Programme Portfolio

Using the Table 4 at the end of this Datasheet, describe the School's portfolio of degree programmes within the principal segments: Bachelor, Generalist Master, Specialised Master, Doctoral Programmes, other postgraduate programmes such as MBAs.

Total number of full-time degree students in the School:
Total number of part-time degree students in the School:
Total number of full-time equivalent (FTE) students in the School:
(School should specify methodology for calculating FTE students)

MBA Programmes
For MBA programmes, provide the following additional information about participants:

Programme Name	Average years of experience	Number of participants with less than 2 years of experience

Name of the Selected Programme*: (not applicable for Schools going through Special Re-accreditation)*
The EQUIS process not only takes an overview of the programme portfolio and the management thereof but it also reviews one sample programme in depth as a check on the effectiveness of the overall programme portfolio management. The School should name three of its major programmes as listed in the Table of Degree Programmes from its programme portfolio (but no programmes abroad) such that there is a variety of programme types, e.g. an undergraduate (Bachelor), a pre-experience postgraduate (e.g. specialist Master), a post-experience postgraduate (e.g. MBA) programme and a doctoral (PhD) programme. The proposition will be sent to the EQUIS Office for agreement. One of these programmes will be chosen as the selected programme by the EQUIS Committee. In case of re-accreditation, the previously selected programme should normally not be suggested.

1.
2.
3.
Please highlight the suggested Programmes in Table 4.

Faculty

The term «faculty» designates the academic staff. Provide a readily understandable picture of the quality and quantity of the academic human resources available to the School. If you believe that it is extremely difficult to fit your faculty into the typology below, use your own classification and typology preceded by a clear description of the qualifications, experience and dedication that apply to each type. Occasional speakers are not considered faculty, even if academically qualified. Definitions are given below.

Table 1: Faculty *(unless specified – FTE – numbers relate to headcount)*

	Indicator for the School			Indicator for the School
Core faculty	**Female**	**Total**	Number of core faculty with foreign professional or study experience	
Number of academic staff members			Ratio FTE students / FTE core faculty	
Full professors			Core faculty hired in last 3 years (FTE)	
Associate professors			Core faculty departed in last 3 years (FTE)	
Assistant professors			**Adjunct faculty**	
Other			Total number of adjunct faculty	
Full-time equivalent (FTE)			Full-time equivalent (FTE)	
Number holding a doctoral degree			**Visiting professors in current year**	
Number teaching in executive education courses			Number from foreign institutions	
Number of non-nationals			Number from domestic institutions	
Number of nationalities			**Teaching and research assistants** **- on short-term contracts**	

Notes:
1. Core faculty: *Qualified academic staff employed on a permanent basis and for whom the institution is the sole or principal employer. Permanence is indicated by an open-ended contract or by a fixed-term contract of a minimum of 2 years.*
2. Number of non-nationals: *Double passport holders should always be counted as nationals, if one of the passports is the domestic one.*
3. Number of core faculty with foreign experience: *Number 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).*
4. Adjunct faculty: *Teaching staff for whom the School is not the primary employer or who work for the School on a part-time basis under a permanent or an occasional contract.*
5. Visiting professors in current year: *Academic staff that are core faculty at another academic institution and visit the School to teach for a consecutive period of not less than 2 weeks.*
6. *In describing the size of the faculty, the* "full-time equivalent" *(FTE) is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3. The FTE is a useful indicator when a large percentage of the faculty have less than full-time contracts. The percentage of full-time employment refers to the number of contract days in the case of faculty members who are employed on a part-time basis. A four-day contract is thus the equivalent of 80%.*
7. *The* ratio FTE students / FTE core faculty *is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent core faculty. Calculating the full-time equivalent for students is obviously a question of reasonable estimation. For instance, the total number of part-time students on a two-year executive MBA programme can be divided by two in order to approximate the full-time equivalent. The resulting ratio has, of course, to be interpreted in the light of other variables such as the contribution of a well-structured non-core faculty. However, the ratio is useful as one indicator to measure faculty sufficiency.*

Subject or Teaching Areas or Departments

Explain in tabular form how academic staff are organised into departments or areas. Indicate the number of core and adjunct faculty allocated to each department/area.

Table 2: Departments/Areas and Faculty Allocation

Department/Area	Core Faculty		Adjunct Faculty	
	Headcount	FTE	Headcount	FTE
Department/Area 1				
Department/Area 2				
Department/Area 3				
…				
Total				

Non-Academic Staff

- Staff working in academic programmes or academic departments (FTE):
- Staff working in non-academic support areas (FTE):

Overview of the School's Research Activities

Provide compelling factual data on the quantity and quality of your School's research as viewed by EQUIS (see EQUIS Standards and Criteria). A table should be included showing the numbers of different outputs produced by core faculty over the past 5 years. Please fill out the table below and complete Appendix 1.

Table 3: Research Output

Research Type	Year t-4	Year t-3	Year t-2	Year t-1	Year t
Academic Research Articles (peer-reviewed)					
Practice-Oriented Research Articles					
Articles on Pedagogic Development and Innovation					
Papers in academic conferences (peer-reviewed)					
Papers in professional conferences					
Published Case Studies					
Other R&D Publications (peer-reviewed)					

Notes:
1. *t represents the latest completed year for which data is available. Please replace column headers with actual years.*
2. *The items above are a sub-set of the items listed in Table 2 on Research Output of the core faculty in the EQUIS Standards & Criteria document – Chapter 5.*
3. *Only include authors who are core faculty members at the time of production*

Faculty Workload: *Please provide the average teaching load (on-load teaching only) per capita and year of core faculty and specify what percentage of their workload is allocated to research.*

Workload model	% allocated to research	% allocated to learning & teaching	% allocated to service

Executive Education

EQUIS does not require schools to have Executive Education activities. If the School does not run Executive Education activities, simply indicate why and give an indication if you have plans in this respect and ignore the rest of this section. If many members of your core faculty are independently involved in Executive Education while your School is not institutionally involved, it would be helpful to give some brief idea of the extent of this involvement. EQUIS includes degree programmes (e.g. Executive MBAs) in the School Degree Programme Portfolio rather than under Executive Education.

	Number of participant days	% delivered by core faculty
Open Programmes		
Tailored Programmes		

<u>Notes</u>:
1. *Please provide figures of the latest year for which data is available.*
2. *Number of participant days is calculated by adding up for all programmes: (Number of participants x Duration in days) + (Number of participants x Duration in days) + ….*
   <u>*Example*</u>*: You have two programmes, one with 100 participants and a duration of 3 days, the other with 2 participants and a duration of 50 days. Then, the result is 100*3 + 2*50 = 400 and NOT (100 + 2)*(3 + 50) = 5406.*

Organisation and Management of Executive Education within the School: *Indicate how the Executive Education unit reports to and interacts with other units of the School. Briefly describe its internal management structure.*

Programme Portfolio of Executive Education: *Provide a brief idea of the weight of different programmes and activities: longer vs shorter term, online vs on-site vs blended, etc. Mention some of your most successful non-degree programmes. If non-degree programmes are delivered in collaboration with other institutions, then you need to provide further detail in Appendix 3 (Collaborative Provision).*

Five principal national clients:

- …
- …
- …
- …
- …

Five principal international clients: *in each case, add a few keywords in brackets explaining the international dimension of the relationship:*

- …
- …
- …
- …
- …

Online Learning

Describe how the School employs digital elements to enhance student learning (programmes, target group, learning platform, technology and tools, learning analytics). Illustrate the different formats in place (e.g. blended learning, hybrid learning).

Overview of the School's Financial Management and Performance

Using Table 5 at the end of this Datasheet, provide summary information on the School's financial situation for the past five accounting years as well as projections for the current accounting year and following two years. Financial data should be expressed in EUR (please provide the currency rate used for conversion from local currency). Explain the financial relationship with the parent institution or university, if applicable.

Financial Risks*: Discuss the principal financial risks facing the School (incl. those emanating from the parent institution or university).*

Describe the School's risk management processes and activities:

National Standing

Describe the School's positioning in the national environment, including its main competitors and the strategic group to which it belongs. Indicate at least two clearly defined areas of activity for which the School enjoys significant recognition for excellence.

Area of Recognition 1:

Area of Recognition 2:

Accreditation or Recognition by National and International Agencies

National:

International:

International Reputation

Provide factual evidence that the School is known and respected by institutions outside its home country.

Internationalisation

Provide factual evidence on the principal aspects of the School's international dimension (faculty, student body, programmes, strategic alliances, international partners, etc.) that has not already been provided.

Ethics, Responsibility and Sustainability

Provide factual evidence on the School's activities in areas of ethics, responsibility and sustainability (strategy, faculty, programmes, research, infrastructure, operations & administration, community outreach, etc.) that has not already been provided.

Overview of the Principal Links with the World of Practice

Provide factual evidence on the School's interaction with the business community (including governance, relevance and impact, international scope) that has not already been provided.

Partners from the World of Practice: *List the School's most important non-academic partners and describe their involvement in the School activities.*

Facilities

Maximum ½ page describing the dimension and quality of your campus(es) including residential facilities, library, databases, computer facilities, etc.

For initial accreditations, the EQUIS Datasheet should be sent by e-mail to the EQUIS Office in both Microsoft Word (in case we wish to suggest modifications to you) and pdf electronic formats. The official Datasheet at any time will be the last Datasheet in pdf format for which the EQUIS Office has acknowledged receipt.

An updated Datasheet should be sent to the EQUIS Office together with the Self-Assessment Report and the Student Report eight weeks before the start of the Peer Review Visit. Schools should use the latest version of the Datasheet template available on the EFMD website.

Non-EFMD members should have started the EFMD membership procedure before submitting an Application for Entry into the EQUIS process. Please address it to:

EFMD aisbl
Quality Services
Rue Gachard 88/3
B – 1050 Brussels
equis@efmdglobal.org

For re-accreditations, the EQUIS Datasheet should be sent by e-mail to the EQUIS Office in both Microsoft Word and pdf electronic formats at the latest one year in advance of the expiry date of the School's current accreditation.

An updated Datasheet should be sent to the EQUIS Office together with the Self-Assessment Report and the Student Report eight weeks before the start of the Peer Review Visit. Schools should use the latest version of the Datasheet template available on the EFMD website.

Table 4: Degree Programme Portfolio

	% of programme delivered by core faculty	Duration in months	Year in which programme started	Collaborative provision: Joint/ Franchised/ Validated/ No [1]	Mode: Full time/Part time// On-line/ Abroad	Does the programme require previous work experience? Yes/No	Primary language(s) of instruction	No. of applicants this year	No. offered a place this year	No. of students enrolled this year	Total No. of currently enrolled students in all years of the programme	No. of registered non-nationals (not including exchange students) this year	No. of incoming exchange students this year	No. of outgoing exchange students this year
Bachelors														
Total														
Pre-Experience Masters														
Total														
Post-Experience Masters														
Total														
MBAs														
Total														
Doctoral Programmes														
Total														
Others														
Total														
GRAND TOTAL														

[1] Leave blank if non-collaborative delivery - If the School is engaged in collaborative provision, then Appendix 3 (Collaborative Provision) needs to be filled out as well.

Non-national student distribution:

For Bachelor, Pre and Post Experience Master programme segments, provide numbers for the top 3 most frequent home countries of non-national students

Segment	No. of students
Bachelor	
1.	
2.	
3.	
Other home countries	
Total	
Pre-Experience Master	
1.	
2.	
3.	
Other home countries	
Total	
Post-Experience Master	
1.	
2.	
3.	
Other home countries	
Total	

Table 5: Summary Information on the School's Financial Situation

(All figures in 1000€)	Year t-4	Year t-3	Year t-2	Year t-1	Year t1	Year t+1	Year t+2	Year t+3
Resources / Revenues, of which								
- Bachelor / Undergraduate Programmes								
- Pre-Experience Master Programmes								
- Post-Experience Master Programmes								
- MBA Programmes								
- Doctoral Programmes								
- Executive Education								
- Research Income								
- Other Earned Income								
- Endowment and Investment Income								
- Subsidies (e.g. from government or parent organisation)								
- Knowledge Exchange (e.g. Consultancy)								
TOTAL INCOME (in 1000€)	€-	€-	€-	€-	€-	€-	€-	€-
Expenses, of which								
- Staff Cost								
- External Teaching and Teaching Support								
- Marketing and Promotion								
- Infrastructure-Related Expenses								
- Interest Payable and Debt Servicing								
- Contribution to Parent Institution								
- Other Expenses								
TOTAL EXPENSES (in 1000€)	€-	€-	€-	€-	€-	€-	€-	€-
Annual Surplus (in 1000€)	€-	€-	€-	€-	€-	€-	€-	€-

Currency rate used for conversion:
(t represents the current accounting year)

Appendix 1: Research Output (two last completed years)

Academic Research: *List the names of academic journals and numbers of publications of the core faculty for the two last completed years. Journals should be **ranked according to their relevance for the School** (starting with 1 as the highest category). The same ranking number may be assigned repeatedly in order to create categories, either decided independently by the School or utilising an established national system.*

Table 6: Academic Research Output Ranking

Rank	Journal Name	No. of Pubs.	Comment
1			
2			
…			

Ranks can be assigned to individual journals or journal groupings; publication numbers need to be provided for individual journals. Add rows as necessary. Use the Comment column to define rank categories further (optional).

Practice-Oriented Research: *Provide summary statistics describing the practice-oriented research of the core faculty for the two last completed years and that also reflect how the School evaluates its quality.*

Table 7: Practice-Oriented Research Output Classification

Category	No. of Pubs.	Comment

Categories represent ranked and unranked publication types as used by the School (e.g. books, case studies, newspaper articles, etc.) when recording practice-oriented research activity. Add rows as necessary. Use the Comment column to describe quality within each category; add additional text below this table to discuss quality across the entire portfolio of practice-oriented research.

Appendix 2: Multi-Campus Operations (delete if not applicable)

A campus is defined as a geographical location used for the regular and on-going delivery of degree or non-degree education even if the delivery itself takes place in temporary premises. Please refer to Annex 15 of the EQUIS Process Manual Annexes for further details on Multi-Campus Operations.

Management and Oversight: *Describe management systems as well as governance and quality assurance mechanisms established to manage the campus network (incl. coordination and resource sharing across campus locations).*

Campus Activities: *For each campus location, fill out the table below by adding figures available for the last completed academic or calendar year (add tables 8b, 8c etc as needed).*

Table 8a: <Name> (founded in: <Year>)*

1. Programmes				
1.1. Degree Programmes				
Degree Designation	Student FTE (total)	Student FTE (last intake)	Non-Nationals FTE	Mobility Incoming/Outgoing
…	…	…	…	…
1.2. Executive Education				
Programme Type	Number of Programmes	Participant Days		
Open Enrolment				
Tailored				
2. Personnel				
2.1. Faculty				
Core Faculty FTE		Non-nationals FTE		
		With foreign professional or study experience FTE		
Adjunct Faculty FTE				
Visiting Faculty FTE				
Teaching/Research Assistants FTE				
2.2. Staff Support				
Academic Areas FTE				
Non-Academic Areas FTE				
3. Host Organisation (if applicable) **				
Institution	Nature of Legal/Contractual Relationship			
4. Campus Development				
Briefly describe activities of further developing the campus location (if any):				

* The campus infrastructure should be described in the section *Facilities* in the main part of the document.

** If the institutional partnership involves collaborative provision, then describe this relationship also in Appendix 3.

Establishment of New Campus Locations, if any: *Describe current activities of establishing new campus locations.*

Appendix 3: Collaborative Provision (delete if not applicable)

Describe the collaborative provision of degree and non-degree education by filling out the table below for each partner (add tables 9b, 9c etc. as needed) (including partner institutions and the nature of the contractual/legal relationships). Note that collaborative provision refers to activities carried out in cooperation with other organisations (e.g. dual or joint degree awards, joint executive education offerings); partnership agreement for international student exchange do not have to be reported here. Please refer to Annex 16 of the EQUIS Process Manual Annexes for further details on Collaborative Provision.

Table 9a: Collaboration with <Name of Partner Organisation>

Duration:	Start:	Expected End:
Legal/Contractual Nature of the Agreement:		
Nature of Collaboration:		
Number of students/participants that have successfully completed the programme since the start of the partnership:		
Partner's National Standing:		
Partner's International Reputation:		
Partner's Accreditation Status (if applicable):		
Development Objectives for Next 5 Years:		

Further information on Collaborative Provision, if this is deemed useful:

ANNEX 3

EQUIS Fee Schedule

EQUIS FEE SCHEDULE
(2021)

The total fee for the EQUIS process is 56.320 € (5-year accreditation); 49.280 € (3-year accreditation) or 38.720 € (non-accreditation) for new applications submitted between 1 January 2021 and 31 December 2021. For accredited schools starting the re-accreditation process between 1 January 2021 and 31 December 2021, no eligibility fee will be due. The fee schedule at the time of the (re-)application remains valid throughout that cycle of the School's accreditation process.

ADMINSTRATIVE FEES

Application Fee: 10.560 €
Invoiced upon receipt of the Application Form for Entry to EQUIS and Datasheet. This fee is **also** payable by Schools entering a re-accreditation cycle.

Eligibility Fee: 10.560 €
Invoiced only upon a **positive** eligibility decision by the EQUIS Committee.
This fee is charged **only** to Schools in the initial accreditation cycle, not to those starting a re-accreditation cycle.

Review Fee: 17.600 €
Invoiced two weeks in advance of the Peer Review Visit.

Accreditation Fee
Invoiced only upon a **positive accreditation decision** by the EQUIS Accreditation Board.
➢ If (re-) accreditation for 5 years: 17.600 €
➢ If (re-) accreditation for 3 years: 10.560 €
➢ If non-accreditation: 0 €

The accredited schools have 2 options regarding the final payment:

Option 1: The above amount can be paid in annual instalments of 3.500 €.
Option 2: The above amount can be paid at once.

EXPENSES

Travel, lodging and other direct expenses as incurred by EQUIS experts and Peer Reviewers are to be paid without delay by the institution, on submission of receipts.

Peer Reviewers are advised to book their flights at the earliest opportunity to minimise the costs to the School. Peer Reviewers should ask approval from the School before ticket purchase, copying the EQUIS Office, and should endeavour to keep the costs as low as possible (a maximum of 6000€ is envisaged but cannot be considered as the norm).

CANCELLATION, POSTPONEMENTS, LATE PAYMENTS

Should the School decide to cancel or postpone the Peer Review visit, the School will be liable for any non-refundable costs incurred by the Peer Reviewers at that time.

Any postponement, re-scheduling or cancellation of the Peer Review Visit will require the payment of an administration fee of 1.500 € should this occur more than 6 months in advance of the planned PRV date. A fee of 5.000 € will be charged should this occur within 6 months of the scheduled PRV date.

In order to advance in the accreditation process, a School must be up to date in all its payments to EFMD.

ANNEX 4

Briefing Visit Form

EQUIS BRIEFING VISIT FORM

BRIEFING VISIT REPORT

Name of the School

Name of the Visiting EQUIS Expert

Date of the Visit: DD.MM.YYYY

A. Meeting Schedule for the Visit.

Please include the names and titles of the participants

B. Remarks concerning the School that may complete or facilitate the comprehension of the Datasheet.

C. Are there any apparent problems of governance?

D. Describe your assessment of satisfaction of the Eligibility Criteria:

1. Institutional Scope

   (The report should also include information on non-core activities, if any, and the extent to which the School engages in these and how they support the School's core activities)

2. Excellent National Standing

3. International Reputation

4. Breadth of Activities

5. Core Faculty

6. EQUIS Standards and Criteria

   The perceived ability to meet the EQUIS Standards & Criteria is the key factor for the EQUIS Committee in making the decision for eligibility. Has the School a reasonable prospect of satisfying the EQUIS criteria within the two years of being declared eligible?

E. Developmental Objectives that the School should address:

F. Pre-eligibility with Advisory Service is optional: *(please select the School's choice)*

- o The School will proceed with the Application for EQUIS Eligibility without the support of an Advisor.

- o The School will take advantage of the EQUIS Advisory Service with a minimum duration of 1 year.

Recommendations of the BV expert: *(to be completed when no Advisory Service)*

- Should eligibility be granted?

- Should Executive Education be included or excluded in / from the accreditation?

- Selected Programme (based upon the School's list of proposed programmes in the Datasheet)?

Please explain your recommendations

Concluding Remarks:

ANNEX 5

Eligibility Evaluation Form

ELIGIBILITY EVALUATION FORM

EQUIS ADVISORY
ELIGIBILITY EVALUATION

Name of the School

Name of the EQUIS Advisor

Date: DD.MM.YYYY

A. Background information *(to be filled out by the EQUIS Office)*

Application for Entry:	DD.MM.YYYY
Briefing Visit:	DD.MM.YYYY
Appointment of Advisor:	DD.MM.YYYY

B. Describe your interactions with the School

Timing and length of on-site visit(s), other forms of interactions

C. Comment on the effectiveness of external and internal governance

D. Describe your assessment of the satisfaction of EQUIS Eligibility Criteria

1. Institutional Scope

2. Excellent National Standing

3. International Reputation

4. Breadth of Activities

5. Core Faculty

6. EQUIS Standards and Criteria

E. Discuss tangible developments since the School's entry into the EQUIS process

F. Recommendations

1. Should Eligibility be granted?

2. What are the principal risks?

3. Should Executive Education be included or excluded in / from the accreditation?

4. Selected Programme (based on the School's list of proposed programmes in the Datasheet)? *Please explain your recommendation.*

ANNEX 6

Assessment Evaluation Form

ASSESSMENT EVALUATION FORM

EQUIS ADVISORY
ASSESSMENT EVALUATION

Name of the School

Name of the EQUIS Advisor

Date: DD.MM.YYYY

A. Background information *(to be filled out by the EQUIS Office)*

Eligibility Decision:	DD.MM.YYYY
Appointment of Advisor:	DD.MM.YYYY

Reservations of the EQUIS Committee (if any):

- Reservation 1:
- Reservation 2:
- Reservation 3:

Inclusion or Exclusion of Executive Education in / from the EQUIS accreditation.

Committee's recommendation on the timing of the Peer Review Visit (if any)

B. Describe your interactions with the School

Timing and length of on-site visit(s), other forms of interactions

C. Describe your assessment of the continued satisfaction of EQUIS Eligibility Criteria 1-5

D. Comment on the progress re. the reservations identified by the EQUIS Committee

1.

2.

3.

F. Comment on the School's strengths and weaknesses re. the EQUIS Standards & Criteria

The advisor should highlight issues that warrant the Peer Review Team's attention, ideally in a bullet point format and with only very brief explanations added. If appropriate, two lists for strengths and weaknesses, respectively, should be provided.

1. Context, Governance & Strategy

2. Programmes

3. Students

4. Faculty

5. Research & Development

6. Executive Education

7. Resources & Administration

8. Internationalisation

9. Ethics, Responsibility & Sustainability

10. Connections with Practice

ANNEX 7

EQUIS Peer Review Visit Schedule - Templates

EQUIS Peer Review Visit Schedule

Template for <u>Initial Peer Review Visits</u>

Please refer to the EQUIS Process Manual pages 44-50 for detailed guidance on the setting up of the Peer Review Visit Schedule and <u>focus</u> of the meetings.

<u>Day 0:</u>

19:30	Dinner at hotel in private room for the Peer Review Team alone to set the visit agenda	

<u>Day 1:</u>

09:00-10:30	**Initial meeting with the School's Executive Committee** – see item 5.2	1½ hours
10:30-10:45	**Break**	
10:45-11:45	**External Governance -** representatives of the School's Governing Body, including for example members of the University leadership or Board of Trustees. N.B. These should not be the same people as for the initial meeting.	1 hour
11:45-13:00	**The Overall Programme Portfolio** Associate Dean(s) responsible for overall portfolio and Programme Directors	1¼ hours
13:00-14:00	**Lunch** – Peer Review Team alone for discussions	
14:00-15:00	**Executive Education** - Director of Executive Education programmes and support staff	1 hour
15:00-16:00	**Faculty Management** - Dean of the Faculty or those responsible for faculty management	1 hour
16:00-16:15	**Break**	
16:15-17:15	**Research** – Associate Dean / Director for Research, members of the Research Committee	1 hour
17:15-18:15	**Subject specialisms** - Department or subject area heads.	1 hour
18:30-19:30	**Optional reception and buffet**	

<u>Day 2:</u>

09:00-10:30	**Selected Programme –** Programme Director(s) and Administrators responsible for the programme	1½ hours
10:30-10:45	**Break**	
10:45-12:15	**Review of Programme Materials** Reading time for the PR Team	1½ hours

12:15-13:15	*__Students: 2 groups in parallel__- from different programmes, to be scheduled in related programme groups. These groups should include students from the Selected Programme and students who contributed to the Student Report.	1 hour *-2 groups of 10-15 students*
13:15-14:15	**Light Lunch** – Peer Review Team alone for discussions	
14:15-15:15	*__Faculty: 2 groups in parallel__ – Randomly selected faculty members. These should be different from the senior staff already met.	1 hour *-2 groups of 8-10 faculty members*
15:15-16:00	**Financial Management and Control** - Managers responsible for budgeting, investments, funding, risk management	¾ hour
16:00-16:15	**Break**	
16:15-17:15	*__Support services: 2 groups in parallel__	1 hour
	Group 1: representatives of student support services - admissions, marketing, internships, international office, careers etc.	*-2 groups in parallel*
	Group 2: other support services - management of non-academic staff, ICT, facilities, etc.	
17:15-18:15	*__Connections with Practice and Alumni: 2 groups in parallel__	1 hour *-2 groups in parallel*
	Group 1: Connections **with Practice** – Representatives of key partners and clients from the world of practice, advisory boards, etc.	
	Group 2: Alumni - Representatives of the Alumni network	
	In some cases, the School may also invite some representatives from the world of practice and Alumni to the optional reception and buffet at the end of Day 1	
19:30	**Dinner at hotel in private room (when the Peer Review Team meets separately to formulate its overall assessment)**	

Day 3:

09:00-09:45	**Site visit:** lecture halls, working group rooms, libraries etc.	¾ hour
09:45-12:00	**Peer Review Team meets separately**	2¼ hours
	Some of this time may be used for additional meetings at the request of the Peer Review Team	
12:00-12:45	**Debriefing and feedback to the School by the Peer Review Team**	¾ hour
12:45-13:30	**Optional buffet lunch**	¾ hour

* Peer Review Team can be split into 2 sub-teams

EQUIS Peer Review Visit Schedule

Template for <u>Re-accreditation Peer Review Visits</u>

Please refer to the EQUIS Process Manual pages 44-50 for detailed guidance on the setting up of the Peer Review Visit Schedule and focus of the meetings.

<u>Day 0:</u>

19:30	Dinner at hotel in private room for the Peer Review Team alone to set the visit agenda	

<u>Day 1:</u>

09:00-10:30	**Initial meeting with the School's Executive Committee** – see item 5.2	1½ hours
10:30-10:45	**Break**	
10:45-11:45	**Development Objectives – with the School's Executive Committee**.	1 hour
	For Schools previously granted 5-year accreditation: review of the 3 development objectives	
	For Schools previously granted 3-year accreditation: review of progress made in relation to the Areas of Required Improvement	
11:45-12:30	**External Governance -** representatives of the School's Governing Body, including for example members of the University leadership or Board of Trustees.	¾ hours
	N.B. These should not be the same people as for the initial meeting.	
12:30-13:30	**Lunch** – Peer Review Team alone for discussions	
13:30-14:45	**The Overall Programme Portfolio**	1 ¼ hours
	Associate Dean(s) responsible for overall portfolio and Programme Directors	
14:45-15:45	**Executive Education** – Director of Executive Education programmes and support staff	1 hour
15:45-16:00	**Break**	
16:00-17:00	**Faculty Management -** Dean of the Faculty or those responsible for faculty management	1 hour
17:00-18:00	**Research** – Associate Dean / Director for Research, members of the Research Committee	1 hour
18:30-19:30	**Optional reception and buffet**	

Day 2:

09:00-10:30	**Selected Programme –** Programme Director(s) and Administrators responsible for the programme	1½ hours
10:30-10:45	**Break**	
10:45-12:15	**Review of Programme Materials**	1½ hours
	Reading time for the PR Team	
12:15-13:15	Light **lunch** – Peer Review Team alone for discussions	
13:15-14:15	***Students: 2 groups in parallel**- from different programmes, to be scheduled in related programme groups. These groups should include students from the Selected Programme and students who contributed to the Student Report.	1 hour *-2 groups of 10-15 students*
14:15-15:15	***Faculty: 2 groups in parallel** - A random group of faculty members. These should be different from the senior staff already met.	1 hour *-2 groups of 8-10 faculty members*
15:15-15:45	**Break**	
15:45-16:45	**Financial Management and Control** - Managers responsible for budgeting, investments, funding, risk management	1 hour
16:45-17:45	**Connections with Practice** - representatives of key partners and clients from the world of practice, advisory boards, etc.	1 hour
	In some cases, the School may prefer to organise this meeting during the optional reception and buffet at the end of Day 1	
	Optional parallel session with Representatives of the Alumni Network	
19:30	**Dinner at hotel in private room (when the Peer Review Team meets separately to formulate its overall assessment)**	

Day 3:

09:00-09:45	**Site visit:** lecture halls, working group rooms, libraries etc.	¾ hour
	This visit is optional and could be replaced by an alternative meeting at the discretion of the PRT	
09:45-12:00	**Peer Review Team meets separately**	2 ¼ hours
	Some of this time may be used for additional meetings at the request of the Peer Review Team	
12:00-12:45	**Debriefing and feedback to the School by the Peer Review Team**	¾ hour
12:45-13:30	**Optional buffet lunch**	¾ hour

* Peer Review Team can be split into 2 sub-teams

ANNEX 8

Supporting Information & Documents to be provided in the Self-Assessment Report

**SUPPORTING INFORMATION & DOCUMENTS
TO BE PROVIDED IN THE SELF-ASSESSMENT REPORT**

(also refer to the EQUIS Standards & Criteria, 2021)

Chapter 1: Context, Governance and Strategy

- History of the School (1-page summary table)

- Organisation Chart showing reporting lines

- Chart showing the Committee structure

- Cyber security policy

Chapter 2: Programmes

- A list of international academic or non-academic partners with an indication of the type of cooperation (joint degree, student exchange, research collaboration, faculty exchange, course or programme delivery)

- A table indicating international student enrolment in the School's various programmes over the past three years (if appropriate, cross-reference to Chapter 3 "Students")

- A table indicating student exchange flows in the School's various programmes (if appropriate, cross-reference to Chapter 3 "Students")

Chapter 3: Students

- A table providing for each programme the numerical data about the selection and admissions process (applications, offers, enrolment, full-time equivalent in the case of part-time students)

- A list of major employers over the past 5 years

- A table describing the outward and inward flows of international exchange students, with a breakdown by programme, by country of destination or by country of origin, by partner School, by length of stay

- A Student Report is required from students of the School on issues of key interest in the EQUIS accreditation process. A sufficiently large and representative group of students (rather than a group of student representatives) ideally coming from a selection of the School's main programmes, and if possible, including some exchange students, should focus on the questions provided in the EQUIS template (see Annex 10 of the EQUIS Process Manual Annexes).

This Report should <u>accompany</u> the Self-Assessment Report and will be the focus of discussion when meeting those students during the Peer Review Visit.

Chapter 4: Faculty

- 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.)

- A table showing faculty staffing levels over the past five years, including the number of new appointments and the number of departures for each year, with a breakdown by category or rank

- Distribution of the core faculty by academic department when appropriate

- A table setting out for the current year the key statistics for the faculty (gender distribution, age distribution, nationality mix, number of PhDs, etc.)

Chapter 5: Research and Development

- Numerical data on output using the format in Table 2 of the ***EQUIS Standards and Criteria*** document. Explain on the basis of what criteria research production numbers are placed into a particular category.

- A table listing funds received from research grants, commissioned research or company sponsorship over the past five years

Chapter 6: Executive Education

- Budgetary information with the breakdown of revenues by open and customised programmes for the past three years

- Data concerning the number and type of programmes offered, the number of participants, the number of training days, etc. This information should be presented in the form of a table.

- A list of the School's key clients in the field of executive education in the past three years

- A list of academic and non-academic partners with an indication of the type of cooperation (course or programme delivery, digital tool provision, skills development)

Chapter 7: Resources and Administration

- The School's financial accounts (income statements, statement of financial assets and liabilities) for the last five years broken down by main activity area as well as the financial

plan for the next three years. Financial data should be expressed in Euro (please provide the currency rate used for conversion from local currency).

- Marketing strategy/plan

Chapter 8: Internationalisation

- List of international academic or non-academic partners showing the nature of relationship (e.g. student exchanges, research collaboration, joint programmes, course or programme delivery, etc.).

- The Chapter on Internationalisation should include cross-references to tables included in other chapters, notably as regards students, faculty and research.

Chapter 9: Ethics, Responsibility and Sustainability

- Brief description of policies and institutional projects in these areas

- Brief description of student-led projects in these areas

- Approaches to the assessment of ethics, responsibility and sustainability

- Examples of community outreach and public service activities

Chapter 10: Connections with Practice

- List of the School's principal partners and clients from the world of practice indicating the nature of their relationships (the information must be presented in a sufficiently detailed form so that the strength and quality of interactions can be evaluated).

- Provide details of funding when applicable.

ANNEX 9

Information and Documents to be provided in the Base Room

**INFORMATION AND DOCUMENTS TO BE
PROVIDED IN THE BASE ROOM**
(also refer to the EQUIS Standards & Criteria, 2021)

Documents should be made available in hard copy or electronically

<u>Underlined documents should preferably be in English
and preferably available electronically at the time of delivering the Self-Assessment Report</u>

Chapter 1: Context, Governance and Strategy

- <u>Documents describing the School's strategic plans and related policies</u>

- 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.

Chapter 2: Programmes

General Programme Portfolio

- <u>Learning and Teaching strategy</u> (provide any available formal documents)

- List of programmes or programme sets (e.g. a common core but with named degree pathways or titles such as Bachelor of Arts in Business Studies in Marketing or in HRM designated as BABS (Marketing) and BABS (HRM))

- For each of the programmes or programme sets:
  - Aims and objectives
  - Programme Intended Learning Outcomes (ILOs)
  - Curriculum structure and its rationale
  - List of component courses

- <u>Descriptions of the overall assessment regime and grading system</u> and their relation to the programme ILOs (provide any available formal documents)

- Teaching evaluation questionnaires for completion by students

- Description of regular programme reviews

- Code of Ethical Conduct or similar document

Note that the word "Programme" refers to the overall degree, e.g. Masters in Marketing, and a programme normally consists of "courses" (sometimes known as classes or modules), e.g. International Marketing or Market Research. A programme set is a suite of degree titles which have a common structure and a common set of core courses and then blocks of specialist courses relating to the specific degree title.

Selected Programme

The term 'Selected Programme' refers to the programme chosen for more intensive assessment during the Self-Assessment and Peer Review. For this programme, the documents listed below should be made available in the Base Room, in hard copy or electronically.

- <u>Programme structure document including:</u>
    - <u>Programme objectives and overall Intended Learning Outcomes</u>
    - <u>Rationale for the programme structure with a table or diagram showing how the component courses develop academic progression and lead to the attainment of the programme ILO</u>
    - <u>Methods for measuring and evaluating results vs. goals in relation to ILOs</u>
    - <u>Quality assurance</u>

- <u>List of component courses including for each:</u>
    - <u>Intended Learning Outcomes</u>
    - <u>Syllabus</u>
    - <u>Rubrics</u>

- <u>Descriptions of the assessment regime and grading system</u>

- Access to online material regarding course organisation and delivery

- Teaching evaluations (summary) by students for each course

- Teaching materials and student work: Six courses, three core (mandatory) and three electives should be selected for sampling and a folder for each course should be provided. Where possible, <u>at least half the courses should be in English</u>. For programmes without electives, electives should be replaced by more core courses.

    - o Teaching materials should be provided for each of the six selected courses to include the course notes or handouts, case studies, textbooks, journal readings, videos, projects, other online material.

    - o Student work should be sampled based on mark or grade schedules or distributions (list of student names with marks or grades) within the six selected courses. Note that mark schedules must be provided for each of the six selected courses. For each of the same six courses selected above, the following student work should be provided:

        - the assignments/exams set
        - 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.

- A sample of 12 graded final dissertations or internship reports (as appropriate, e.g. Masters theses, undergraduate dissertations or internship reports) should also be provided, with 3 each with the highest and lowest marks/grades and 6 with mid-level marks. Doctoral programmes as selected programmes should be supported with a

broader sample of 18 final dissertations and a supplementary sample of publications documenting the doctoral students' ability to get their doctoral research published.

Chapter 3: Students

- Documents relating to the selection process: information packs, application forms, sample of selection interview template, if appropriate, interview reports, test material, process documents, etc.

- Documents for incoming international students

- Alumni Directory

- <u>A table showing the profile of each student cohort within the School's degree programmes (previous study, age, gender, percentage of international students, etc.). Indicate also the average number of years of professional experience for MBAs</u>

- A table for each programme detailing the job placement record of students graduating in the previous academic year

Chapter 4: Faculty

- <u>HR strategy document</u>

- Copies of the Faculty Handbook or other documents setting out the missions, rights and responsibilities of the teaching staff

- CVs in English for all the core faculty members including publications over the past five years (recommended format: 2 pages of CV plus publications list)

Chapter 5: Research and Development

- Materials published during the past year as reported in Table 2 (Articles, Books, Theses, Reports, Case Studies, Educational materials, etc.). These can be made available in hard copy or electronically.

- <u>Any written statements regarding research strategy, policy and processes</u>

- <u>Brochures or other materials describing research centres or institutes</u>

- Membership of the Research Committee

Chapter 6: Executive Education

- <u>Documents on Executive Education strategy, policy and processes</u>

- Brochures describing the various programmes on offer

- The Catalogue of public, open courses offered

- Examples of customised programme syllabi

- Examples of course material delivered to participants, either electronically or in hard copy

Chapter 7: Resources and Administration

- Information distributed to students explaining the documentation facilities and services available (in the language of the country or in English)

- HR strategy and policies (e.g. Staff Handbook, New Employees' Induction Pack)

- The School's risk management guidelines (if available)

Chapter 8: Internationalisation

- International strategy and policy documents

- Documents relating to provisions abroad and multi-campus operations

- Documents relating to online provision that specifically targets foreign markets, if applicable

Chapter 9: Ethics, Sustainability and Responsibility

- Representative selection of educational materials (syllabi, teaching materials, assessments, etc.)

- Representative selection of research outcomes (published articles, research project reports, etc.)

- Copies of School policies and reports relating to ethics, responsibility and sustainability

- Minutes of committee meetings dealing with ethics, responsibility and sustainability issues

Chapter 10: Connections with Practice

- Strategy and policy documents relating to the School's connections with practice

- Evidence, if appropriate, of outputs from the School's work with its major connections

ANNEX 10

Template for the Student Report

EQUIS - EFMD Quality Improvement System

Student Report

This Report is intended to gather input from students of EQUIS applicant Schools on issues of key interest in the EQUIS accreditation process. A further description of each criterion listed below can be found in the document entitled **EQUIS Standards and Criteria***.*

The following questions should be discussed by a sufficiently large and representative group of students (rather than by a group of student representatives), ideally coming from a selection of the School's main programmes and, where appropriate, including some exchange students.

Note that the School should only initiate the process. Then, students should work on their own without detailed guidance or monitoring by the School or involvement of any other source of external support (i.e. no selection of students, no conducting of interviews or editing of the Student Report by the School). During the subsequent meetings with the Peer Review Team, the students should be prepared to attest to the independence of the process of producing the Student Report not having been infringed.

The answers should be entered into the boxes below, which can be expanded if necessary. However, please ensure that the overall report length does not exceed 20 pages.

Participants

Please list the students who participated in the compilation of this report, including their year and programme of study, as well as whether they hold some student representative position. Describe briefly the process to select these students.

1. THE SCHOOL AND ITS GOVERNANCE

How is your School perceived by prospective and current students? In your answer, please consider the following:
- o The reputation of the School – *both at a national and international level*
- o Perceived factors that attract students, both national and international, to this School rather than to its main competitors
- o Match between these perceived factors and reality – *perceived factors that are not real and real factors that are not perceived*
- o The choice of the School's marketing tools and initiatives towards prospective students, and its effectiveness
- o The key disciplines for which the School is particularly renowned

What formal and informal mechanisms exist for students to participate in the governance of the School and the quality assurance of its activities?
- o Participation of students in governing and advisory committees
- o Formal mechanisms for regularly providing feedback
- o Channels for providing spontaneous feedback
- o Effectiveness of student feedback and involvement in governance
- o Extent and frequency of information on School objectives, activities and achievements

2. PROGRAMMES

Make a brief assessment of the programmes offered by the School in terms of:
- o The coherence of the programme portfolio: is it clear why the School has selected the programmes it currently offers and not selected others?
- o Clarity of intended learning outcomes and extent of achievement
- o Learning methodologies commonly used: their appropriateness and effectiveness
- o Managerial and leadership skills development
- o Practical work, project-based work, internships, online/digital learning and teaching

What opportunities exist for students to evaluate the programmes they are taking and to provide constructive input into programme design or programme updating? How can they signal
- o Repetitions in content in different subjects?
- o Poor sequencing of subjects?
- o Disproportion in relative length of subjects?
- o Inadequate prerequisites for specific subjects?

3. STUDENTS

How well are students selected? Please consider
- o Clarity and adequacy of selection criteria
- o Effectiveness of selection process with respect to intended target
- o Average and dispersion of student quality
- o Perceived consequences of student selection at School

How well are students supported throughout their studies? Please consider
- o Access to operational information: schedule, syllabus, pedagogic materials, last minute changes, etc.
- o Counselling services
- o Individual learning support (tutorials, coaching)
- o Personal development
- o Careers advice
- o Number of students in classroom
- o Accessibility of professors

4. FACULTY

What is the student perception of the quality of the School's teaching faculty (strengths and weaknesses)?
- o Are they well prepared for class?
- o Are they motivated?
- o Do they show competence for teaching in online learning environments?
- o Do they show actual concern for your learning?
- o Does their research or consulting have any impact on your learning?
- o Do they convey support or disdain for the School and its activities in the classroom?

Process and impact of student assessment of the quality of the faculty:
- o What teaching evaluations take place, are they well designed and what impact do they have?
- o How and how well are complaints dealt with?
- o What is the quality and speed of the feedback that students receive from their assessments?

5. RESOURCES AND ADMINISTRATION

How well do the School's facilities support students throughout their studies?
- o Campus layout, accessibility in the city, parking, public transportation
- o Cafeteria/restaurant, common rooms
- o Auditoriums, class rooms, breakout rooms
- o Virtual learning environments and digital tools used for teaching
- o Residential facilities' functionality and appearance
- o Information and documentation facilities, e.g. libraries, databases, etc.
- o Computer facilities and support
- o Administrative staff

6. INTERNATIONALISATION

Assess the extent to which the overall student experience is international in focus, for example:
- International content of the programmes
- International experience of faculty
- Foreign visiting faculty (on-campus or virtual)
- Availability of courses in different languages
- Student exchange programmes (on-campus or virtual)/ opportunities to study abroad
- Mix of national and international students

Support of an International Office
- Orientation to incoming international students and help with overall integration
- Help with housing
- Help with bureaucratic requirements: residence permits, etc.
- Orientation and help to outgoing domestic students

7. ETHICS, RESPONSIBILITY AND SUSTAINABILITY

Describe the opportunities that exist for students to participate in extra-curricular activities and community outreach programmes with a focus on ethics, responsibility and sustainability. What is the consequent uptake of these activities by students?

To what extent does the School communicate the value of ethical, socially responsible and sustainable behaviour in the management profession? Does the School show practical concern for this behaviour on the part of students, faculty and staff while they are at the School?

8. CONNECTIONS WITH PRACTICE

How well connected is the School to the world of practice? How is this brought into the learning experience for students?

9. Other

In this section, students are free to address other issues that were not covered in the previous sections.

ANNEX 11

EQUIS Quality Profile Sheet

EQUIS QUALITY PROFILE

Name of the Institution: …………………………….…………………………..

Date of the evaluation: ……………………………………………..………..

The items listed in this **Quality Profile** are abbreviated versions of those set out in the **Criteria Evaluation Form**. The numbering is identical in the two documents. For a full understanding of what is covered by each criterion, please refer to the document entitled **EQUIS Standards and Criteria.**

Meets Standard
The School satisfies the EQUIS standard in this area as defined in the Criteria Framework. Most positive assessments are expected to fall in this broad category. It is not to be interpreted as meaning that the School is mediocre or that it barely qualifies at a minimum level.

Above Standard
The School demonstrates outstanding quality, well above the level required to satisfy the EQUIS standard in this area, where it can be considered as example of "best practice".

Below Standard
The School is judged to be below the threshold of the EQUIS standard in this area.

N/A:
Not considered applicable or relevant to the School concerned.

Note

Decisions on accreditation by the EQUIS Accreditation Board (AB) are not based on counting the number of Above and Below ticks in the Quality Profile (QP) but on the arguments made within the Peer Review Report text particularly noting the key EQUIS Standards. While the QP covers all of the EQUIS standards, the key standards are more important to the AB than others. Therefore, it should not be expected that all the ticks in the QP carry equal weight in the AB's discussions.

		Overall Quality Evaluation			
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 1	Context, Governance and Strategy				
1.1	Environment				
1.2	Institutional status				
1.3	External governance				
1.4	Internal governance				
1.5	Autonomy				
1.6	Mission, vision and values				
1.7	Current strategic positioning				
1.8	Strategic direction and objectives				
1.9	Strategic process				
1.10	Quality assurance				
1.11	Internationalisation				
1.12	Ethics, Responsibility and Sustainability				
1.13	Connections with practice				
1.14	Digitalisation				
Chap 2	Programmes				
	OVERALL PROGRAMME PORTFOLIO				
2.1	Coherence of the School's portfolio of programmes				
2.2	Quality of the programme management systems				
2.3	Programme design				
2.4	Higher Education skills				
2.5	Acquisition of managerial skills				
2.6	Programme delivery				
2.7	Student assessment				
2.8	Quality assurance systems				
2.9	International attractiveness				
2.10	International outreach				
2.11	Ethics, Responsibility and Sustainability				
2.12	Relevance of connections with practice				
	SELECTED SAMPLE PROGRAMME				
2.13	Programme design				
2.14	Quality of students				
2.15	Programme delivery				
2.16	Student assessment				
2.17	International relevance				
2.18	Ethics, Responsibility and Sustainability				
2.19	Relevance of connections with practice				
2.20	Quality assurance processes				
Chap 3	Students				
3.1	Target profiles, selection criteria and processes				
3.2	Quality of students				
3.3	Preparation for programme entry				
3.4	Support and counselling services				
3.5	Personal and professional development				
3.6	Career support				
3.7	Career placement				
3.8	Alumni relations				
3.9	Internationalisation				
3.10	Ethics, Responsibility and Sustainability				
3.11	Connections with practice				

Chap 4	Faculty				
4.1	Core faculty sufficiency				
4.2	Quality of core faculty				
4.3	Overall faculty mix				
4.4	Faculty management systems				
4.5	Faculty recruitment and induction				
4.6	Faculty appraisal, review and promotion				
4.7	Faculty workload management				
4.8	Faculty development				
4.9	Internationalisation				
4.10	Ethics, Responsibility and Sustainability				
4.11	Connections with practice				
Chap 5	Research & Development				
5.1	Positioning of research within the School				
5.2	Portfolio of research and development activities				
5.3	Management of research activities				
5.4	Integration of research into faculty workload				
5.5	Research output				
5.6	Impact of research				
5.7	Distinctive expertise				
5.8	Development and innovation				
5.9	International features of R&D				
5.10	Ethics, Responsibility and Sustainability				
5.11	Integrity of R&D				
5.12	Connections between R&D and the world of practice				
Chap 6	Executive Education				
6.1	Positioning within the School				
6.2	Product portfolio				
6.3	Programme Design				
6.4	Marketing, Sales and Corporate Relations				
6.5	Digital integration				
6.6	Participant management				
6.7	Quality of open programmes				
6.8	Quality of customised programmes				
6.9	Measurement of impact				
6.10	Faculty				
6.11	Research and Development				
6.12	Internationalisation				
6.13	Ethics, Responsibility and Sustainability				
Chap 7	Resources and Administration				
7.1	On-Campus facilities and the learning environment				
7.2	Financial performance				
7.3	Financial management				
7.4	Risk management				
7.5	Information and documentation facilities				
7.6	Computing facilities				
7.7	Marketing and Public Relations				
7.8	Administrative services and staff				
7.9	Ethics, Responsibility and Sustainability				
7.10	Connections with practice				
Chap 8	Internationalisation				
8.1	International strategy				
8.2	International positioning				
8.3	International dimension in the School's governance				
8.4	Resources allocated to internationalisation				
8.5	Level of internationalisation on the home campus				
8.6	Level of internationalisation outside the home country				

8.7	International alliances and partnerships				
8.8	International connections with practice				
REPEATS OF ASSESSMENTS FROM OTHER CHAPTERS					
1.11	*Context, governance and strategy*				
2.9	*Programme Portfolio – international attractiveness*				
2.10	*Programme Portfolio – international outreach*				
2.17	*Selected programme - international relevance*				
3.9	*Students - internationalisation*				
4.9	*Faculty - internationalisation*				
5.9	*International features of R&D*				
6.10	*Executive Education - internationalisation*				
Chap 9	Ethics, Responsibility and Sustainability				
9.1	Strategy re. ethics, responsibility and sustainability				
9.2	Contributions to the wider community				
9.3	Community outreach activities (local and global)				
9.4	Contribution to and from the world of practice				
REPEATS OF ASSESSMENTS FROM OTHER CHAPTERS					
1.12	*Context, governance and strategy*				
2.11	*Overall programme portfolio*				
2.18	*Selected sample programme*				
3.10	*Students*				
4.10	*Faculty*				
5.10	*Research & Development*				
6.11	*Executive Education*				
7.9	*Resources and Administration*				
10.4	*Connections with practice*				
Chap 10	Connections with Practice				
10.1	Strategy relating to connections with practice				
10.2	Customer orientation				
10.3	National links to the world of practice				
10.4	Ethics, Responsibility and Sustainability				
10.5	International links to the world of practice				
10.6	Impact of connections to the world of practice				
REPEATS OF ASSESSMENTS FROM OTHER CHAPTERS					
1.13	*Context, governance and strategy*				
2.12	*Programme Portfolio – relevance*				
2.19	*Selected programme – relevance*				
3.11	*Students*				
4.11	*Faculty*				
5.12	*R&D and the world of practice*				

The shaded boxes in chapters 8, 9 and 10 are a repeat from other chapters.

ANNEX 12

EQUIS Criteria Evaluation Form

EQUIS CRITERIA EVALUATION FORM

This Evaluation Form is intended to be a working document for Peer Reviewers to help them build up their assessment of the School during the on-site visit. It will also serve as a basis for the drafting of the Peer Review report following the visit.

A fuller description of each criterion listed below can be found in the document entitled **EQUIS Standards and Criteria**, *which should be read in conjunction with this checklist.*

1. CONTEXT, GOVERNANCE AND STRATEGY

		COMMENTS
1.1	**Environment**	
	• Understanding by the School of the environment in which it operates • Legitimacy within the national environment • Response of the School to an education market being reshaped by digital technologies	
1.2	**Institutional status**	
	• Clarity of the School's legal and institutional status	
1.3	**External governance**	
	• Effectiveness of the School's external governance system • Quality of the School's relationship with its parent organisation or tutelary body • Input from external stakeholders into the governance system e.g. Does the School have external Advisory Committees?	
1.4	**Internal governance**	
	• Effectiveness of the School's internal organisational structures and decision-making processes	

	• Internal stakeholder involvement in the governance system (e.g. students, faculty, staff) • Coherence between external governance and internal decision making structures	
1.5	**Autonomy**	
	• Degree of independence from parent body o Does the School have reasonable control over its own destiny?	
1.6	**Mission, vision and values**	
	• Appropriateness of the mission statement • Coherent vision of the School's future • Strength of the School's values and culture • Shared sense of mission and vision throughout the School	
1.7	**Current strategic positioning**	
	• Credibility of the School's present positioning • Understanding of the School's competitive positioning in the market (e.g. strategic group) • Realistic SWOT analysis • Strategic and tactical role of online or blended forms of teaching	
1.8	**Strategic direction and objectives**	
	• Clarity of the strategic direction for the future (e.g. long term goals) • Definition of medium-term strategic objectives • Match between strategic objectives and resources/constraints o Is this credible?	

1.9	**Strategic process**	
	• Inclusive strategic planning process • Explicit strategic plan for achievement of the strategic objectives ○ Are there appropriate metrics and timeframes within the plan? • Recognition of strategic risks (including the challenges of digitalisation)	
1.10	**Quality assurance**	
	• Effective quality assurance mechanisms to monitor overall School performance • Involvement of students in quality assurance processes	
1.11	**Internationalisation**	
	• Integration of the international dimension into the School's governance, strategy and culture • Role of digitalisation in the School's internationalisation strategy	
1.12	**Ethics, Responsibility and Sustainability**	
	• Role of ethics, responsibility and sustainability in mission and vision • Explicit strategy in place, which is broadly communicated • Adequate resources allocated in support of strategy • Role of digitalisation in the School's ERS strategy	
1.13	**Connections with practice**	
	• Integration of the corporate dimension into the School's governance, strategy and culture • Participation of practitioners from outside the School (business leaders, entrepreneurs, business-government	

	policy developers) in its governance structures • Existence of an explicit policy for managing its interface with the world of practice relevant to the School's mission • Role of digitalisation in the School's connections with practice	
1.14	**Digitalisation**	
	• The use of digitalisation as an integral, enabling factor • Digitalisation strategy • Cyber security protection	

2. PROGRAMMES

	OVERALL PROGRAMME PORTFOLIO	
2.1	**Coherence of the School's portfolio of programmes**	
	• Fit with overall strategic objectives • Balance of programme offerings at different degree levels • Role of online and distance learning • Balance of programme offerings with different delivery modes	
2.2	**Quality of the programme management systems**	
	• Quality of programme management and administrative teams • Clear division of responsibilities • Processes for allocating faculty to programmes	
2.3	**Programme design**	
	• Programme design and revision processes • Appropriateness of objectives and intended learning outcomes (ILOs)	

	• Programme content and coverage (incl. knowledge, skills and competencies required in a digitalised world) • Programme innovation (incl. opportunities to experience technologies to prepare for the future workplace, e.g. artificial intelligence)	
2.4	**Higher Education skills**	

	• Integration of general education objectives
	    o Conceptualisation
	    o Data analysis
	    o Critical thinking
	    o … etc.	

2.5	**Acquisition of managerial skills**	

	• Opportunities to develop managerial skills
	    o Team work
	    o Presentation skills
	    o … etc.
	
	• Opportunities for practical work, project-based work and internships within the programmes	

2.6	**Programme delivery**	
	• Nature and quality of delivery methods • Focus on learning in addition to teaching • Use of modern learning technologies • Quality of course information	
2.7	**Student assessment**	
	• Clarity of assessment methods and their links to ILOs • Rigour of the assessment regime (including online assessment) • Pass rates and completion rates appropriate to the degree levels	

2.8	**Quality assurance systems**	
	• Committee structures • Approval processes for new programmes and programme revisions • Monitoring teaching quality • Monitoring of assessment processes • Operational and periodic review	
2.9	**International attractiveness**	
	• Positioning of the programmes in international markets • Compatibility with other international systems, e.g. the Bologna reforms • International content of the programmes • Availability of courses in other international languages, e.g. English, Spanish • Opportunities and take up of study abroad, e.g. through student exchange programmes or internships	
2.10	**International outreach**	
	• Quality of international partners • Joint programmes delivered with international partners • Quality (assurance) of operations abroad, joint or franchised operations (where appropriate)	
2.11	**Ethics, Responsibility and Sustainability**	
	• Adequacy of coverage in programme portfolio	
2.12	**Relevance of connections with practice**	
	• Inclusion of perspectives from practice in the definition of learning objectives and into curriculum design • Practitioner input into the programmes (learning objectives, curriculum design, etc.)	

	• Satisfaction of practitioners with School's programmes and graduates • Extent of practitioner input into the delivery of the School's programmes • Existence of joint programmes with practitioners (taught, online)	
	SELECTED SAMPLE PROGRAMME	
2.13	**Programme design**	
	• Definition of objectives and learning outcomes • Programme content linked to ILOs • Programme innovation • Balance of academic and practical skills	
2.14	**Quality of students**	
	• Quality of admission processes • Quality of student intake	
2.15	**Programme delivery**	
	• Quality of teaching • Use of modern learning technologies	
2.16	**Student assessment**	
	• Clarity of assessment methods and their links to ILOs Match of the academic depth and rigour of the assessment process with the level of degree being reviewed • Quality of student work in: ○ Assignments and exams ○ Theses or project reports • Pass rates and completion rates	

2.17	**International relevance**	
	• International perspective (international mix of students, international mix of faculty, international content, study or work abroad opportunities/take up)	
2.18	**Ethics, Responsibility and Sustainability**	
	• Adequacy of coverage in programme design, delivery and outcomes	
	• Appropriateness of ILOs and adequacy of coverage in assessments	
	• Quality assurance mechanisms in place targeting ethics, responsibility and sustainability	
2.19	**Relevance of connections with practice**	
	• Inclusion of perspectives from practice in the definition of learning objectives and into curriculum design	
	• Practitioner input into the programmes (learning objectives, curriculum design)	
	• Satisfaction of practitioners with School's programmes and graduates	
	• Extent of practitioner input into the delivery of the School's programmes	
	• Existence of joint programmes with practitioners (taught, online)	
2.20	**Quality assurance processes**	
	• Approval processes for programme revisions	
	• Monitoring teaching quality	
	• Monitoring assessment processes	
	• Operational and periodic review	

3. STUDENTS

3.1	Target profiles, selection criteria and processes	

	• Appropriateness of target profiles
	
	• Student admission and selection processes
	    ○ How appropriate are the selection criteria?
	    ○ How selective is the School?
	    ○ What is the quality of the Admission processes?
	
	• Match between intake profiles and the target profile for graduating students	

3.2	Quality of Students	

	• Quality of incoming students
	    ○ Motivation and commitment
	    ○ Preparedness for the study programme
	    ○ Diversity of backgrounds
	    ○ Access for socially disadvantaged students	

3.3	Preparation for programme entry	
	• Processes used to prepare students in advance of their entry into their programme of study	
3.4	Support and counselling services	

	• Counselling services for students as they progress through their programme
	
	• Individualised learning support for students
	    ○ Tutorials
	    ○ Coaching	

3.5	Personal and professional development	

	• Support for the personal development of students
	    ○ Do the School's programmes and processes encourage personal development?
	    ○ Does the School help students to develop professionally?
	    ○ Does the School have staff experienced in providing this type of support?	

3.6	**Career support**	
	• Quality of the Careers office 　o What is the level of support provided to students to help define their career objectives and in their search for employment? • Availability of detailed records concerning the placement of students in the job market	
3.7	**Career placement**	
	• Appropriate level of entry into the job market for graduating students 　o Do employment opportunities meet students' expectations?	
3.8	**Alumni relations**	
	• Quality of the School's relations with its Alumni 　o Does the School adequately utilise the potential of its alumni base?	
3.9	**Internationalisation**	
	• Internationalisation of the student body • Readiness of students to manage in an international context 　o How well does the School develop individuals as future international managers? 　　▪ Managerial skills 　　▪ Language skills 　　▪ Intercultural skills • Service provided to international students 　o Does the School have an international office?	
3.10	**Ethics, Responsibility and Sustainability**	
	• Integration into student recruitment, admissions and management • Integration into personal development • School and faculty support for student engagement	

3.11	Connections with practice	
	• Influence of connections from the world of practice on student selection • Extent of practitioners' assistance with student related activities (monitoring, shadowing, company visits, organised events etc.) • Level of input from practitioners in advising students in career aspirations (corporate life, start-up advice etc.) • Extent to which student and graduate satisfaction with the input they receive from the world of practice is captured	

4. FACULTY

4.1	Core faculty sufficiency	

	• Size of the core faculty
	    o Is the current size of the core faculty adequate for the number of students and the range of programmes?
	    o Ratio of core faculty members to full-time students
	
	• Profile of the core faculty
	    o coverage of the principal management disciplines
	    o adequate range of educational competences (including competences to teach online)
	    o adequate range of research competences
	    o gender mix	

4.2	Quality of core faculty	

	• Qualification of the faculty
	    o Doctoral qualification
	    o Relevant business/professional experience
	    o Research activity	

4.3	Overall faculty mix	
	• Quality of the non-core faculty (part-time, adjunct, practitioners, etc.) • Adequacy of total available resources including non-core faculty and practitioners	

	• Is there an appropriate balance in the distribution of teaching loads between core and non-core faculty?	
4.4	**Faculty management systems**	
	• Faculty management systems o Are there formal processes for the management of the faculty?	
4.5	**Faculty recruitment and induction**	
	• Recruitment policies and processes • Induction processes	
4.6	**Faculty appraisal, review and promotion**	
	• Appraisal and review policies and processes • Clear promotion criteria	
4.7	**Faculty workload management**	
	• Processes for workload allocation • Appropriate balance between teaching, research and service to School	
4.8	**Faculty development**	
	• Opportunities to develop nationally and internationally • Conference attendance • Sabbatical leave	

4.9	**Internationalisation**	
	• Internationalisation of the faculty • International visiting faculty • International standing of the faculty o Is the faculty of a sufficient quality to meet the international standards of management education?	
4.10	**Ethics, Responsibility and Sustainability**	
	• Integration into faculty development • Adequacy of recognition and support provided by the School for faculty's community and public engagement	
4.11	**Connections with practice**	
	• Connections between the faculty and the world of practice (through consulting, executive education, Board membership, etc.) • Sufficiency of Faculty exposure to the world of practice as it relates to their subject to ensure the professional relevance of the School's programmes • Engagement of practising managers as part of the faculty complement • Extent of support in School's policies with respect to consulting by individual faculty • Level of faculty engagement in consulting	

5. RESEARCH AND DEVELOPMENT

5.1	**Positioning of research within the School**	
	• Clearly stated policy regarding research, development and innovation • Alignment of research and development with School strategy • Existence of a research culture within the School Is research a shared value?	

5.2	**Portfolio of research and development activities**	

	• Relative emphasis on
	  o Academic output
	  o Practice-oriented production
	  o Pedagogical development
	  o Other	

5.3	**Management of research activities**	

	• Effective organisation and management of the School's research activities
	
	• Adequacy of support processes and resources
	  o Funding
	  o Research director
	  o Research committee
	  o etc.
	
	• Effective processes for evaluating research activity and output	

5.4	**Integration of research into faculty workload**	
	• Sufficient time allocated to research within faculty workloads • Research incentives	
5.5	**Research output**	
	• Nature, quality and quantity of the research output (see Research Table in EQUIS Standards & Criteria p.45) • Proportion of research active core faculty	
5.6	**Impact of research**	
	• Contribution of research to the relevance and quality of the School's programmes • External impact measures • Impact on world of practice	
5.7	**Distinctive expertise**	
	• Areas of expertise	

5.8	**Development and innovation**	
	• Explicit policy in the area of development (innovation, new technologies, new delivery modes) • Achievements in the area of innovation and creative development	
5.9	**International features of R&D**	
	• International scope and recognition of R&D	
5.10	**Ethics, Responsibility and Sustainability and R&D**	
	• Contributions to research and development and their impact on School's constituencies • Adequacy of recognition and support provided by the School in the context of managing faculty performance	
5.11	**Integrity of R&D**	
	• Fundamental principles of research integrity • Mechanisms in place to provide assurance of good practices	
5.12	**Connections between R&D and the world of practice**	
	• Relevance of School's R&D to its practitioner markets • R&D activities that are sponsored by companies, policy organisations, not for profit organisations, entrepreneurs • R&D activities (research projects, cases, etc.) initiatives run in collaboration with the above • Contribution to thought leadership about the increasingly digital nature of business and society • Pedagogic research and innovations in teaching and learning methods, and the use of digital technologies (e.g. research	

on or use of analytics, artificial intelligence and online teaching methods to improve student experience and learning) • Extent of direct input into the work of research centres/projects • Existence of any joint research centres • Extent of consultancy missions that involve a R&D dimension • Existence of practitioner-involved deliverables (joint articles, reports, seminars, webinars, new taught/online programmes, commercialisations, start-ups, incubators & accelerators)	

6. EXECUTIVE EDUCATION

6.1	Positioning within the School	

	• Integration of Executive Education into the School's overall strategy and programme portfolio
	
	• Integration of the Executive Education activity within the School's organisation chart and management systems
	
	• Resources dedicated exclusively to Executive Education
	   o Teaching and admin. staff
	   o On site facilities and digital tools	

6.2	Product portfolio	
	• Coherence of the Executive Education portfolio • Market positioning of the Executive Education offer o Understanding of market needs • Underpinning key expertise	

6.3	**Programme design**	
	• Design process for open and customised programmes • Programme delivery methods	
6.4	**Marketing, Sales and Corporate Relations**	
	• Key areas of expertise • Quality of the customer relationship management • Distinction between customers as organisations and customers as individual participants • Marketing • Sales	
6.5	**Digital integration**	
	• Digital integration in the portfolio of programmes and services	
6.6	**Participant management**	

	• Quality of participant management
	   o Selection
	   o Preparation
	   o Individualised support
	
	• Understanding of the adult learning process	

6.7	**Quality of open programmes**	

	• Quality of open programmes
	   o Design
	   o Delivery
	   o Evaluation and review
	   o Innovation
	   o Use of new technologies
	   o Responsiveness to corporate needs	

6.8	**Quality of customised programmes**	
	• Ability to design and deliver programmes in collaboration with companies and organisations	

6.9	**Measurement of impact**	
	• Measurement of the impact of learning on individuals and organisations	

6.10	**Faculty**	
	• Adequacy of faculty resources (including both core and non-core faculty) available for Executive Education • Nature and extent of core faculty involvement in Executive Education • Effective management of faculty resources deployed in Executive Education	

6.11	**Research and Development**	
	• Impact of the School's R&D potential on Executive Education	

6.12	**Internationalisation**	
	• International development of Executive Education	

6.13	**Ethics, Responsibility and Sustainability**	
	• Integration into Executive Education offerings • Offerings specifically dedicated to these areas	

7. RESOURCES AND ADMINISTRATION

7.1	On-Campus facilities and the learning environment	

	• Quality of the learning environment
	   o Campus and buildings
	   o Cafeteria and restaurant facilities
	   o Student common room facilities
	   o Adequacy of the auditoriums, classrooms, breakout rooms, etc.
	   o Virtual learning environment and digital tools used for learning	

7.2	**Financial performance**	
	• Adequacy of the School's financial resources to achieve strategic objectives • Financial viability of the School o Are there any major risks in the foreseeable future?	
7.3	**Financial management**	
	• Effectiveness of the School's financial management systems	
7.4	**Risk management**	
	• Effectiveness of the School's risk management activities • Major risks threatening the School's viability in financial or academic terms	
7.5	**Information and documentation facilities**	
	• Adequacy of the information and documentation facilities (library, data bases, research support systems, inter-library loan services, etc.)	
7.6	**Computing facilities**	
	• Adequacy of the computer facilities and services, including availability of electronic learning platforms	

7.7	**Marketing and public relations**	
	• Effectiveness of the School's Marketing and Public Relations	
7.8	**Administrative services and staff**	

	• Administrative staff
	   o Overall quality
	   o Human Resource policy
	   o Management	

7.9	**Ethics, Responsibility and Sustainability**	
	• Integration into infrastructure planning and management • Integration into operations and administration • School engagement in related staff training and development	
7.10	**Connections with practice**	
	• Nature and extent of staff (academic and professional) support for the School's strategy for connections with practice • Extent of non-staff budgets to support the School's strategy for connections with practice	

8. INTERNATIONALISATION

8.1	**International strategy**	
	• Well-defined strategy and policies for internationalisation	
8.2	**International positioning**	
	• Level of competitiveness and recognition of the School in international markets	

8.3	**International dimension in the School's governance**	

	• Presence of an international dimension in the School's governance system
	     o Governing Body
	     o International Advisory Boards	

8.4	**Resources allocated to internationalisation**	
	• Funding • International office/staff • Director of international affairs	
8.5	**Level of internationalisation on the home campus**	
	• Intercultural mix of students/exchanges • Intercultural mix of faculty/visiting • International perspective in its programmes and learning resources (incl. virtual student exchanges, online classes) • International dimension in the School's research and development activity	
8.6	**Level of internationalisation outside the home country**	
	• Level of internationalisation outside the home country (exchange students abroad, faculty mobility, joint programmes, off-campus operations – both face-to-face and/or virtual)	
8.7	**International alliances and partnerships**	
	• Quality of the School's international academic partners • International strategic alliances (e.g. joint programmes) • Exchange programme network • Participation in international networks	
8.8	**International connections with practice**	
	• Existence of explicit strategy for connections with practice that are based outside the primary geographic location of the School • Extent and nature of international connections with practice • Contribution of digitalisation to connections with practice outside the home country	

9. ETHICS, RESPONSIBILITY AND SUSTAINABILITY

9.1	Strategy re. ethics, responsibility and sustainability	
	• Incorporation of ethics, responsibility and sustainability into the overall strategy • Integration of ethics, responsibility and sustainability into core activities	
9.2	Contributions to the wider community	
	• Integration of ethics, responsibility and sustainability into contributions to academic community, business community and wider society • Services related to ethics, responsibility and sustainability for the management profession	
9.3	Community outreach activities (local and global)	
	• Adequacy of School's community outreach and public engagement activities • Coverage in School communications • The School's commitment to the global environmental protection agenda	
9.4	Contribution to ERS to and from the world of practice	
	• The role that connections with the world of practice play in the ERS agenda of the School • The extent to which the School engages with ERS-related policy and practitioner bodies to support and progress its ERS agenda • The extent to which the School embraces and open eco-system and participates in co-creation of knowledge taking advantages of possibilities offered by digitalised work environments in academia and business	

10. CONNECTIONS WITH PRACTICE

10.1	Strategy relating to connections with practice	
	• Existence of strategies, policies and processes for the effective management of the School's connections to the world of practice • Strategic developments in the work and activities of the School that deliver increased connections to the world of practice	
10.2	**Customer orientation**	
	• Systematic management of connections to the world of practice (systems, processes, people) • The extent to which the School's work and activities develop student understanding of the practice and impact of business and management through interaction with a range of organisational and societal stakeholders	
10.3	**National links to the world of practice**	
	• Nature and quality of the connections at local and national level • Extent to which national connections influence the work of the School (Faculty, students) • Extent to which national connections are influenced by the work of the School	
10.4	**Ethics, responsibility and sustainability**	
	• The role of connections to the world of practice in enhancing the Schools' efforts to internationalise and take forward its ERS agenda	
10.5	**International links to the world of practice**	
	• Nature and quality of the connections at local and international level • Extent to which international connections influence the work of the School (Faculty, students, programme content and delivery) • Extent to which international connections are influenced by the work of the School	

10.6	**Impact of Connections with world of practice to and from the School**	
	• The level of impact of the School's work and activities on organisational and societal stakeholders • Extent to which the world of practice impacts on the School's academic activities, in both education and research	

11. OVERALL ASSESSMENT

	Recommendation for EQUIS accreditation: *Please mark the recommendation with an X*	5-year accreditation: 3-year accreditation: Non-accreditation:
	Areas of Improvement in case of 3-year accreditation	
	<u>Strengths</u>	<u>Weaknesses</u>

ANNEX 13

EQUIS Mid-Term Progress Report Form

EQUIS MID-TERM PROGRESS REPORT FORM

Name of the School:	
Date of Accreditation Decision:	

Development Objectives:	
1	
2	
3	

Mid-Term Progress Report:	
Due Date:	Day/Month/Year
Submitted:	Day/Month/Year
Feedback Provided:	Day/Month/Year
Overall Assessment of Progress:	

Above Expectations	Meets Expectations	Below Expectations	Not Acceptable

(Information above added by EFMD Quality Services)

Guidelines:

- The School should be aware that the achievement of progress is a very important dimension in re-accreditation decisions of the EQUIS Accreditation Board. The Accreditation Board may deny re-accreditation if the School has shown insufficient effort in addressing the Development Objectives and no tangible progress has been achieved.

- The *EQUIS Progress Report Form* represents a living document enabling business schools to record any relevant changes and initiatives relating to the Development Objectives within the EQUIS system. This report, including the feedback, is an important part of the documentation received by the Peer Review Team for re-accreditation.

- The School will receive a customised Progress Report Form as soon as the Development Objectives have been agreed with the EQUIS Office following the EQUIS Accreditation Board decision. Only this customised form may be used for progress reporting by adding text in the appropriate boxes. When completing the form, please do not delete any sections and do not change the formatting of this template.

- The School is expected to address the headings of each text box with a succinct but informative summary of developments. It is essential that all arguments are supported by factual evidence and that the effectiveness of developmental initiatives is described on the basis of their tangible impact. **Normally the length of the report should not exceed 15 pages.**

- The School may support its arguments with internal documents, which can be added as appendices. This option should however be used very selectively. The School should be aware that the next Peer Review Team will receive past progress reports without any appendices.

- A formal overall rating for each Development Objective of the progress report has been introduced since the 2016 edition of the EQUIS documents. The rating categories are:

  o *Above Expectations:* The School appears to be making significant progress. At the present state and given the evidence presented, the School is expected to deal with the Development Objectives to the full satisfaction of the EQUIS Accreditation Board.

- o *Meets Expectations:* The report is sufficiently detailed and demonstrates that the School is making sufficient progress. At the present state and given the evidence presented, there is a reasonable chance that the School will be able to deal with most of the Development Objectives to the full satisfaction of the EQUIS Accreditation Board.

- o *Below Expectations:* The report is sufficiently detailed, but shows that the School is making insufficient progress in addressing the Development Objective. At the present state and given the evidence presented, the School is unlikely to satisfy the expectations of the EQUIS Accreditation Board.

- In addition, a formal overall rating of the <u>whole report</u> has been introduced:

  - o *Above Expectations:* Overall progress exceeds the expectations of the EQUIS Accreditation Board

  - o *Meets Expectations:* Overall progress meets the expectations of the EQUIS Accreditation Board

  - o *Below Expectations:* Overall progress fails to meet the expectations of the EQUIS Accreditation Board

  - o The report may be deemed *Not Acceptable* if it is excessively vague and lacks factual support in key areas. In this case, the School is asked to revise and resubmit the progress report within 4 weeks after receiving the initial feedback.

MID-TERM PROGRESS REPORT Year XXXX

Strategic Developments within the School
Description of strategic developments within the School
Add text here…
Feedback from the EQUIS Office

Development Objective 1 <Description added by EQUIS Office>		
Description of progress towards the Development Objective		
Please mention general developments relevant for the development objective as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office:		
Above expectations	Meets expectations	Below expectations

Development Objective 2 <Description added by EQUIS Office>		
Description of progress towards the Development Objective		
Please mention general developments relevant for the development objective as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office:		
Above expectations	Meets expectations	Below expectations

Development Objective 3 <Description added by EQUIS Office>		
Description of progress towards the Development Objective		
Please mention general developments relevant for the development objective as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office:		
Above expectations	Meets expectations	Below expectations

Other Developments
Description of Other (Relevant) Developments
Add text here…
Feedback from the EQUIS Office:

Overall Feedback year XXXX
EFMD Feedback Feedback added by EFMD Quality Services…

ANNEX 14

EQUIS Annual Progress Report Form

EQUIS ANNUAL PROGRESS REPORT FORM

Name of the School:	
Date of Accreditation Decision:	

Areas of Required Improvement:	
1	
2	
3	

Progress Report 1:			
Due Date:	Day/Month/Year		
Submitted:	Day/Month/Year		
Feedback Provided:	Day/Month/Year		
Overall Assessment of Progress:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable
Progress Report 2:			
Due Date:	Day/Month/Year		
Submitted:	Day/Month/Year		
Feedback Provided:	Day/Month/Year		
Overall Assessment of Progress:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable

(Information above added by EFMD Quality Services)

Guidelines:
- The School should be aware that the achievement of progress is a very important dimension in re-accreditation decisions of the EQUIS Accreditation Board. The Accreditation Board may deny re-accreditation if the School has shown insufficient effort in addressing the Areas of Required Improvement and no tangible progress has been achieved.

- The EQUIS Progress Report Form represents a living document enabling business schools to record any relevant changes and initiatives relating to the Areas of Required Improvement within the EQUIS system. These reports, including the feedback, are an important part of the documentation received by the Peer Review Team for re-accreditation. In the first year, plans for action should be stated at minimum and, in the second year, tangible progress must be reported and backed by factual evidence.

- The School will receive a customised progress report form at least 9 months prior to the submission deadline. Only this customised form may be used for progress reporting by adding text in the appropriate

boxes. When completing the form, please do not delete any sections and do not change the formatting of this template.

- The School is expected to address the headings of each text box with a succinct but informative summary of developments. It is essential that all arguments are supported by factual evidence and that the effectiveness of developmental initiatives is evaluated on the basis of their tangible impact. **Normally the length of the annual report should not exceed 10 pages.**

- The School may support its arguments with internal documents, which can be added as appendices. This option should however be used very selectively. The School should be aware that the next Peer Review Team will receive past progress reports without any appendices.

- A formal overall rating for each Area of Required Improvement of the progress report has been introduced since the 2016 edition of the EQUIS documents. The rating categories are:

  o *Above Expectations:* The School appears to be making significant progress. At the present state and given the evidence presented, the School is expected to deal with the Area Required of Improvement to the full satisfaction of the EQUIS Accreditation Board.

  o *Meets Expectations:* The report is sufficiently detailed and demonstrates that the School is making sufficient progress. At the present state and given the evidence presented, there is a reasonable chance that the School will be able to deal with most of the Area of Required Improvement to the full satisfaction of the EQUIS Accreditation Board.

  o *Below Expectations:* The report is sufficiently detailed, but shows that the School is making insufficient progress in addressing the Area of Required Improvement. At the present state and given the evidence presented, the School is unlikely to satisfy the expectations of the EQUIS Accreditation Board.

- In addition, a formal overall rating of the whole report has been introduced:

  o *Above Expectations:* Overall progress exceeds the expectations of the EQUIS Accreditation Board

  o *Meets Expectations:* Overall progress meets the expectations of the EQUIS Accreditation Board

  o *Below Expectations:* Overall progress fails to meet the expectations of the EQUIS Accreditation Board

  o The report may be deemed *Not Acceptable* if it is excessively vague and lacks factual support in key areas. In this case, the School is asked to revise and resubmit the progress report within 4 weeks after receiving the initial feedback*.*

FIRST PROGRESS REPORT Year XXXX

Strategic Developments within the School
Description of strategic developments within the School
Add text here…
Feedback from the EQUIS Office:

Area of Required Improvement 1 <Description added by EQUIS Office>		
Description of progress towards the Area of Required Improvement		
Please mention general developments relevant for the area of required improvement as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office:		
Above expectations	Meets expectations	Below expectations

Area of Required Improvement 2 <Description added by EQUIS Office>		
Description of progress towards the Area of Required Improvement		
Please mention general developments relevant for the area of required improvement as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office:		
Above expectations	Meets expectations	Below expectations

Area of Required Improvement 3 <Description added by EQUIS Office>		
Description of progress towards the Area of Required Improvement		
Please mention general developments relevant for the area of required improvement as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office:		
Above expectations	Meets expectations	Below expectations

Other Developments
Description of Other (Relevant) Developments
Add text here…
Feedback from the EQUIS Office:

Overall Feedback year XXXX
EFMD Feedback Feedback added by EFMD Quality Services…

SECOND PROGRESS REPORT Year XXXX

Strategic Developments within the School
Description of strategic developments within the School
Add text here…
Feedback from the EQUIS Office

Area of Required Improvement 1 <Description added by EQUIS Office>		
Description of progress towards the Area of Required Improvement		
Please mention general developments relevant for the area of required improvement as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office		
Above expectations	Meets expectations	Below expectations

Area of Required Improvement 2 <Description added by EQUIS Office>		
Description of progress towards the Area of Required Improvement		
Please mention general developments relevant for the area of required improvement as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office		
Above expectations	Meets expectations	Below expectations

Area of Required Improvement 3 <Description added by EQUIS Office>		
Description of progress towards the Area of Required Improvement		
Please mention general developments relevant for the area of required improvement as well as specific initiatives and developments (milestones and achievements) Add text here…		
Feedback from the EQUIS Office		
Above expectations	Meets expectations	Below expectations

Other Developments
Description of Other (Relevant) Developments
Add text here…
Feedback from the EQUIS Office:

Overall Feedback year XXXX
EFMD Feedback Feedback added by EFMD Quality Services…

ANNEX 15

Policy on Accreditation of Multi-Campus Operations

Policy on Accreditation of Multi-Campus Operations

An increasing number of business schools maintain more than one physical campus location. It is also foreseeable that situations may be encountered where it becomes increasingly difficult to assess what the "home campus" is or whether there actually is one. Multi-campus operations imply that business school resources and activities are spread across a network of different campus locations, thereby adding an additional layer of complexity to the provision of management education.

Business schools apply different management approaches to the oversight of satellite campuses ranging from tight control exercised by headquarters to some form of arm's length relationship. The operations found at a satellite campus may therefore closely mirror the situation found on the home campus or, at the other extreme, may resemble a parent-controlled but distinct business school.

Given that quality may differ within a business school's campus network, the EQUIS process must include a review of the School's activities at different campus locations, the linkages between them, the degree of managerial and operational independence granted to them and the form of control exercised by headquarters.

Policy for the EQUIS process

The EQUIS process evaluates the whole School and its overall provision and not particular campus locations or activities. Wholly or majority-owned satellite campuses will be included in the accreditation process and therefore cannot be excluded by the School. Campuses embedded in joint ventures based on an equal partnership with another institution can be considered majority-owned for the purpose of this policy, if the School can document that it effectively controls the campus operation.

Conversely, campuses for which the School is not the majority owner cannot be included in the accreditation and are not covered by this policy. The School nevertheless needs to supply sufficiently detailed information on minority-owned campuses so that the Peer Review Team can understand and evaluate the potential quality implications of these activities for the part of the School covered by the accreditation.

For the purposes of this policy, a campus is defined as a physical location used for the regular and on-going production of academic output. This will for instance exclude administrative offices in foreign countries staffed by administrative personnel, which are used for liaison with local stakeholders or recruitment of students. It will however include any permanent operation used for the delivery of degree and non-degree education even if the delivery itself takes place in temporary premises such as hotel conference facilities.

The Accreditation Board may, in exceptional circumstances, limit accreditation to specified campuses. This is only feasible if the brand of these campuses can be completely differentiated from the accredited part of the School. It must be noted that the inclusion of a satellite campus will increase the risk of non-accreditation if the quality of its resources and activities do not meet EQUIS standards.

Accredited schools should note that the addition of a new campus may represent a major institutional change (see Annex 21: EQUIS Policy on Institutional Change and Restructuring).

Policy on multi-campus operations

1. A school that is requesting accreditation must include all of its campuses as defined by this policy. In cases where more than the home campus is to be included, the (re-) application letter must clearly specify the desired scope.

2. The School must describe all campus operations (including minority partners) in full as an appendix to the Self-Assessment Report. An informative summary must also be provided as an appendix to the Datasheet. The description must include:

    a. Description of activities carried out at each campus location (e.g. degree programmes and non-degree education delivered at each location). This includes a description of how the satellite campus contributes to the strategic objectives of the School.
    b. Local resource support (e.g. faculty, academic/non-academic support personnel) for each campus location as well as resource sharing policies and practices within the School's campus network.
    c. Policies, management processes and governance mechanisms in place to control campus activities and to ensure formal coordination of activities within the campus network; evidence of their effectiveness.
    d. Policies, management processes and governance mechanisms in place to ensure the provision of proper academic quality and to encourage a commonality of academic culture within the School's campus network; evidence of their effectiveness.
    e. Financial performance of campus satellites and potential risks emanating from different campus locations.
    f. Development objectives, strategies and milestones for the School's campus network (e.g. plans of opening new campus locations, plans of expanding educational offerings at different campuses, local faculty development plans).

    The Base Room must include policy documents, minutes, data and further evidence to substantiate the coverage of points (a) – (f) in the Self-Assessment Report.

3. All data regularly requested for the Datasheet, Self-Assessment Report and Base Room must be presented in aggregated form as well as for each campus location separately.

4. If the School operates several campuses with major activity (in terms of faculty and staff assigned to the campus, student/participant numbers in degree and non-degree provision, or income generated), then the main location of the Peer Review Visit can vary across accreditation cycles. The decision about where the Peer Review Visit will take place will be taken by the EQUIS Office after consultation with the School.

5. The Peer Review Visit may involve additional campuses at the discretion of the EQUIS Office, which may request further information.

   a. Additional campus visits may for example be required if:
     i.   a School going through initial accreditation operates several campuses;
     ii.   a School going through re-accreditation has added a campus since the last Peer Review Visit;
     iii. on-site resourcing (e.g. faculty, academic and non-academic staff, physical infrastructure) varies considerably within the School's campus network.
   b. Peer Review Visits will normally be limited to a maximum of three locations with e.g. the full team conducting the major part of the review at the main campus and sub-teams of two reviewers visiting the other campuses.
   c. Separate schedules for the additional visits need to be agreed in advance.
   d. Visits to any additional campuses have to take place prior to the visit to the main campus.

6. When deemed appropriate, a Peer Review Visit may include technologically-mediated interactive sessions with participants located at other campuses, to enhance the Peer Review Team's understanding of how standards and criteria are met.

7. Once the Accreditation Board has confirmed accreditation, the use of the EQUIS label and logo will **only** be permitted for activities carried out on campuses included in the accreditation. Non-compliance may lead to the loss of accreditation. The EQUIS Office may carry out periodic checks, which may potentially involve campus visits by one of the Quality Services Directors. The School will be informed of such visits in advance and will not bear any of the costs.

ANNEX 16

Policy on Accreditation of Collaborative Provision

Policy on Accreditation of
Collaborative Provision

One feature of the increasing excellence in business and management education worldwide is the delivery of degree programmes in collaboration with partner institutions. The partners may be located in the same country or abroad; they may be academic or non-academic institutions; they may collaborate in terms of face-to-face, online or blended learning. Research and programmes of knowledge exchange are also increasingly collaborative. EQUIS accreditation, as a system that promotes management across borders, welcomes such developments, which should be embedded and resourced to achieve the delivery of the school's strategy in pedagogy and student experience.

In the case of educational programmes, degrees may be awarded solely by one of the partners, jointly by several partners (joint degrees) or individually by several (typically not more than two) partners (dual degrees). Collaborative provision is normally regulated by bilateral agreements. Consortium structures can be set up with a portfolio of bilateral contracts or may be formally operated as a joint venture.

The form of collaboration can vary greatly ranging from traditional face-to-face teaching at home or at the partner institution to pure distance delivery. Collaborative provision may assign the teaching role solely to one of the partners (e.g. the franchisee for fully franchised programmes) or may be limited to the monitoring of quality assurance (validation arrangements). In practice, there are often blurred boundaries between delivery mechanisms.

Collaborative provision implies that the business school requesting EQUIS accreditation is likely not to fully control the design, delivery and management of the respective degree programmes. It is therefore necessary to assess during an EQUIS review how collaboration is impacting quality and therefore indirectly the EQUIS brand.

Policy for the EQUIS process

The EQUIS process evaluates the whole School and not the provision of particular degree programmes. The review will include an evaluation of outside contributions to a School's programmes, but EQUIS accreditation will **not** extend to any of the partner institutions making such a contribution.

Where a School is engaged in collaborative provision, i.e., in programmes where it does not have complete control over design, content, delivery or assessment, it must nonetheless demonstrate that there are no detrimental effects on quality compared to fully owned and controlled activities, e.g. in terms of resourcing, expertise, delivery, student intake quality and managerial oversight. It is further expected that the School applies the same quality assurance principles and processes as it does for fully owned and controlled provision.

This policy is particularly concerned with collaborative activities leading to a degree award by the School requesting EQUIS accreditation or its parent university. In other words, if a programme delivered through collaboration is to be awarded accredited status, as part of the portfolio of an EQUIS School, it cannot be significantly different from the programmes

delivered by the EQUIS accredited School solely. Such differences will affect the accreditation status of the applicant School. Some forms of collaborative provision (e.g. dual degree offerings in support of student outward mobility for the School's main degree programmes) have become a mainstay in management education and are therefore unlikely to warrant special attention under this policy. In contrast, off-campus delivery in cooperation with a lesser reputed or non-academic partner institution definitely will. It is important, therefore, that schools seeking to maintain or gain EQUIS accreditation provide evidence of equivalence of resource.

The Accreditation Board may, in exceptional circumstances, exclude certain parts or all of the School's collaborative provision if these activities can be completely differentiated from the accredited part in terms of branding and market reputation. It should be noted that collaborative provision involving partner institutions of lesser market standing may increase the risk of non-accreditation considerably. The same applies to arrangements that assign most or all of the academic production to the partner institution, while still leading to a degree award by the School requesting EQUIS accreditation or its parent.

Policy for accreditation processes which include collaborative provision

1. A School requesting EQUIS accreditation must include all of its collaborative activities.

2. The School must describe all collaborative activities (including partner institutions) in full as an appendix to the Self-Assessment Report. It is important to specify the nature of the activity and any award resulting from collaborative provision, including whether the award is from either institution or both, or several. Equally important is the specification of how the collaboration delivers the overall school strategy. An informative summary of the programmes, their target markets and pedagogic methods must also be provided as an appendix to the Datasheet. The Base Room must include partnership agreements, policy documents, minutes, (financial) data and any further evidence needed to understand the School's collaborative activities.

3. Where collaborative activity is extensive, it may be necessary to extend the period of the Peer Review in order to visit a partner institution, interview those responsible for collaborative activities or interview representatives of partner institutions. The focus of such reviews will mirror those undertaken at the 'home' campus or institution. The EQUIS Office may request additional information when the Peer Review Visit is planned. Any extension of the Peer Review Visit schedule needs to be agreed in advance of the visit to reflect the specific situation of the applicant School.

4. Where the collaborative arrangements for a programme contain a large online or MOOC-style component, a full description of how it reflects the applicant School's policies and procedures, learning objectives and learning outcomes and the monitoring of these is essential.

5. Once the Accreditation Board has confirmed accreditation, the use of the EQUIS label and logo will only be permitted on the accredited School's brochures and publicity materials. It will **not** be permitted on the partner's materials or on joint brochures and advertisements, except where the partner is also EQUIS accredited.

6. Periodically the Quality Services Directors may carry out checks on partner institutions for collaborative provision. The School will be informed of such visits in advance and will not bear any of the costs.

ANNEX 17

Confidentiality Agreement

EFMD - CONFIDENTIALITY AGREEMENT

IN RELATION TO:

EQUIS – EFMD QUALITY IMPROVEMENT SYSTEM

Name of the School under Review:

Date of the Visit:
(delete if not relevant)

I hereby agree to respect the confidentiality of all information provided to me in the context of my role as a EQUIS Peer Reviewer / Advisor / Expert *(delete as appropriate)* or as a member of the EQUIS Accreditation Board / EQUIS Committee *(delete as appropriate)*.

I also agree to declare any potential conflicts of interest in accordance with the *Policy on Potential Conflicts of Interest for EFMD Peer Reviewers* or *the applicable Statutes of EQUIS (delete as appropriate)*.

Signature: Date:

NAME
TITLE
ORGANISATION
ADDRESS

ANNEX 18

Conflict of Interest Policy

Policy on Potential Conflicts of Interest for EFMD Peer Reviewers and Advisors

The credibility and value of EFMD's quality improvement and accreditation systems depend, inter alia, on ensuring that there is no bias (real or perceived) in favour of or against a School or Programme being assessed. It is therefore necessary to ensure that there is no conflict of interest in the appointment of Peer Reviewers, Advisors or the work of the Accreditation Board or Committee members. Since EFMD cannot be aware of all possible causes of potential conflicts of interest, it must be the responsibility of those volunteering or being invited to be part of the Peer Review Team for a given School or that participate in meetings of the Accreditation Board or Committee to declare any actual or potential conflict of interest as soon as possible to the EFMD Quality Services (QS) Department or the Chair of the Accreditation Board or Committee, respectively.

Some **sources of potential conflicts** of interest may include:

1. The following types of relationships, current or past, with the School or with one of its closest competitors or collaborators:

   - Graduate
   - Employee
   - Member of the part-time or visiting faculty
   - Consultant, advisor or member of an Advisory Board
   - Peer Reviewer (in case of an Accreditation Board or Committee Member)

2. A current or past personal conflict with the School or any of its current or recent leaders.

3. Reciprocity: one of the members of the School to be reviewed has in the recent past assessed the reviewer's own home institution either in an EFMD review or in some other capacity (in case of a Peer Reviewer).

4. Hidden agendas: having been approached by the School to encourage him or her to volunteer to be a peer reviewer of the School.

5. Any other reason that could be perceived by others to bias the judgement of the reviewer, Advisor, Accreditation Board or Committee Member, even if they are confident that this will not be the case.

The extent of the potential conflict of interest depends on the specific circumstances (duration and intensity of the relationship, time since occurrence, degree of competition or collaboration between School assessed and the reviewer's own School, etc.) surrounding the situations described above. For example, working for one of the several partners of the School to be assessed will not be usually considered as a source of conflict of interest.

Once the conflict of interest is declared, in case of a Peer Reviewer, the **EFMD Quality Services Department will act as follows**:

a) When the Peer Reviewer declares a conflict of interest that may be perceived as a potential source of bias against the School, the Quality Services Department will ask the School to be assessed for approval, as is done for the local Peer Reviewer.

b) When the Peer Reviewer declares a conflict of interest that may be perceived as a potential source of bias <u>in favour of</u> the School, the Quality Services Department will determine whether the Peer Reviewer should be excluded from the specific team.

In case of an Accreditation Board or Committee Member, the respective Chair may ask the member not to contribute to the discussion of the School or Programme.

Judgement is necessary to find the balance between declaring negligible conflicts of interest and ensuring that true potential conflicts of interests are declared. Conflicts of interest should be declared as soon as possible to the member of EFMD making the invitation to participate in the Peer Review Team for a given School or at the beginning of the meeting of the Accreditation Board or Committee, respectively. When the source of the conflict of interest needs to be kept confidential, this should also be made explicit.

The EFMD Quality Services Department will also maintain and regularly update an open register of the additional external interests of all Quality Services Directors. As these individuals work with EFMD as part-time consultants, they are likely to be involved in other business school activities. When these conflict with their Quality Services responsibilities, they will declare the conflict of interest and not take part in any stage of the accreditation process of the School concerned.

ANNEX 19

POLICY AND PUBLICITY GUIDELINES FOR THE USE OF THE "EQUIS" BRAND

EFMD GLOBAL

EQUIS

POLICY AND PUBLICITY GUIDELINES
FOR THE USE OF THE "EQUIS" BRAND

The EQUIS label is the leading mark of international quality recognition for business schools, and it allows you to differentiate your school in an increasingly competitive management education market. It also signifies that your school is part of a global community of peers who continue to grow and strive towards excellence.

Your achievement deserves acknowledgement across the management development network worldwide.

In this document, you will learn how best to promote your accomplishment among your stakeholders and communicate your status in line with the EFMD Global policy.

PURPOSE OF THE GUIDELINES

The guidelines help ensure that

- publicity about EQUIS is as broad and informative as possible, benefiting your school as well as the rest of the community of EQUIS-accredited schools;
- you can leverage the value and the recognition of the EQUIS label among your stakeholders;
- the EQUIS label and logo are applied only to schools that are accredited;
- the logo is not applied to partner institutions, except where the partner is also EQUIS accredited;
- all accredited schools apply the EQUIS brand in a consistent way.

PROMOTION OF EQUIS ACCREDITATION

Active promotion of EQUIS accreditation by the member school will help reinforce the positive reputation of EQUIS.

Schools may start publicising their EQUIS (re-)accreditation as soon as they receive an official notice (orally or in writing) from the EQUIS office and are contacted by the EFMD Marketing and Communication department with appropriate guidelines.

The active collaboration of members like yourself in promoting the EQUIS label helps all EQUIS accredited schools gain the recognition they deserve, enabling them to have a long-lasting and positive impact. The following are examples of how a school might promote EQUIS accreditation to its stakeholders:

- Include the "EQUIS Accredited" logo on the accredited school's homepage with a description of what EQUIS stands for and a direct link to the EQUIS section of the EFMD website.

- Include the "EQUIS Accredited" logo on all printed and digital material where the accredited school is mentioned, including brochures, digital banners and stationery, following the below regulations. The EFMD Marketing & Communications department will provide your school with a custom-made digital banner that may be used for this purpose.

- Arrange interviews with journalists for your dean to discuss the accreditation and explain the value it brings to your school. Highlight the unique added value offered by EQUIS, and explain its key standards and criteria and how this process could bring lasting benefits to the school and your stakeholders.

- Announce the news to local, national and international media and internet news service providers.

- Place an advertisement in EFMD's Global Focus magazine to announce the accreditation.

- Within the school, share the news in the internal mail service with a message addressed to academic and administrative staff. Moreover, send a message to your key stakeholders, including students, alumni, recruiters, and business contacts, informing them about the accreditation and its meaning for the school; include it in internal communication, student and alumni magazines, distributed in printed or in electronic form.

- Post announcements on the school's active social media platforms. You may wish to include an interview with your dean and/or the accreditation manager.

- Arrange an announcement for distribution across the school's network in the form of a special message from the dean to institutional partners, recruiters, executive programmes' participants, and other key contacts. Due to the EU's General Data Protection Regulation, EFMD is not able to provide you with personal contacts of the EFMD member schools' representatives.

- Use EQUIS accreditation to generate maximum impact for students, ensuring international recognition of their study programme and qualifications. To this end, it is also important to develop collective pride, for example, by placing posters or banners around the school or by having the dean communicate the news to students verbally. The EQUIS community includes some of the best schools globally, and students need to understand that it is a significant achievement for their school to gain this accreditation.

- Mention the value of EQUIS accreditation as a key achievement of the school in external communications (addressed to applicants, recruiters, media, corporate contacts, etc.).

POLICY FOR PUBLICITY

Public reference to EQUIS accreditation

When making public reference to EQUIS, the school should, where possible, either provide a brief overview of EQUIS accreditation or provide a reference or link to the EQUIS section on the EFMD website. EFMD makes a distinction between 5-year and 3-year accreditations. EFMD will provide this information on its website for all schools that have been accredited or re-accredited.

Use of comments from the Accreditation Board letter

Use of comments from the Accreditation Board's letter is permitted in general terms when the school is communicating their (re-)accreditation in their internal and external publicity materials. However, the school may not use explicit extracts from the Accreditation Board letter or attribute comments made to any individual.

Use of comments from the Peer Review Report

The Peer Review Report may not be published, and no explicit extracts or other data from it may be quoted in the school's publicity materials. If the school wishes to share excerpts of the report (e.g. for a national accreditation body), it must first receive an agreement from the EQUIS office.

The Peer Review Report may be distributed internally. The dean or director of the accredited school decides who should receive a copy of the report per the school's approval procedures. This policy extends to parent institutions (if applicable) and members of any committees or advisory bodies established by or for the school.

Information contained in the report should never be taken out of context. EFMD requires that the report should always be distributed as a complete report rather than in summary or extract form.

All recipients should be informed that the report is confidential and that any further distribution of all or part of the report is not allowed.

USE OF THE EQUIS LOGO – GUIDELINES

Reference to EQUIS accreditation and the EQUIS Accredited logo may feature on any publicity produced in the name of the accredited school alone. The logo may not be used on co-branded materials (e.g. programme brochures) produced in cooperation with partner institutions abroad or for off-campus provision. However, such materials may mention EQUIS accreditation inside the brochure, within the body of the text, as long as it is clear that the accreditation applies only to one partner school.

Subject to certain restrictions as outlined below, the EQUIS Accredited logo can be used for various purposes, including marketing materials, presentations, promotional items, event materials, and to reinforce the school's corporate identity. It is recommended that when using any of the logos on your website, a corresponding link should be made to the EFMD homepage (www.efmdglobal.org). EFMD strongly advises all of its members to review the guidelines set out below regarding the terms and conditions for using the EQUIS Accredited logo.

EQUIS Accredited trademarks consist of the following:

- **EQUIS Accredited logo**

These trademarks hereinafter referred to as the "EQUIS Accredited logo" represent EFMD Global's corporate brand identity, and their usage must be strictly managed in a consistent manner to preserve the quality and integrity of the brand.

Formats of EQUIS Accredited logo available:

- .jpg: High resolution (white background)
- .png: High resolution (transparent background)
- .eps: Please contact the EFMD Communication and Marketing department

EQUIS Accredited logo colours

- The EQUIS Accredited logo can only be used in the original colours or in its off-white version as represented below. Any other variation of the EQUIS Accredited logo will be at the discretion of the EFMD Communications and Marketing department.

Primary Colour

Secondary Colours

PANTONE
194 C
R 155 G 39 B 67
HTML 9B2743
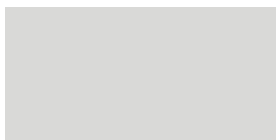
PANTONE
Cool Gray 1
R 217 G 217 B 214
HTML D9D9D6

PANTONE
425 C
R 84 G 88 B 90
HTML 54585A

EQUIS Accredited logo, size, protection zone and composition

- If the EQUIS Accredited logo is being used with other company logos or identities, it should be equal in size to the other logos and placed equally prominently.
- When using the EQUIS accredited logo in communications, there should always be a clear space between the logo and other elements such as other logos, text or images. Please respect a 0.5 cm border all around the logo.
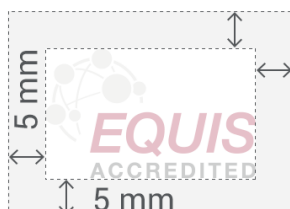
- In order to maintain legibility and consistency when printing, the minimum height of the EQUIS accredited logo should be 18 mm.

- Do not place the EQUIS Accredited logo over any other graphics or distort the logo in any way.
- Do not use the EQUIS Accredited logo with or as part of another logo or symbol to create a unique symbol. The EQUIS Accredited logo is distinct and should always stand alone.
- Do not remove any part of the EQUIS Accredited logo.
- Do not add any words or graphics to the EQUIS Accredited logo.
- Do not add any effects or drop shadows to the EQUIS Accredited logo.

If you are not sure which logo to download, please contact the Marketing and Communications department at communications@efmdglobal.org

ANNEX 20

Appeals Procedure

APPEALS PROCEDURE
Against decisions on eligibility, accreditation and certification

1. A School can present an appeal against decisions on eligibility and accreditation. The School should notify its intention to appeal by means of a letter addressed to the Director General of EFMD not later than one month after the date of the meeting of the relevant body at which the decision being appealed was made.[2] Otherwise, the School will be deemed to have accepted the decision, thereby giving up any possibility of appeal at a later stage.

2. As soon as the letter notifying the intention to appeal is received, the decision being appealed will be suspended and the School will return to the status it had before this decision was made until the appeal process comes to an end.

3. The Institution making an appeal must substantiate its claim that there are grounds for review beyond a mere expression of disagreement with the decision. It should submit a detailed statement of its reasons for believing that the decision should be reversed. This full appeal should be submitted in writing to the Director General of EFMD not later than two months after the date of the meeting of the relevant body at which the decision being appealed was made. The Director General of EFMD will immediately forward the appeal to the President of EFMD.

4. A School failing to act as indicated above will be considered to have definitively renounced its intention to appeal. The suspension of the decision will then be cancelled and the decision will be enacted.

5. The President of EFMD then appoints three members of the EFMD Board, one of whom will be the Chair, to serve as a special Appeals Committee mandated to examine the appeal.

6. The Appeals Committee will study the arguments and the supporting material provided by the Institution and consult as appropriate orally or in writing.

7. The Appeals Committee will first of all seek to establish whether there are substantive grounds for reviewing the decision being appealed. Substantive grounds for review of a decision may be of two kinds:

   a) Matters of procedure where it can be demonstrated that the documented process may not have been respected.
   b) Substantiated evidence that the decision was unjustified in the light of the information made available at the time of the assessment.

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[2] Decisions to remove the accreditation of a school or programme will not be reflected in the list of accredited schools or programmes until this one-month period ends.

8. The Appeals Committee does not take a position on the appropriateness of the decision. It may conclude that there are grounds for review, in which case it requests that the decision-making body re-examines the case during its next meeting, or that there were failures in the process and that the process should be repeated from the stage where the failure occurred. Otherwise, it may conclude that the appeal should be rejected.

9. The Appeals Committee will communicate its conclusions in writing to the EFMD President and to the EFMD Director General who will inform the School and the EFMD Quality Services Department not later than 3 months after receipt of the full, substantiated Appeal.

10. When the appeal process comes to an end, the decision reached will become final.

11. If the outcome of the Appeals process is that the School is invited to undergo another Peer Review Visit, the review must take place within 12 months of the Appeals decision and a review fee will be charged at the rate pertaining on the date of that Appeals decision.

12. A deposit of 15.000€ is required when submitting the substantiated appeal. Once the substantiated appeal document is received, the invoice will be issued. The deposit will be refunded if the appeal is upheld. If the appeal is rejected, the deposit will be donated to a charity proposed by the School and agreed by EFMD Quality Services.

ANNEX 21

EQUIS Policy on Institutional Change and Restructuring

EQUIS POLICY
ON INSTITUTIONAL CHANGE AND RESTRUCTURING

An EQUIS-accredited School or a School declared eligible for EQUIS accreditation may experience some form of major institutional change. This may be the result of internal/organic growth (e.g. opening a campus at a foreign location) or external growth (e.g. acquisition of another school). Institutional change may also be triggered by the School being absorbed by another organisation (e.g. loss of autonomy from the parent faculty within the same university) or by an institutional crisis (e.g. financial distress). While institutional change is in most cases a deliberate process, the latter example illustrates that it can also be brought upon a School by unforeseen developments.

Institutional change will normally be followed by some form of restructuring, i.e. the reorganisation of the School's governance or activities to adjust to the new circumstances. Again, this may be a deliberate effort (e.g. post-merger integration of an acquired school) or not (e.g. faculty departing in a distress situation and the School lacking the financial means to refill these positions).

Institutional change may affect the quality or scope of the School's activities. Consequently, the School is advised to inform the EQUIS Office **without undue delay** if any of the above instances apply. Notification should be submitted when it can be reasonably assumed that institutional change will occur (rather than when the consequences of institutional change begin to materialise). The purpose is to provide an opportunity for assessing how to act prudently with respect to the EQUIS accreditation or eligibility of the School. Failure to submit notification in a timely manner may lead to the suspension of the School's EQUIS accreditation or eligibility at the discretion of the EQUIS Accreditation Board or EQUIS Committee respectively. The same applies to cases where the true situation of the School is misrepresented in the notification or in later communication. If the EQUIS Office receives information suggesting the presence of institutional change while no notification has been received from the School, then EQUIS has the responsibility to initiate the review processes specified in this Annex.

This document establishes the policies and procedures related to an institutional change:

- As soon as institutional change can be assumed to lead to a tangible impact on the School, the Dean (or someone else by specific delegation of the Dean) writes a letter to the EQUIS Office describing the School's situation and future plans.

- An Ad-Hoc Committee involving the EQUIS Director and two additional Associate Directors of the Quality Services Department will preliminarily determine whether the reported institutional change is considered to be major or minor. For this purpose, the reported development is minor if

    a) it is unlikely to affect the quality of the School so as to require changing its accreditation status (5-year or 3-year) or its eligibility status, or

b) it alters the institutional scope so moderately that a new accreditation or eligibility process is clearly not required.

A conference call or a personal meeting with the Dean may be required in order to clarify or amplify the information provided.

- If the Ad-Hoc Committee members unanimously agree that the institutional change is minor, the School will be informed and its next EQUIS re-accreditation or its initial accreditation will take place as originally contemplated.

- If the Ad-Hoc Committee members do not unanimously agree that the institutional change is minor, it will be considered major and the School will be informed that the process described below will be applied.

- No later than three months after the date on which the major institutional change is formally implemented, the School must send to the EQUIS Office an updated Datasheet reflecting the new structure and a brief report (20-25 pages maximum), describing the differences between the old and the new structure of the School as well as the resulting ability of the School to satisfy the EQUIS Standards & Criteria. It is strongly recommended that the School uses the structure of the EQUIS Criteria Evaluation Form for its report.

- Within three months of receiving this information, an EQUIS expert will visit the School to assess the situation. This expert will submit a report to the EQUIS Office. The report should include a recommendation as to whether the new School still satisfies the EQUIS eligibility criteria.

- The Datasheet, the School's report on major differences, and the expert's assessment report will then be submitted to the EQUIS Accreditation Board or EQUIS Committee respectively at its next meeting to decide on the accreditation or eligibility status of the changed School. The decision, made by a simple majority vote of the Accreditation Board or Committee members attending, can be:

In case of an EQUIS accredited school:

a) Temporary suspension of the School's EQUIS Accreditation until it undergoes a new accreditation process.

   This decision will be based on one or more of the following reasons:

   - The new School is substantially different from the one originally accredited.

   - The new School no longer satisfies the EQUIS Eligibility criteria.

   - The quality of the new School is perceived to be substantially affected in one or several of the 10 EQUIS quality dimensions.

   The School will continue to appear in the list of EQUIS accredited schools with the label "Accreditation under review due to major institutional change".

b) Maintenance of the School's EQUIS Accreditation until its original period of validity expires; i.e. the Accreditation Board does not accept the Ad-Hoc Committee's recommendation that this represents a major institutional change.

In case of an EQUIS eligible school:

a) Loss of the School's EQUIS Eligibility.

This decision will be based on one or more of the following reasons:

- The new School is substantially different from the one originally declared eligible.

- The new School no longer satisfies the EQUIS Eligibility criteria.

- The quality of the new School is perceived to be substantially affected in one or more of the 10 EQUIS quality dimensions.

b) Maintenance of the School's EQUIS Eligibility until its original period of validity expires; i.e. the EQUIS Committee does not accept the Ad-Hoc Committee's recommendation that this represents a major institutional change.

- When a School has had its EQUIS Accreditation temporarily suspended by the EQUIS Accreditation Board, it must go through a new accreditation process as if it had just been declared eligible, i.e. it will need to go through the Self-Assessment and Peer Review phases within two years. The EQUIS Accreditation Board may limit this 2-year period to a period not shorter than 9 months, if it concludes that there is no reason to unnecessarily delay a re-accreditation that otherwise would have taken place earlier. Successful accreditation requires that the School fully satisfies all Eligibility criteria at the time of the Peer Review Visit.

- The EQUIS Accreditation Board will, at the appropriate time, not only decide what duration of accreditation will be granted but also whether the EQUIS records should show it as an initial accreditation or as another re-accreditation.

- When a School has lost its EQUIS Eligibility by decision of the EQUIS Committee, it can restart Stage 3 of the EQUIS process as detailed in the Process Manual. However, it cannot reapply for Eligibility within 2 years after the Committee decision.

- The procedure described above does not apply to a situation where an accredited School is forced to officially declare bankruptcy/insolvency or loses its official license for granting academic degrees. In this case, EQUIS Accreditation or Eligibility is automatically and permanently suspended.

- If a School in the EQUIS accreditation process reports a Major Institutional Change between the Peer Review Visit and the corresponding meeting of the EQUIS Accreditation Board, the following procedure will be put into practice:

  1. The Accreditation Board will deal with the case based on the existing Peer Review Report and the information supplied by the School on re-structuring.

  2. If the Accreditation Board's decision is Accreditation, an Ad-Hoc Committee will be formed and the process detailed above will be carried through.

The process described above may accelerate or delay the planned re-accreditation of a School. For example, a School that was accredited one year ago for 5 years and that is experiencing a major institutional change in the next 6 months may have to go through a re-accreditation before the time its last accreditation expires. On the other hand, a School that was accredited 2 years ago for 3 years and that is experiencing a major institutional change in the next 6 months may be entitled to postpone its originally planned re-accreditation for

up to one year. The justification for a delay in the latter case is that it may require some time for the School to appear as a consolidated unit.

Once the Accreditation Board has made the decision to temporarily suspend a School's EQUIS accreditation due to a major institutional change, the annual Accreditation Fee for any remaining period of the previous accreditation will no longer be due. Thus, if paid annually, no further payments will be due and, if paid in advance, monies paid for the remaining period will be credited towards any new fees due. Full fees will be charged for the new cycle, i.e. the Application Fees, the Review Fee and new annual Accreditation Fees as appropriate.

ANNEX 22

Special Re-accreditation

SPECIAL RE-ACCREDITATION (SR)

1.   Preamble

It is assumed that readers of this document are familiar with the EQUIS Process Manual for regular re-accreditations.

Special Re-accreditation (SR) is an alternative to regular re-accreditation which is available only to schools that have been EQUIS Accredited for at least three consecutive periods of 5 years.

SR has been developed as a consequence of three circumstances:

1. EFMD's desire to ensure that the value added by EQUIS to its members and the effort sustained by them is reasonably balanced, not only in the initial cycle but also in all subsequent re-accreditation cycles.
2. The view of a group of Deans of leading schools in Europe, most of them EQUIS "Pioneer" schools, that schools that have proven three consecutive times to have the highest quality according to EQUIS, should be entitled to a less "exhaustive" and time-consuming process.
3. EFMD's view that EQUIS should not be any less demanding on the quality of or grant unjustified privileges to any school, while remaining able to add value to schools in different circumstances.

However, it is recognised that, in five years, the quality of a very good school could deteriorate because, for example, key environmental features could change significantly, a new Dean could have been appointed, or the School could have suffered some unforeseen internal problems. The role of EQUIS is to assess quality and as a consequence enhance reputation, rather than simply assuming that reputation is always based on high quality. As a consequence, regular re-accreditation may be considered desirable under such circumstances and thus SR is presented as an option. Schools that, for example, have undergone a major restructuring or have recently appointed a new Dean, may benefit more from the regular re-accreditation process. While SR incorporates differences in focus and process, it should be noted that it is not a new category or "rating".

In summary, SR pursues the following objectives:

- Continue to evaluate the essential quality aspects.
- Analyse progress in development objectives and degree of improvement in quality.
- Continue to add value in a more focused way.
- Make the process more focused and less onerous.
- Continue to provide challenges for continued quality improvement.
- Contribute learning to the community by analysing good practices of those EQUIS accredited schools that show a longer track record of satisfaction of standards.

This is achieved by means of:

- A process that is shorter and less demanding in terms of the quantity of information required and the length of the visit to the School.
- A process that requires more structured and concise information about the essential aspects of the School, its progress and its future development.
- A Peer Review Team involving only two experienced Peer Reviewers.
- A process that is less costly for schools from many perspectives.

2. Beginning of the process

Any school that has obtained EQUIS Accreditation for 5 years for at least three consecutive times will be entitled to opt for SR instead of regular re-accreditation, as long as its last re-accreditation was a regular one.

Therefore, any school that has gone through SR must necessarily go through a regular re-accreditation in the next re-accreditation cycle. This will make sure that every school goes through a regular re-accreditation at least once every ten years. After this regular re-accreditation, a school can, again, opt for SR when holding 5-year accreditation.

Any school candidate for SR will be contacted by the EQUIS Office as soon as possible in the last year before its accreditation expires. This communication will:

- Formally remind the School that its accreditation expires in less than one year, providing the specific expiration date.
- Inform the School that it is entitled to go through SR, if it chooses to do so.
- Highlight that, if the School opts for SR this time, the next re-accreditation will necessarily be a regular re-accreditation.
- Inform the School, that if SR is chosen, it will be given the opportunity to suggest some areas of strategic development that it would like to be the focus of the assessment during the Peer Review Visit
- Name, provide links to or enclose EQUIS documents and forms that are relevant to the School for the SR process in addition to those relevant for a regular re-accreditation.
- Suggest dates for the Peer Review Visit (3-4 months before the applicable EQUIS Accreditation Board meeting date).
- Request a response from the School as indicated below, within the next two months.

The response of the School should include:

- Its preference for a SR (including topic(s) of assessment focus) or for a regular re-accreditation. In the latter case, the School should follow the guidance of the EQUIS Process Manual for regular re-accreditations and therefore the rest of this document is not applicable.
- Two possible dates for the PRV among those suggested, indicating the preferred option.
- A list of the names and positions of all members of the Senior Management or Executive Team of the School.

The EQUIS Office will inform the School of the selected date for the PRV after consultation with potential peer reviewers.

3.   Self-Assessment Report

As soon as the School has sent the response indicated above, it is ready to start its self-assessment process. Organising internally this stage of the process will benefit from the guidelines offered in the EQUIS Process Manual for regular re-accreditations.

As in previous re-accreditations, the self-assessment stage will result in the production of a Self-Assessment Report (SAR). In the case of SR, the SAR will be shorter and composed of the following documentation:

1. An updated, full EQUIS Datasheet (16 pp.) See Annex 2 of this Process Manual Annexes
    This will provide a basic description of the current situation of the fundamental aspects of the School.

2. Report on Major Developments, organised by EQUIS Chapters (10-20 pp.)
    This will provide information about the major changes and developments in the School since the last EQUIS accreditation affecting each of the ten EQUIS dimensions. It is possible to balance the shorter reporting space required in one Chapter with additional space in another as long as 20 pages are not exceeded overall.
    In particular, progress on the specific Development Objectives chosen by the School following its previous re-accreditation should be reported in the corresponding Chapter(s).

3. SWOT Analysis and Executive Summary of the School's 3-5-year Strategic Plan (10-20 pp.)
    This should convey a succinct strategic analysis of the School organised as Strengths, Weaknesses, Opportunities and Threats, followed by a summary of its strategy, objectives and time horizons.

As a consequence of the above, it is expected that the length of the SAR will not exceed 50 pages.

A Student Report and information on a "Selected Programme" are not required for SR. Appendices to the SAR should also be limited in line with its more focused and restricted content. Base Room documents and other additional information may be requested by the Peer Review Team after their preparatory Online Briefing (see item 4 below).

The SAR should be delivered to the EQUIS Office (in electronic format only) and to the members of the PRT (in both hard and electronic copies) eight weeks in advance of the PRV.

4.   The PRT and the PRV

The PRT for a SR is composed of two experienced EQUIS Peer Reviewers from different nationalities, avoiding those corresponding to the country where the main campus of the School is located. As a consequence, the PRT will not include a local or a practitioner peer reviewer. The two members of the PRT will be appointed by EQUIS, one of them acting as Chair.

The Peer Review Team will work in two phases: the PRT Online Briefing and the Peer Review Visit (PRV).

The PRT online Briefing (for the members of the PRT only) will take place after the SR SAR has been received by the members of the PRT, as soon as the two peer reviewers have had sufficient time to read and analyse it, and not later than 5 weeks before the PRV begins. It will take place by teleconference or videoconference, organised by and with the involvement of the EQUIS Office only.

The purpose of this dialogue will be to discuss the SR SAR provided by the School with the following specific objectives:

1. Identify any areas of concern detected in any section of the SAR.
2. Decide if more information on any of these areas is needed. This will only be done when strictly necessary for the PRT to do a thorough job.
3. Decide whether such information should be provided in writing before the PRV or conveyed orally during the PRV.
4. On the basis of points 2 and 3, list any additional documents to be requested from the School and prepare the schedule of the PRV, indicating the people to be interviewed, by name, position or area of responsibility.

If, in rare circumstances, the PRT believes there are indications that the School quality may have deteriorated to such an extent that it puts its accreditation at risk, the PRT will focus their visit and the additional documents requested on the areas where significant problems have been detected.

The Chair will then send a letter to the School, through the EQUIS Office, with a summary of the conclusions reached, as soon as possible and not later than 3 weeks before the PRV. This letter will specify:

1. The list of documents or sets of data, if any, to be placed in the Base Room, in a section labelled "PRT Requested Documents".
2. A schedule of the PRV specifying the people, if any, to be interviewed during the afternoon of the second day of the PRV.

The PRV itself will involve one and a half days at the School. The first 0,5 day will be spent by the PRT alone while preparing the Visit and examining the materials in the Base Room. The second 0,5 day will be spent interviewing the Dean and the Executive Team. The third and last 0,5 day will be devoted to interviewing the people that the Schedule of the PRV specifies, if any, who may include again specific members of the Executive Team. Otherwise, this time will be devoted to discussion between the Peer Reviewers to agree their conclusions. The PRT will meet the Dean again (or the full Executive Team at the Dean's discretion) at the end of the third 0,5 day for a preliminary oral debriefing. Thereafter, the Peer Review Team is free to leave the School.

The Dean is encouraged, but not required, to join the two Peer Reviewers for lunch or dinner (depending on the timing of the proposed visit schedule) as it provides an opportunity for the Dean to discuss his/her issues of interest. Therefore, delegating attendance, if the Dean is not available, is not expected.

5. Peer Review Report

The Peer Review Report (PRR) will contain:

- A summary general assessment of the School that considers each of the ten EQUIS quality dimensions.
- The recommendation to the EQUIS Accreditation Board about the re-accreditation of the School. This recommendation can only be:
    a. A justified proposal for re-accreditation for another five years, or
    b. A justified request that the School's current accreditation be extended temporarily for one year and that the School undergoes as soon as possible a full regular re-accreditation to be concluded within 12 months.
- An appendix with the Datasheet provided in the SR SAR.

The EQUIS Quality Profile may be used by the Peer Review Team as a working document to assist in the general assessment of the School, but will not form part of the PRR.

The PRR will go through the same process of revision by the School and approval for presentation as in a regular re-accreditation before it is submitted to the EQUIS Accreditation Board.

6. Decision on Accreditation

The EQUIS Accreditation Board will make a decision on the EQUIS accreditation of the School following the normal process, requiring approval by 2/3 majority, and using the same criteria as in any regular re-accreditation. However, under either of the two possible recommendations by the PRT described above, the decision can only be:

- Re-accreditation for another five years, or
- Temporary extension of the current accreditation for one year, with the requirement that the School undergoes a full regular re-accreditation to be concluded within 12 months.

7. Fees

If a school opts for SR, it will pay the same Application and (final) Accreditation fees as in a regular re-accreditation. However, the (main) Review Fee will be only 50% of that in a regular re-accreditation in order to take into account the relative simplicity of the SR process. In those cases, where the School is not re-accredited for another five years, its (final) Accreditation fee will be just 20%, thus covering the one-year temporary extension of its accreditation.

If a school, by decision of the EQUIS Accreditation Board in a SR, is required to undergo regular re-accreditation in less than one year, then the Application fee for this regular re-accreditation will be waived. However, the (main) Review fee and the (final) Accreditation fee will be payable in full.

For all parts of the process that are not described here in detail, the process and rules of a regular re-accreditation will apply.

Further Information and Contacts

If you have any questions concerning the EQUIS accreditation process, 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/equis/

Alternatively, you can contact the EFMD Quality Services Office:

equis@efmdglobal.org

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