

self audit

guidelines

accreditation

A large, abstract graphic composed of several overlapping, semi-transparent blue rectangles and lines, creating a sense of depth and movement. The shapes are arranged in a way that suggests a path or a series of steps, with some lines extending towards the top right corner.

SELF-AUDIT GUIDELINES  
MBA PROGRAMMES

## SELF-AUDIT GUIDELINES

### CRITERIA FOR THE ACCREDITATION OF MBA PROGRAMMES

#### 1. INTRODUCTION

A thorough self-audit documentation helps the assessment team to digest essential information so as to be able to best add value and contribute to the further development of the School being visited. The self-audit documentation comprises an extensive set of data. This booklet is intended to help you complete the documentation in such a way that no essential information is omitted. You may find it helpful if you 'tick off' in the headings below each individual item as having been clearly addressed in your documentation. All the listed items should be addressed, unless they are not relevant to your school or programme. If an entire heading is not relevant, the self-audit document must explicitly say so. Although this has been designed as an almost exhaustive list, any further evidence which shows your school and programmes meet or exceed the criteria are very welcome and should be included under the relevant heading. Where there are cases of repetition (which will depend on the particular situation at the School and/or programmes), please state which section needs to be referred to.

#### Fact Sheets

*All schools must also complete separate Fact Sheets on the institution and programmes. These must be submitted separately and the template followed rigidly (see Appendix). Where information requested below is already provided in the Fact Sheets, reference may be made in the Self Audit to this data, and duplication is not required. Please state clearly which section of the Fact Sheet is being referred to.*

#### **1.1 Brief history of the school.**

Include: date established; when MBA first offered; when MBA first accredited.

#### **1.2 MBA Portfolio (details of ALL MBA programmes)**

State the title of **all** MBA programmes offered at the School irrespective as to whether they are offered by the school alone, in collaboration with another academic partner or with some other third party organisation/enterprise. The Association of MBAs undertakes 'portfolio assessment of MBA provision' and the School must provide full details of **each and every** MBA programme offered at the School.

State:

a) title of individual MBA programmes; b) mode of delivery (i.e. Full-time, Part-time; Modular; Distance Learning etc); c) whether a new accreditation or re-accreditation of the individual programme; d) details if the title of the programme has changed since the previous assessment.

#### **1.3 Re-accreditation only**

Details of the School's response to items listed in the last assessment report under the headings 'Recommendations' and/or 'Conditions'. Use separate headings for each item, i.e. 1.3.1; 1.3.2; 1.3.3 etc. State in full under each heading the Recommendation or Condition as it appears in the Association's report.

Any further programme enhancements since the last assessment visit can also be listed in this section.

## 2. THE INSTITUTION

### 2.1 Status of the Institution

The assessment of MBA provision will take account of the institution offering the programmes. The institution will have:

#### 2.1.1 *Mission of the institution and MBA programmes.*

- (i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths;

Tick		
	1	State mission of a) School b) MBA provision
	2	State aims and values that underpin this mission
	3	Currency of the mission statement. Processes for review, frequency & key outcomes from last review
	4	Explain how mission reflects key strengths of institution
	5	Further relevant information

#### 2.1.2 *Strategy of institution and MBA provision*

- (ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission;

Tick		
	1	State strategy for a) School and b) MBA provision. Link to mission statement (if appropriate)
	2	When was strategy last reviewed? What are processes and timescales for review? What were the key outcomes from the last review?
	3	<b>Appendix:</b> Full strategy document
	4	Further relevant information

#### 2.1.3 *Governance and continuous improvement policies and their implementation.*

- (iii) well defined and implemented policies of governance and continuous improvement, with members of the corporate community participating in the development of these policies;

Tick		
	1	Details of governance structure of the School
	2	Details of bodies that contribute to quality control at the School level
	3	Diagram illustrating the governance structure of the School with reference to MBA provision
	4	List of committees and other relevant bodies that contribute to the governance of the School and quality control. Composition thereof
	5	Details of any School Advisory Board, including list of members
	6	Details of any Advisory Board for MBA provision, including list of members, terms of reference, and regularity of meetings
	7	Details of any additional formal links to industry that contribute to the development of the School and its programmes

	8	<b>Base room:</b> Minutes of all relevant committees listed above
	9	Further relevant information

**2.1.4. Statement of income/expenditure for the current and previous two years**

(iv) market legitimacy, secured financial viability and institutional continuity;

Tick		
	1	Statement on degree of financial autonomy of the School and control over its income
	2	Statement of overall School income/expenditure for previous two years with breakdown of headline items
	3	Statement of income/expenditure for MBA provision for previous two years
	4	Details of utilisation of any surplus (investment in infrastructure etc)
	5	Details of overall contribution to parent institution to cover overheads (in currency and percentage of total revenue)
	6	Further relevant information

**2.1.5. Relations with parent University**

(v) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources;

Tick		
	1	Describe the governance and organisational structure of the School, within the context of the wider University or other parent institution
	2	Outline how the School is represented within the parent institution.
	3	Explain Academic leadership of the School.
	4	Further relevant information

**2.1.6. Describe organisation and levels of autonomy**

(vi) an effective and integrated organisation for the management of activities, with a significant degree of autonomy and control over its future;

Tick		
	1	Diagram of the School's management structure.
	2	Describe how autonomy of the School is achieved, with evidence.
	3	List of committees & boards most directly linked to MBA provision, including their composition and terms of reference
	5	Outline formal bodies/mechanisms for quality control of the MBA
	6	Further relevant information

### 2.1.7 Describe target markets and marketing strategy

(vii) identified its target population and have a developed sense of the market for its products including means of regular access to employer opinion; and

Tick		
	1	Provide overview of target market(s) for the School's programmes. Include if appropriate references to geographical location(s), industry sectors, typical age/gender profiles, typical years of postgraduate work experience etc.
	2	Provide details of marketing strategy & marketing plan.
	3	Details of how marketing is conducted and what resources are allocated to the marketing of the School and its MBA provision.
	4	Who are the competitor schools?
	5	What is/are the unique selling point(s) of the School and its MBA(s)? Who is responsible for marketing - is it at School or parent institution level?
	6	<b>Base room:</b> marketing materials
	7	Further relevant information

### 2.1.8. Relationship with customers & organisations

(viii) a clearly articulated policy with regards to its relations with the organisational and managerial world, including a well-developed customer orientation.

Tick		
	1	Describe policy for relations with the organisational and managerial world.
	2	Details and nature of any other formal links to industry.
	3	How are corporate relations managed? Who is responsible for the development of corporate relations?
	4	How do corporate organisations contribute to the development of the School?
	5	How do corporate organisations contribute to the development of MBA provision?
	6	Details of policy & relationship with other customers
	7	<b>Base room:</b> minutes of all relevant meetings
	8	Further relevant information

## 2.2 Audit processes

The institution should be able to demonstrate satisfactory outcomes from its own internal and national audit processes. The institution should provide evidence that it has responded successfully to any recommendations resulting from these processes.

Tick		
	1	External audits: Provide details of external audits by a) governmental bodies; b) accreditation bodies; c) external examiners; d) any other external audits.
	2	External audits: details of recognised areas of best practice.
	3	External audits: details of recommendations and action taken. Evidence of successful implementation and feedback from audits.
	4	Framework for quality control at a) school level; b) MBA level.
	5	Internal audits: details of internal audit processes and mechanisms.
	6	Internal audits: details of recommendations and action taken. Evidence of successful implementation and feedback from audits.
	7	Formal processes for major review.
	8	<b>Base Room:</b> Full audit reports
	9	Further relevant information

## 2.3 Resourcing

Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate/post-experience students. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically out of normal working hours and at weekends. Access to industry standard hardware and software is important, as is the availability of business databases and literature search facilities.

Tick		
	1	Library: accessibility: days/hours of opening. Accessibility on-line. Dedicated school-level provision e.g. stock, staff
	2	Library: Number of business & management related books; number of periodical subscriptions; list of business & management related databases; other electronic resources, other materials
	3	IT: details of IT infrastructure and IT support
	4	Details of teaching, study and breakout rooms
	5	Investment (past and future) in resources listed above
	6	Further relevant information

### 3. FACULTY

#### 3.1 *Quality of teaching*

The institution offering an accredited programme must be able to provide relevant evidence of the quality of teaching from within its faculty, and that those teaching on the MBA are of the highest teaching standards.

Tick		
	1	Description of mechanisms and processes which exist to ensure quality in teaching.
	2	Development of faculty: training, seminars, peer observation, workshops, policy for attendance at conferences/forums, sabbatical policy, appraisals
	3	Evidence of high quality teaching from faculty
	4	Incentives to support quality teaching
	5	<b>Base room:</b> Faculty handbook
	6	Further relevant information

#### 3.2 *Quality of teaching team*

The institution should be able to demonstrate high levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. The majority of the MBA teaching team should be actively involved in all three activities.

Tick		
	1	Details of research strategy and policy.
	2	Research organisation – i.e. centres, departments.
	3	Contribution of research, consultancy to teaching. Outline policy, and provide examples with relation to the MBA
	4	Research income and sources – last five years.
	5	PhD programme (if any), output & completion rates
	6	Consultancy policy and strategy
	7	<b>Appendix:</b> Quantified results of research: a) internal or external audits; b) include table providing research output over previous five years by faculty name: books (single/joint author); chapters (single/joint author); peer reviewed journals (by category); other journal publications etc.
	8	<b>Appendix:</b> List of consultancy projects undertaken and income obtained, listed by faculty name
	9	Further relevant information

#### 3.3 *Faculty qualifications*

Faculty teaching at MBA level must be appropriately qualified and credible. Therefore at least 75% of the institution's teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate.

Tick		
	1	Breakdown of school faculty qualifications including: number and percentages with a) doctorate b) relevant masters degrees;.
	2	Provide similar figures for those teaching on each MBA programme
	3	<b>Table:</b> For all faculty, provide the following details: name, age, gender and nationality; academic qualifications; industrial/commercial/public sector experience; employment status. Highlight those that currently teach on the MBA.
	4	<b>Base room.</b> Comprehensive CVs of school faculty including: name; gender; nationality; academic posts held; academic qualifications, industrial, commercial and/or public sector experience; consultancy projects; and research output.
	5	Further relevant information

### 3.4 Staff criteria

The MBA teaching team should:

- (i) be aware of debates at the forefront of knowledge in the relevant management field;
- (ii) be able to relate their subject to other subjects in the MBA;
- (iii) have an up-to-date understanding of business practice gained through, for example, recent managerial experience, consultancy or executive education so that teaching can be linked to good practice as well as theory.

Tick		
	1	Supplementary information to faculty CVs
	2	Analysis of the MBA faculty giving additional evidence of the above in light of this criterion
	3	Further relevant information

### 3.5 Research quality

Research quality should be of a high quality in all areas of activity and show some evidence of an international dimension.

Tick		
	1	Outline research strategy and research strengths
	2	Describe research centres; research clusters
	3	Evidence of research quality
	4	Evidence of an international dimension of research output
	5	Further relevant information

### 3.6 Research relevance

The institution should be able to demonstrate that there are effective mechanisms by which results from research, consultancy and contact with the organisational corporate world are regularly incorporated into the MBA provision.



Tick		
	1	Policy on research relevance
	2	Describe mechanisms to ensure that research and consultancy informs MBA content, with examples
	3	Further relevant information

### 3.7 *Development policy*

The institution should have a well-founded faculty development policy to ensure that faculty continue to meet high standards.

Tick		
	1	Outline staff development policy
	2	Describe processes for staff appraisal
	3	Policy for recruitment of academic staff
	4	Development of new staff: e.g. probationary period, remission of teaching; training; mentoring
	5	Development of all staff: mechanisms to ensure that all staff receive necessary development / exposure to best practice regardless of standing and experience
	6	Attendance at conferences; sabbatical leave
	7	Further relevant information

### 3.8 *Faculty size*

The MBA teaching faculty should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision for which accreditation is being sought. Due regard will be given to the following factors:

- (i) the need for a critical mass of core staff to administer, deliver and manage the MBA programme effectively;
- (ii) new innovative approaches to delivery and learning which transcend the traditional concept of the school and tutor/student interaction.

Tick		
	1	State number and FTE (full time equivalent) of the entire academic faculty of the school: break down by full-time faculty and adjunct faculty (practitioners; visiting faculty etc.)
	2	State number and FTE of the faculty that teaches the MBA programme: break down by full-time and adjunct faculty
	3	Outline teaching loads and load allocation (workload) model
	4	If there are innovative approaches to delivery and learning which transcend the traditional concept of the school and tutor/student interaction, state how teaching and learning is managed.
	5	Further relevant information

### 3.9 *Integration*

The institution should address the issues of collegiality, availability and integration of staff into the total teaching and learning environment of the school, including part-time faculty, faculty from another part of the institution, staff from other institutions and practitioners. All members of the MBA teaching team, irrespective of origin, should be subject to the institution's quality assurance policy.

Tick		
	1	Who (or what body) is ultimately responsible for the integration of academic staff across the entire school?
	2	Who (or what body) is ultimately responsible for the integration of academic staff teaching on the MBA across the entire programme?
	3	Formal processes for MBA staff integration: i.e. MBA teaching team (if any); MBA programme board/committee; module/course committees
	4	Integration of staff on individual modules - module/course leaders/co-ordinators
	5	Overall policy for adjunct academic staff, and specific integration thereof
	6	Any other formal or informal methods of faculty integration
	7	Further relevant information

## 4. PROGRAMME MANAGEMENT & STUDENT ENGAGEMENT

### 4.1 Feedback to students

Mechanisms must exist to ensure adequate feedback and response to student reactions to course delivery and content on the MBA.

Tick		
	1	Policy on feedback to students & communication of this to staff
	2	Describe feedback processes in detail – formal and informal.
	3	Is there a staff-student committee? How does this operate?
	4	Formal mechanism for response to feedback and evidence of quality loop, with examples
	5	Further relevant information

### 4.2 Academic leadership

There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the MBA programmes with individuals identified for each.

Tick		
	1	Diagram of staff and management structure for School and MBA
	2	Outline academic leadership of the School
	3	Describe MBA programme management system
	4	Further relevant information

### 4.3 Administrative support

The institution should be able to demonstrate a level and quality of administrative support appropriate to the size of the MBA provision.

Tick		
	1	Number of administrative staff in School and number dedicated to MBA provision.
	2	Diagram of administrative structure
	3	Describe functionality of administrative structure
	4	Further relevant information

### 4.4 Employment

Facilities should exist to assist in employment for full-time students at the conclusion of their studies, with career development opportunities available for all students.

Tick		
	1	Details of careers office structure, specifically those dedicated to the School and the MBA
	2	Outline services offered by the careers office for employment and career development (general & MBA specific)
	3	Details of other relevant activities other than career counselling; collaboration with alumni office and/or corporate relations
	4	Contribution of careers provision to teaching and learning on the MBA (if any)
	5	Data on graduate placement post-MBA
	6	Details of any career surveys undertaken
	7	Further relevant information

#### 4.5 Pastoral care

Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study.

Tick		
	1	Is there an induction programme? Outline details of this programme
	2	How are the needs of international students catered for?
	3	Outline provision for pastoral care. Where is this documented?
	4	Further relevant information

#### 4.6 Alumni

A well-established and active association of MBA alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.

Tick		
	1	Details of alumni organisation at the School and MBA level.
	2	How is the alumni organisation managed - by the alumni themselves or by the school? Is there an alumni committee? How is it funded?
	3	How many members of the alumni are there?
	4	How does the school communicate with the alumni?
	5	What services are available to the alumni?
	6	Frequency of events and meetings
	7	Are alumni utilised by the school to support marketing & admissions?
	8	Further relevant information

#### **4.7 Skills development**

Where course members have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

<b>Tick</b>		
	1	Fully describe policy with respect to this criterion
	2	Outline Diagnostic/remedial procedures for verbal and numeracy skills prior to commencement of the programme; during the induction element
	3	Outline Support mechanisms for addressing weaknesses in verbal and numeracy skills
	4	Further relevant information

## 5 STUDENTS

### 5.1 Target market

The MBA is defined as a career development generalist programme for those who have significant post-graduation work experience on which the learning process should explicitly build.

Tick		
	1	How does the School define its MBA market in its own literature/website?
	2	Provide details of target market(s) for all MBA programmes. Include if appropriate references to geographical location(s), industry sectors, typical age/gender profiles, typical years of postgraduate work experience etc.
	3	Explain target markets within parameters of the criterion
	4	Further relevant information

### 5.2 Admission procedures

There should be an expectation on the part of the provider that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. If interviews are not used, evidence that applicants' statements have been verified will be required.

Tick		
	1	Control of admission processes – what body/person (state if admissions are not fully controlled by the School), who makes final admissions decision?
	2	List admission requirements and outline admission processes – include details of: application fee; application form; CV; reference(s); essay(s); GMAT or similar test; entrance exam/test; TOEFL/IELTS; other language tests, etc
	3	What is minimum acceptable scores for tests used above
	4	Interviews – policy on the use of interviews (compulsory for all; compulsory on certain programmes; compulsory for certain candidates?); who conducts them?
	5	Further relevant information

### 5.3 Academic and professional qualifications

The MBA is intended for a variety of able candidates, primarily:

- (i) graduates from any discipline; and/or,
- (ii) holders of an equivalent professional qualification.

Exceptionally, mature and experienced managers with the potential to meet the learning requirements of the MBA may also be considered as candidates.

Tick		
	1	Academic entry requirements i.e. any bachelor's degree, masters degree or above etc.
	2	Outline work experience requirement: number of years postgraduate relevant experience for each MBA programme
	3	Outline policy for candidates with no formal qualifications. If non-graduates are accepted state any additional criteria for admission
	4	Definition of relevant work experience for MBA admission.
	5	For the current (where appropriate) and previous (two) cohorts the following three table are required, divided by <i>programme</i> , <i>intake</i> and <i>delivery mode</i> :  <b>a) Table A:</b> Number of applications, places offered, places accepted.  <b>b) Table B:</b> Rate of progression (withdrawal, deferral, referral, pass)  <b>c) Table C:</b> Cohort listings with student names and details of age, gender, nationality, MBA entry qualification (Title, discipline, degree class), work experience (length and nature e.g. last/current job and GMAT scores (if required)).
	6	Further relevant information

#### 5.4 Prior experience

Students are expected to have a minimum of three years appropriate and relevant postgraduate work experience upon entry and the student body as a whole should average at least five years of such experience.

Tick		
	1	Confirm that students have a minimum of three years appropriate work experience
	2	Number of students admitted with less than three years relevant experience, with an explanation for each
	3	Average number of years work experience for each cohort / programme
	4	Further relevant information

#### 5.5 Language proficiency

Evidence of language proficiency will be required. Where teaching is in English, evaluation of students for whom English is not a first language by IELTS, TOEFL or interview will be expected.

Tick		
	1	Outline policy on language testing for students whose native language is not the language of instruction
	2	IELTS or TOEFL: State if used. Provide minimum acceptable scores
	3	Details of other language testing used
	4	Provide language scores (where applicable for all students on current and previous two cohorts)
	5	Remedial support policy for languages
	6	Further relevant information

### 5.6 Full-time course admission/exemptions

In order to maintain cohesion and integrity of the student cohort and the programme, admission with credit, admission with advanced standing and exemptions will not be accepted for accredited full-time MBA programmes and, exceptionally, should be limited to no more than 20 per cent of the course of study for other modes of delivery. Additionally, no more than 20 per cent of a student cohort may be admitted with credit, advanced standing and exemptions.

Tick		
	1	Confirm exemptions are not accepted for accredited full-time MBA programme
	2	Confirm percentage weighting of exemptions for non-full time programmes offered in the last three years by programme
	3	<b>Appendix:</b> Details of students who have been admitted with credit, advanced standing and exemptions over the past three years. Provide full details of the number of credits / % of course provided.
	4	Further relevant information

### 5.7 Admission with credit

The institution's policy with regard to admission with credit, admission with advanced standing and exemptions should be made explicit. The criteria and processes used must be rigorous and reliable. Where credit, advanced standing and exemptions are awarded, the institution must be able to demonstrate that any learning undertaken prior to enrolment on an MBA programme, either within the institution or elsewhere, is at Masters level and is comparable to that offered to students admitted directly onto the programme. Any prior learning for which credit, advanced standing and exemptions are awarded must have been acquired no later than five years before enrolment to an MBA programme.

Tick		
	1	Outline policy and criteria for admission with credit, admission with advanced standing and exemptions
	2	Further relevant information

### 5.8 Student cohort size

In order to promote mutual learning among peers, students should be selected on the basis of the contribution they may be expected to make as well as the benefit they may gain. Given the important role members of the cohort play in enriching the learning process, student diversity across a range of metrics is essential. To achieve adequate group interaction, the expected intake on an accredited programme would be a cohort size (distinct learning group) of at least 20. Due regard will be given to the following factors:

- (i) the need for a critical mass of participants;
- (ii) geographical factors which may serve to constrain a local market; and,
- (iii) the combination of cohorts from different modes of delivery, whilst maintaining overall cohort cohesion and integrity.



Tick		
	1	Provide a summary table of student numbers for the last three years, divided by cohort / intake
	2	If numbers are below the criterion (20 students) for any MBA programme provide an explanation, and outline policy / strategy for increasing admissions in the future.
	3	If numbers are below the criterion (20 students) for any MBA programme cohort is critical mass still achieved via joint teaching with MBA students from other programmes? Explain how cohort integration is achieved.
	4	Further relevant information

### 5.9 Cohort diversity

In order to ensure programme diversity and sustainability, individual cohorts should be internationally diverse and balanced where possible. This is especially important for full-time programmes where the international experience offered by the MBA is an industry standard.

Tick		
	1	Show breakdown of each programme / cohort by nationality
	2	Explain how other metrics of diversity are achieved
	3	Explain how this mix fits with marketing strategy
	4	Further relevant information

### 5.10 Single industry/employer arrangement

Single Company and Consortia MBA programmes may be accredited provided that final decisions on admissions, student progress, curriculum, assessment and award of the MBA remain under the control of the institution. Since a major source of learning flows from the interaction between managers from a variety of backgrounds, it is essential that the profile of the student cohort conforms to criterion 5.8.

Tick		
	1	Details of any Single Company MBA: include name of company, admissions processes (with special reference to any process that diverges from standard MBA admissions practice); number of students; location; curriculum (full details of any divergence in curriculum if different from general MBA); assessment; what is necessary for the award of the MBA degree.
	2	Details of any Consortia MBA: include companies involved, admissions processes (with special reference to any process that diverges from standard MBA admissions practice); number of students; location; curriculum (full details of divergence in curriculum if different from general MBA); assessment; what is necessary for the award of the MBA degree.
	3	Statement on ensuring cohort diversity within these programmes, with evidence
	4	Further relevant information

## 6 PURPOSE AND OUTCOMES

### 6.1 MBA Definition

The MBA is a career development generalist degree for those with significant relevant work experience, which contributes to learning. The emphasis is on leadership through strategic management with a significant practical and professional orientation to the programme of study.

Tick		
	1	Describe how the design of each MBA programme conforms to this criterion.
	2	Further relevant information

### 6.2 MBA Purpose

The purpose of an MBA is to:

- (i) enhance and develop previous relevant experience in business and management;
- (ii) prepare students for leadership and transformational roles in business;
- (iii) develop strategic thinking, innovation and entrepreneurial skills;
- (iv) develop an understanding and provide experience of global business issues, including the potential contribution that business can make to solving these issues;
- (v) develop the ability to apply previous and newly acquired knowledge and experience to complex business issues in a range of contexts;
- (vi) develop knowledge, at an advanced level, of organisations, their management and the environment in which they operate;
- (vii) develop an understanding of responsible risk management and sustainable value creation on the basis of the environmental, social and governance impacts of business
- (viii) develop interpersonal and group-working skills; and,
- (ix) encourage lifelong learning and personal development.

Tick		
	1	Provide evidence as to how the MBA conforms to this criterion. Make reference to each of the points (i) to (ix) above (programme mapping)
	2	Further relevant information

### 6.3 Learning outcomes

Each individual MBA programme should have clearly stated aims, objectives and learning outcomes. Learning outcomes should be clear and explicit in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme.

Tick		
	1	State aims, objectives and learning outcomes for each MBA programme. Where are these published?
	2	Describe how each programme recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme
	3	State policy and process for review of programme aims
	4	Further relevant information

#### 6.4 Knowledge and understanding

In terms of knowledge and understanding, an MBA graduate will be able to:

- (i) understand the concept of leadership through strategic management;
- (ii) integrate new knowledge with previous learning and experiences;
- (iii) know and understand organisations and their stakeholders, the external context in which they operate and how they are managed from a sustainable and long term perspective;
- (iv) integrate their learning from a comprehensive range of managerial subject areas to understand and address complex situations holistically; and,
- (v) be able to analyse, synthesise and solve complex unstructured business problems.

Tick		
	1	Provide evidence as to how each MBA programme conforms to this criterion. Make reference to each of the points (i) to (v) above (programme mapping)
	2	Further relevant information

#### 6.5 Employer expectations

Employers can expect graduates, over time, to:

- (i) apply consistently in-depth knowledge and understanding, based on previous work experience and advanced study, to complex business situations;
- (ii) apply strategic management skills at a senior level in changing business environments;
- (iii) transform organisations through strategic leadership, intellectual rigour and professional ethical values;
- (iv) understand and have experience of global issues;
- (v) lead and develop others in an organisational context;
- (vi) have well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels;
- (vii) make sound judgements with incomplete data and communicate conclusions clearly to a range of audiences;
- (viii) be self-directed and able to act autonomously in planning and implementing projects; and,
- (ix) take responsibility for continuing to develop their knowledge and skills.

Tick		
	1	Describe how each MBA programme conforms to this criterion with regards to employers. Make reference to each of the points (i) to (ix) above (programme mapping)
	3	Further relevant information

## 6.6 Overall outcomes

When assessing the overall quality of the programme, consideration will be given to the value added by the MBA programme to work experience and career development. The views and experiences of appropriate alumni, employers and sponsors will also be sought. The transfer of learning from the programme to the place of work will be evaluated, and evidence that these outcomes are being met by graduates in the workplace is expected.

Tick		
	1	Describe how the MBA conforms to this criterion
	2	Sample list of main employers and sponsors with contact name, address and telephone number - employing organisations may be contacted for their opinions about the programme(s).
	3	Testimonials from alumni and employers
	4	Give details as to how achievement of employer outcomes are measured and reviewed (e.g. employer surveys), and feedback loop into programme design
	5	<b>Appendix:</b> Submit copies of any careers and salary survey of alumni.
	6	Further relevant information

## 7 CURRICULUM

### 7.1 Learning standards

An MBA is Masters-level programme of study and is postgraduate in nature. Institutions should be able to demonstrate that Masters-level learning is achieved across the programme.

Tick		
	1	Describe how Masters-level learning is achieved, assessed and reviewed on each programme
	2	Further relevant information

### 7.2 Nature and design

The nature of an MBA programme is based on the assumption of significant relevant previous experience of the participants. The MBA is designed for those who may be expected in time to make a significant contribution to managing at a strategic level in their organisation. The MBA is a programme of study aimed at the preparation for strategic leadership and transformational roles in organisations. It should offer both a rigorous and intellectually demanding programme of study and the opportunity for personal development.

Tick		
	1	Describe how the design of each programme conforms to this criterion (with specific reference to i) to iii below)
	2	i) experience of the participants
	3	ii) for those who may be expected in time to make a significant contribution to managing at a strategic level in their organisation
	4	iii) preparation for strategic leadership and transformational roles in organisations
	5	Outline the provision within the MBA for personal development
	6	Further relevant information

### 7.3 Programme design

The design and content of the programme should embrace a range of relevant theory firmly linked to the practical world of sustainable leadership, business and management. Employing organisations should contribute directly to the development of the programme.

Tick		
	1	Explain how curriculum links with the practical world of management – i.e. input from: advisory boards; employer forums; research/consultancy
	2	Explain the level of employer involvement in curriculum development (formal and informal processes)
	3	Outline policy and process for programme re-design & incremental change – what person(s); what bodies.
	4	Provide details of process for programme re-design
	5	Explain how programme design embraces the concept of sustainable leadership, business and management
	6	Further relevant information

#### 7.4 Functional specialisation

While all programmes should reflect the general character of the MBA, individual courses may be designed to meet the needs of a specific business function or sector. While it is encouraged that a programme includes some specialisation appropriate to the institution's resources and strengths, the MBA should retain its generalist, broad character.

Tick		
	1	Provide details of the specialisation
	2	Rationale for offering a functional specialisation route
	3	Describe the programme design. Is the functional specialisation embedded in the entire MBA curriculum or is there a general core curriculum followed by functional specialism courses/modules?
	4	Evidence that generalist nature of programme is maintained
	5	Further relevant information

#### 7.5 Curriculum content

An MBA programme should encompass relevant knowledge and understanding of organisations, the external context in which they operate, their stakeholders and how they are managed. Care should be taken to ensure that the academic programme is rigorous while properly related to the practical world of management. While a specific module is not expected for each of the below, all programmes should demonstrate that students acquire a significant understanding of the major areas of knowledge which underpin general management, including:

- (i) the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organisation;
- (ii) the concepts and applications of accounting, of quantitative methods, and management information systems including IT applications;
- (iii) organisation theory, behaviour, HRM issues and interpersonal communications;
- (iv) the processes and problems of general management at the operational and strategic level;
- (v) Macro and micro economics
- (vi) business research methods and consultancy skills;
- (vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues;
- (viii) explicit coverage of the ability to respond to and manage change;
- (ix) business policy and strategy;
- (x) leadership and entrepreneurship;
- (xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance;
- (xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, knowledge management, and globalisation;
- (xiii) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.

Tick		
	1	How is the programme measured – i./e. in credits/hours? State total number for a) taught elements and b) end project or dissertation
	2	Diagram of each MBA programme (chronological); Include titles of all relevant elements of the programme; include number of credits for each element of the programme. State clearly which are 'core curriculum elements
	3	Electives and options: list all elective/optional courses. Total number and how many actually run each year
	4	Map the curriculum of each MBA programme (by module) against this criterion, showing how each of these areas are covered by the core curriculum (curriculum mapping). Refer explicitly to each point (I – xiii).
	5	<b>Appendix:</b> Detailed syllabus description – module descriptors, reading lists
	6	<b>Base room:</b> Teaching materials; course books etc
	7	Further relevant information

### 7.6 Internationalisation of curriculum

To ensure an international dimension to the programme, the curriculum should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations.

Tick		
	1	Explain how diverse management concepts and styles are introduced and encouraged throughout the curriculum
	2	Further relevant information

### 7.7 Programme integration

An MBA should contain substantial evidence of programme integration, usually undertaken primarily as an in-company project, which demonstrates each individual student's ability to integrate the individual core subjects. Where included, such a project should be practically based and allow candidates to demonstrate an understanding of theory and its application at Masters level. Although literature-review-based dissertations are acceptable, co-operation of an employing organisation is encouraged, and a joint supervisor from the employer may be appointed. Where such co-operation is not available, the institution should provide alternative means for the student to carry out a practically based project. The expectations, learning outcomes and assessment criteria should be made explicit. Research and consultancy skills training should be provided in preparation for the above. Any other methods of integration are acceptable but evidence that such methods are effective and substantial is expected.

Tick		
	1	Outline all modes of substantial integration within each programme
	2	Details of capstone project (dissertation; project; business plan etc). Max/min length in number of words; individual or group; sourcing of projects; number of credits or hours; percentage of marks for entire programme
	3	Details of research and consultancy skills training
	4	Details of any special assessment
	5	<b>Appendix:</b> Project briefing paper
	6	<b>Appendix:</b> List of projects/dissertation titles for the current and previous two years
	7	<b>Base room:</b> a selection of completed projects including those with: top marks; average marks; borderline passes; fails
	8	Further relevant information

### 7.8 Theory & practice

Evidence will be sought that programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching.

Tick		
	1	Explain balance of theory and practice on each MBA, outline rationale, and the process for monitoring this balance.
	2	Explain balance of functional and integrative teaching on each MBA, outline rationale, and the process for monitoring this balance.
	3	Further relevant information

### 7.9 Transferable skills

The programme must also be explicit about the means by which transferable and 'soft' management skills are developed throughout the programme. Such skills include, but are not restricted to: ability to manage change; communication; leadership; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; values.

Tick		
	1	Outline the key transferable skills developed on each MBA programme
	2	Explain how these skills are developed and measured, and assessed where applicable
	3	Further relevant information

### 7.10 Critical thinking

The general educational aims of the programme should be to develop cognitive, critical, intellectual and relevant personal and interpersonal skills at leadership level. It is important that participants are able to apply the concepts learned during the programme.

Tick		
	1	Explain how the programme develops critical thinking skills, and how these are measured
	2	Further relevant information



### 7.11 Teaching & Learning Methods

The applied nature of much of the MBA demands a range of teaching and learning methods. These methods include lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training and in-company training whether formal courses or in-company learning with a mentor. Co-operation of employers is to be encouraged and it is expected that much of the learning will be practically based.

Tick		
	1	Outline methods of delivery used on each programme
	2	Outline MBA teaching and learning strategy
	3	Policy for balance of course delivery; i.e. at least two or more modes of delivery for each component
	3	Describe use of a virtual learning environment
	4	Describe Innovations in delivery
	5	Further relevant information

### 7.12 Peer group interaction

Much of the learning in an MBA is expected to take place between members of the learning group, and opportunities for collaborative learning should be provided. Such interaction can be face-to-face and/or through the application of a virtual learning environment, as long as this encourages both synchronous and asynchronous interaction.

Tick		
	1	Describe how peer group interaction is achieved. How regular is group work in the programme?
	2	Policy on formation of groups/group working. How are groups formed?
	3	Teambuilding – when/where does it appear (course/seminar)?
	4	Further relevant information

### 7.13 Assessment purpose

The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of an MBA degree. The assessment scheme should have detailed criteria and specify the range and relative weights of the various assessment methods used. The assessment scheme should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.

Tick		
	1	Outline assessment strategy and how it impacts on each programme, including programme review and programme design
	2	Outline criteria for achieving a pass in coursework and examinations, and the range and relative values of the assessment methods used
	3	What grading scale is used (i.e. A to F; percentage; 1 to 20 etc)
	4	Describe any innovations in assessment methods
	5	Describe mechanisms for consistency in marking: assessment handbook; grade descriptors; blind double marking; external moderation; programme committees etc
	6	<b>Table</b> showing the range of assessment methods and weightings used on each module or component of each programme, i.e. examination, essay, case study, presentation etc, and percentage of marks attached to each one
	7	<b>Base room:</b> Examples of marked work (range from fail to excellent) and evidence that this has been used to provide feedback to students.
	8	<b>Base room:</b> Examples of student examination papers; to include borderline passes, fails, as well as average and high scoring examples.
	9	Further relevant information

#### 7.14 Assessment scheme

The assessment scheme should reflect the particular aims and characteristics of the course. Individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is welcomed, particularly where new teaching and learning methods are being used, detailed evaluation by the school of such innovations will also be looked for.

Tick		
	1	Describe how the assessment scheme reflects the aims of the programme(s). Explain balance of individual / group assessment, and exam / coursework
	2	Deferral/referral policies – see 4.3 for definition of 'deferral & referral)
	3	Requirements for the award of the MBA degree; merit or distinction policy
	4	Further relevant information

#### 7.15 Formative feedback

Assessment should also be used to provide feedback to students and assist in the subsequent individual and group learning.

Tick		
	1	Outline policy on formative feedback. How is this measured and reviewed?
	2	Describe feedback mechanisms, with evidence of effective feedback loop
	3	Describe policy on feedback: formative and summative feedback; timeliness; kind(s) of feedback etc
	4	Is there formal feedback to: the class; one-to-one
	5	Further relevant information

**7.16 Consistency of standards**

Evidence is required that steps are taken to ensure that the individual's own work is being assessed, and that assessment standards are consistent.

Tick		
	1	Outline processes to ensure the above, e.g. use of plagiarism software, balance of individual and group assessment
	2	Submit copies of external examiners reports
	3	Policies on plagiarism and method of their communication to students
	4	Student appeals procedure
	5	<b>Appendix:</b> Student handbook: overview of the MBA programme; full information about studying for the MBA; content of programme; assessment; student's rights and obligations
	6	Further relevant information

## 8 MODE AND DURATION

### 8.1 Duration

The duration of an MBA programme is expected to be equivalent to at least one year's full time study and at least two year's part-time study (or 90 ECTS equivalent). More flexible modes of delivery should be expected to take between two to three years to complete, with a clear and managed progression rate and an upper limit in exceptional circumstances of not more than seven years.

Tick		
	1	State total duration of each programme, including allowed extension period and policies for such extensions
	2	Further relevant information

### 8.2 Hours

An MBA programme will correspond to the equivalent of at least 1 800 hours learning effort. Additionally, the total number of contact hours is expected to be not less than 500 hours. Contact hours are defined as compulsory, scheduled face-to-face contact between the learning group and faculty.

Tick		
	1	<b>Table:</b> For each programme present each constituent module that contributes to the programme, with respective contact and learning hours outlined for each. Contact hours should be compulsory, synchronous face-to-face interaction between faculty and student.
	2	Explain balance between contact hours and other learning methods on the programme(s)
	3	Further relevant information

### 8.3 Delivery Mode

Programmes may be full-time, part-time, distance/open learning or multi-mode (blended). Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course, while meeting the general standards outlined in this document. It is expected that cohort integration is achieved through programme and delivery design even on the most flexible of delivery modes.

Tick		
	1	Describe structure and delivery of the programme(s)
	2	Where and when (what days) is the programme delivered?
	3	Explain how cohort integrity is achieved on each programme
	4	Further relevant information

### 8.4 Virtual Learning Environment (VLE)

It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours.

Tick		
	1	Outline details of virtual learning environment, e.g. platform, software and functionality
	2	Outline its key uses in terms of programme delivery e.g. repository of information, access to sources, module content, submission of assessment, discussion forums. Clearly specify which areas are mandatory and which are optional for students
	3	Further relevant information

### **8.5 Modular programmes**

Where programmes are designed on a modular basis, the design should, given the importance of a multi-disciplinary approach to management problems, clearly provide means by which the integration of individual subjects is achieved.

Tick		
	1	Where modular programmes are offered, describe the means by which the integration of individual subjects is achieved
	2	Outline details of delivery for modular programmes: e.g. total number of modular blocks, how often the modules take place and for how many days
	3	Further relevant information

### **8.6 Delivery by distance / blended learning**

Some programmes may deliver a significant part of the learning experience at a distance, ranging along a spectrum from offering one section or module of the course online, to 'blended learning', to 'distance learning' in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Accreditation will therefore focus particularly on examining evidence that there is:

Tick		
	1	List all programmes that have a significant element of distance delivery, particularly distance learning or blended learning programmes
	2	Outline rationale for delivering elements of the course at a distance, and how this links to the mission and strategy of the institution
	3	Outline key resources and in-house expertise in delivering MBA content at a distance
	4	Provide access to distance learning system for assessment team

#### **8.6.1 Physical base of operations**

- i) a physical base from which the programme operates, which provides an effective logistical and administrative infrastructure that ensures that all participants engage with the programme as intended, that monitors this engagement, and that consistency is maintained year on year. This should also extend to include local teaching and support facilities where appropriate;

Tick		
	1	Details of the core physical base
	2	Details of physical resources with respect to provision for participants, administration, support & faculty
	3	Systems, processes and procedures for monitoring programme engagement
	4	Processes and procedures for monitoring programme consistency
	5	Details of specific administration requirements directly related to distance delivery
	6	Provide full details of local teaching and support staff and facilities provided, including full CVS, exact nature of support, and quality control procedures
	7	Details of learning material provided
	8	<b>Appendix:</b> Student handbook for distance delivery
	9	Any further information

### 8.6.2 Quality assurance system

- ii) a specifically designed quality assurance system to ensure the continued quality and currency of all staff, systems and teaching materials, with a systematic process of periodic quality review;

Tick		
	1	Explain quality assurance system and review processes
	2	Provide evidence of its effectiveness
	3	Give full details of staff directly involved in distance delivery on the programme, including qualifications and employment status. How are these staff selected? How is their effectiveness monitored, and action taken on poor performance if required?
	4	Further relevant information

### 8.6.3 Out-of-hours access

- iii) remote out-of-hours access for all students to the necessary study materials, library resources and software, with dedicated technical support available and readily accessible;

Tick		
	1	Outline details of system for out-of-hours access to the above
	2	Outline details of technical support, including availability and expertise
	3	Further relevant information

### 8.6.4 Academic leadership

- iv) consistent academic leadership which provides cohesion for the programme underpinned by appropriate research and scholarly activity, and with responsibility for the review of course content, delivery and academic standards;

Tick		
	1	Outline academic leadership for the distance elements of the programme
	2	Provide details of expertise in distance delivery from the academic leadership
	3	Explain responsibility of academic leadership for course review, including processes for regular review
	4	Details of course design teams, advisory groups etc.
	5	Further relevant information

#### **8.6.5 Programme management**

- v) a tailored system of programme management and support, ensuring transparent coordination and regular communication between the various departments involved in the delivery of the programme;

Tick		
	1	Outline specific system of programme management and support
	2	Further relevant information

#### **8.6.6 Student engagement**

- vi) a customised system for regular and responsive student engagement with the institution, to include access to academic and support staff, student feedback and pastoral care;

Tick		
	1	Outline details of system for student engagement
	2	Outline policy for faculty and support staff engagement and responsiveness to student enquiries and feedback
	3	Provide evidence of feedback loop and response to student feedback
	4	Further relevant information

#### **8.6.7 Career development**

- vii) a means to ensure that students studying at a distance receive appropriate career development opportunities, in addition to evidence that the development of transferable skills are addressed explicitly;

Tick		
	1	Outline student access to career development, and mechanisms for delivery at a distance. How is this different to services on-site students receive?
	2	Outline how transferable skills are explicitly addressed via distance delivery
	3	Further relevant information

#### **8.6.8 Student progression**

- viii) a transparent system to regularly monitor student interaction and progression on the programme, with effective means to remedy any issues that arise as a result of this monitoring;

Tick		
	1	Explain current rates of student progression through the distance delivery sections of the programme, and outline procedures to monitor and encourage student progression
	2	Explain process for monitoring other forms of student interaction with the programme while at a distance
	3	Explain remedial procedures
	4	Further relevant information

#### **8.6.9 Cohort interaction**

- ix) a platform to provide, encourage and monitor peer group / cohort interaction, both synchronously and asynchronously, across key elements of the course. This should provide an effective means for group work as well as an opportunity for networking and peer support;

Tick		
	1	Explain mechanisms for peer group interaction at a distance
	2	Explain how the use of the student network and cohort group is encouraged
	3	Outline how the system is utilised for group work and specific learning requirements of the programme
	4	Further relevant information

#### **8.6.10 Assessment system**

- x) a robust and secure assessment system, which guards against plagiarism, ensures the correct identity of submitted work, and allows for appropriate feedback to students, both formative and summative;

Tick		
	1	Explain how system ensures students' own work is being assessed
	2	Explain how system guards against plagiarism
	3	Explain policy for formative and summative feedback to students, and the process used to monitor the quality and timeliness of feedback
	4	Further relevant information

#### **8.6.11 Interactive learning**

- xi) a structured, effective and interactive learning platform underpinned by both synchronous and asynchronous interaction between the learning group and faculty / tutors. The minimum requirement for the face-to-face element on a distance learning programme is expected to be 120 hours, which can be partly substituted by demonstrably effective technologies that allow for synchronous interaction between the student cohort and faculty. For other blended modes of delivery, the number of contact hours is expected to be considerably higher than 120, though it may be less than 500. The balance of 500 contact hours must be mandatory interactive student-faculty learning, although this can be delivered asynchronously.



Tick		
	1	Outline level of compulsory face-to-face delivery on the programme and areas, and subjects / areas covered during this delivery
	2	Explain in detail how other means of mandatory synchronous interaction is achieved and monitored at a distance, including the amount of mandatory hours covered, and the subject areas / weighting of courses included.
	3	Explain how asynchronous interaction is achieved and monitored at a distance, including the amount of mandatory hours covered, and the subject areas / weighting of courses included.
	4	Explain how the system produces effective learning for students through both synchronous and asynchronous delivery
	5	Outline pedagogic underpinnings of the programme
	6	Further relevant information

## APPENDIX – FACT SHEET

### INSTITUTION FACT SHEET

**Institution:** <Name of the Institution>

Country:

Address: <Address>

Telephone: <telephone number/s>

Fax: <fax number>

Website: <website address>

Head of the Institution:

- Name: <name>
- Job Title: <job title>
- e-mail: <e-mail address>
- Telephone: <telephone number>
- Fax: <fax number>

#### **Institution's MBA portfolio:**

**All the Institution's MBA Programmes must be submitted for accreditation  
(original name and translation in English if necessary)**

<name of the MBA programme>

<name of the MBA programme>

<name of the MBA programme>

Person in charge of the accreditation process:

- Name <name>
- Position: <position>
- Address: <address>
- e-mail: <e-mail address>
- Telephone: <telephone number/s>
- Fax: <fax number>

The information in this fact sheet is accurate as of <date>

*Please provide all the relevant current institutional information published by the Institution (brochures, flyers, etc) along with this fact statement*

## 2 THE INSTITUTION

### 2.1 Status of the Institution

- Nature (e.g. private, public, profit/not for profit), degree-awarding status, year of foundation etc. (*statement*)

### Programmes offered by the Institution

Programme name	Year of creation	Programme Duration (months)	Format of delivery	Student applications last year	Students enrolled last year	Students graduating last year
Total Undergraduate						
Total specialist Masters						
Total MBM						
Total MBA						
Total PhD / DBA						

### Executive education

- Number of students enrolled last year (if offered):

- 2.1.1 Mission of the institution (*Statement*)
- 2.1.2 Strategy of the institution (*Statement*)
- 2.1.4 Financial statement for the current and previous two years (*Chart*)
- 2.1.5 Governance structure / Relations with Parent Institution (*Statement/Chart*)

### **2.3 Resourcing**

- Details of library, computing and research and teaching facilities (*Statement or Table*)
- Investment in resources over last two years (*Table*)

### 3. Faculty

#### 3.3 Faculty qualifications (please identify those that currently teach on the MBA)

For Full Time faculty:

Name	Age	Gender	Nationality	Academic Qualifications	Areas of Professional Expertise	Professional Experience (years)
<b>Total Number</b>	<b>Average</b>	<b>Gender ratio</b>	<b>No. of nationalities</b>	<b>No. w/ PhD No. w/ MA No. w/ none</b>		<b>Average</b>

For Part Time faculty, Visiting Professors and practitioners:

Name	Age	Gender	Nationality	Employment status & FTE	Academic Qualifications	Areas of Professional Expertise	Professional Experience (years)
<b>Total number</b>	<b>Average</b>	<b>Gender ratio</b>	<b>No. of nationalities</b>	<b>No. PT No. Visiting No. Practitioners</b>	<b>No. w/ PhD No. w/ MA No. w/ none</b>		

### 3.2 Quality of the teaching team

- PhD programmes, output & completion rates (Table)

Programme Name	Number of graduates (total)	Number of graduates (p.a.)	Completion rate

### 3.5 Research quality

- List some evidence of research quality (Table)

Title	Author	Name of Publication	Nature of publication	Date

## MBA PROGRAMME FACT SHEET

Name of the Programme: <Name of the programme>

Country of delivery:

Institution: <Name of the institution>

Head of the MBA Programme:

- Name: <name>
- Job Title: <job title>
- Address: <address>
- e-mail: <e-mail address>
- Telephone: <telephone>
- Fax: <fax>

Programme website: <website address>

The information in this fact sheet is accurate as of <date>

*Please provide all current public information published by the Institution for this programme (brochures, flyers, etc) along with this fact statement*



## **1. INTRODUCTION**

- Year of creation
- List milestones to date of the MBA programme (*List*)

## 4 PROGRAMME MANAGEMENT & STUDENT ENGAGEMENT

### 4.2 Academic leadership of the MBA programme

### 4.3 Administrative support of the MBA programme

- Management structure of the MBA programme (*Chart*)
- Number of academic staff available for the MBA programme (*Table*)
- Number of administrative staff available for the MBA programme (*Table*)

<b>No. Academic Staff</b>	
<b>No. Administrative Staff</b>	

### 4.4 Employment

- Details of career advisory provision for postgraduate students (*Statement*)

### 4.6 Alumni

- Date of creation
- Size of Association
- List of headline services
- List any MBA-specific services (if applicable)

## 5 STUDENTS

### 5.2 Admission Procedures

- Entry requirements (*List*)

### 5.3 Academic and professional qualifications

-For current and previous two cohorts:

- Table A: Applications

Year	Applications	Places Offered	Places Accepted

- Table B: Progression

Year	Withdrawal	Deferral	Referral	Pass

\* Start with current academic year. Pass = number that have qualified for the MBA degree; Deferral = number of students retaking a course/module missed due to valid extenuating circumstances; Referral = number of students retaking one or more elements of the programme which they failed on a first (or subsequent) attempt. The totals should be consistent with the figure given for the number of students enrolled in Table A.

- Table C: Cohort listings

Name	Age	Nationality	Gender	Entry Qualification	Years PG Work Experience	GMAT (If applicable)	Language Scores (if applicable)

#### 5.4 Prior experience

- Average prior experience for the current and previous two cohorts (*Table*)

Year	Average work experience

#### 5.5 Language and language proficiency

- Official language of the programme (*Statement*)

- Language testing used and minimum scores required (*Statement*)

#### 5.7 Admission with credit

- Policy and criteria (*Statement*)

#### 5.10 Single industry/employer arrangement

- State whether this is a single industry / employer / consortia programme

- List members if applicable (*List*)

## **6 PURPOSE AND OUTCOMES**

### **6.3 Learning outcomes**

- Aims, objectives and learning outcomes (*Statement*)

## 7 CURRICULUM

### 7.5 Programme content (identify core and electives)

- Curriculum outline and mapping against criterion 6.5 (*Table*)

Module Title	Contact Hours	Core / Elective	Student Learning Hours	Mode of Assessment (Breakdown)	Mapping w/ Criterion 6.5

\* Programme mapping requires the school to illustrate which areas of the Association's curriculum requirements in criterion 7.5 are significantly covered in each of the core modules of the programme. Adding the relevant roman numeral(s) in the last column is sufficient.

### 7.7 Programme integration

- Integrative elements as applicable (Tick)

Dissertation	
In-company project	
Business Plan	
Other	

## 8 MODE AND DURATION

### 8.1 Duration

- Duration of the programme in months (*Statement or table*)

### 8.3 Method of delivery

- Delivery mode (*Tick*)

Full Time	
Part Time	
Modular	
Blended	
Distance Learning	
Other	

### 8.6 Distance and blended learning

- State face-to-face contact hours for distance / blended learning programmes (where applicable) with brief outline of how this element is delivered (*Statement*).