GUIDELINES & POSITION PAPERS:

Supporting Material for the
EQUIS and EFMD Programme Accreditation Systems

2021

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INTRODUCTION: EQUAL GUIDELINES

The following Guidelines may be applicable to the EQUIS or EFMD Programme Accreditation Processes:

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European Quality Link (EQUAL) is a European forum which works towards a common understanding, formulating opinions and guidelines about quality assurance and development in higher business and management education. It is an umbrella network acting primarily as a think-tank to promote quality enhancement and synchronisation.

For more information, please contact the EQUAL Secretariat (**Hansol Park**) at
secretariat@equal.network
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https://www.equal.network

A: EQUAL GUIDELINES ON UNDERGRADUATE DEGREES IN GENERAL BUSINESS AND MANAGEMENT (2010)

The European Quality Link (EQUAL) is the international association of quality assessment and accreditation agencies in the field of business and management education. EQUAL operates for the benefit of member business schools, students, end users and society at large.

As part of this activity, EQUAL aims to agree common standards for programmes, where appropriate, and to establish international benchmarks in the form of Guidelines.

Titles, Characteristics and Categories
Undergraduate degrees are also widely referred to as First degrees and Bachelor's degrees and all of these terms are used interchangeably. BA (Bachelor of Arts) and BSc (Bachelor of Science) are well known abbreviations.

Degrees in business and management should have the same academic rigour associated with degrees in other higher education fields and disciplines. In addition to offering students a solid interdisciplinary understanding of relevant theory, these degrees typically have a strong practical element, enabling students to critically apply and test their knowledge and understanding.

Degrees in business and management typically fall in to three categories: specialist degrees which concentrate on a particular function (for example – Finance), Degrees which concentrate on a particular business sector (for example – Tourism) and more broadly based general business and management degrees. These Guidelines cover this last general category.

Student Admissions
Students on undergraduate degrees in Business and Management have typically completed statutory school education to the highest level available in their home country. Suitability for entry into such degrees in business and management should be assessed rigorously.

For purposes of the recognition of international qualifications reference should be made to the European Qualifications Framework (EQF), European Network of Information Centres (ENIC) and the National Academic Recognition Information Centres (NARIC). For purposes of recognition of lifelong learning, reference should be made to the EQUAL Guidelines on the certification and accreditation of lifelong learning in management.

Duration
Undergraduate degrees normally have a three or four year duration and where the European Credit Transfer Scheme is used these degrees are expected to have between 180-240 credits at the appropriate level.

Relevant Knowledge and Understanding
There is an expectation that general degree programmes should provide a broad, analytical and integrated study of business and management. Graduates will be able to demonstrate relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed. There is likely to be an

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emphasis upon understanding and responding to change and the consideration of the future of organisations and the external environment in which they operate.

"Organisations" - this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, stakeholders, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. The term organisations should be widely interpreted and covers private and public sector organisations, non-government and not-for-profit organisations.

"External environment" - this encompasses a wide range of national and international factors, including macro-economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.

"Management" - this encompasses the various processes, procedures and practices for effective and responsible management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external environment.

Within the framework of these three main areas, it is expected that graduates will be able to demonstrate theoretical and practical knowledge and understanding in the following areas:
- markets - the development and operation of markets for resources, goods and services
- customers - customer expectations, service and orientation
- finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
- people - the management and development of people within organisations, theories and practice of leadership and the development of multicultural and diversity understanding
- operations - the management of resources and operations
- information systems - the development, management and exploitation of information systems and their impact upon organisations
- communication and information technology - the comprehension and use of relevant and current communication and information technologies for application in business and management
- business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests in for example: sustainability, internationalisation and globalisation, ethics and corporate social responsibility, responsible management, business innovation, creativity, enterprise development, knowledge and risk management.

Skills
Successful graduates should be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates should also be able to demonstrate relevant personal and interpersonal skills. These include:

- cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to

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detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately.

- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations in conditions of limited knowledge or uncertainty.
- effective communication, oral and in writing, using a range of media which are widely used in business including the preparation and presentation of business reports.
- numeracy, mathematical and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena.
- statistical data analysis and management science skills as support to decision-making processes in an organisation.
- effective use of communication and information technology for business applications.
- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
- effective performance, within a team environment, including leadership, team building, influencing.
- project management skills.
- interpersonal skills of effective listening, negotiating, persuasion and presentation.
- ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process.
- self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.

Practical Application
Exposure to real business operations and the problems that can arise is an important element in these degrees and helps students to develop their critical and analytical skills. This can be achieved through a variety of means including among others: case studies, work experience/internships, projects, market research and visiting speakers. Institutions offering undergraduate degrees should normally have regular interaction with the business community and corporate world to inform the overall learning experience of students.

International Perspective
Given the interconnectedness of today's global economy, it is important that undergraduate degrees offer and encourage an international learning experience. This can be delivered in many ways, for example through: the curriculum, student exchanges, cross cultural environments, international work placements, learning a foreign language and study visits. The critical element is that students are challenged to think beyond national borders.

Assessment
Undergraduate degrees should be intellectually demanding and there should be a rigorous approach to assessment. Students' knowledge of key disciplines and their ability to integrate and apply that knowledge should both be tested, for example through inter alia a major project or thesis.

Student attainment
In the spirit of the Bologna Accord Undergraduate degrees should prepare students to be successful in the graduate labour market. Upon graduation students will typically:

- have a wide knowledge and understanding of the broad range of areas of business and management and the relationships between these, and their application to and importance in an integrated framework
- consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills
- have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study
- have the capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.

Acknowledgements
EQUAL would like to acknowledge the outputs of several organisations in the drawing up of these Guidelines. These include: the Quality Assurance Agency for Higher Education in the UK, AACSB International and QANU/NVAO in the Netherlands.

B/C: EQUAL POSITION PAPER ON MASTER'S DEGREE TITLES IN MANAGEMENT EDUCATION IN EUROPE

The European Quality Link (EQUAL) is the international association of quality assessment and accreditation agencies in the field of European management education. It has as its main objective the continued improvement of quality in business schools. As part of this activity, EQUAL aims to agree common standards for programmes, where appropriate, and to establish benchmarks.

Master degrees exist in many European countries but there are currently variable interpretations of their nature. This position paper is intended to encourage business schools to consider a common approach, and to inform participants and employers as the "Bologna" process and the creation of the European Higher Education Space evolve.

Objectives

- The aim is not to impose harmonisation or standardisation of management programmes either in format or in content.
- The intention is not to dictate what degrees are called in the language of the different national systems.
- The main aim is to provide clear information to the international market regarding the nature of the programmes on offer. To the extent that in each national system there is an attempt to communicate internationally in English, there is a need to have some minimum consensus on the use of the different labels. As an international association representing the management education profession in Europe, EQUAL is seeking to make a positive contribution to the establishment of a European market in higher education.
- The purpose of this document is to propose a simple segmentation by major degree types and to promote agreement on the terms to be used to designate them in English.
- The system should be coherent across Europe, i.e. acceptable in all countries, and be consistent with accepted practice in the United States.
- An important outcome is (1) to facilitate the establishment of exchange programmes at the appropriate level among European institutions and between European and non-European institutions and (2) remove one of the obstacles to students' and graduates' mobility.

1) Definition of the Master's level in Europe

A level achieved after 4 or 5 years of higher education.

It is usually preceded by a first university qualification, which can be considered a Bachelor's level, although sometimes this level is only marked by an intermediate stage in a long 5-year continuous programme, sometimes after 2 years, more often after 3 years.

2) Segmentation of Master's degrees in Europe by programme type

The following segmentation does not imply that these types are sequential. There is no hierarchy, no assumption that a student must graduate from one level before entering another higher level.

Programme types	Definition	Suggested titles in English
Type A	- Generalist - After 3 years of HE - Younger students graduating at 23-25 - Pre-experience - Career preparation - Duration 1 to 3 years	Master of Science in Management MSc Management
Type B	- Specialised - In-depth study of one area - Pre-experience - May require relevant previous qualification - Career preparation - Two sub-types: research orientation or professional orientation	Specialised Master's in … MSc in Finance MS in Finance Master's in Finance
Type C	- Generalist - Professionally oriented - Significant work experience required - Career change/acceleration - Typical age range: 26-35	Master of Business Administration MBA

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Type A: Generalist Master's for younger students

This segment includes the largest number of Master's programmes in Europe and accounts for by far the largest number of graduating students. Most of the mainstream university based programmes that provide European companies with their principal source of recruits in the management education field fall into this category.

These programmes are generalist in coverage. There is often a strong conceptual and theoretical emphasis in these mostly university-based programmes. Students typically graduate at 23 to 25 after a fairly long period of continuous university-level study. These programmes are thus pre-experience and designed for career preparation.

In duration they are very variable: in some cases one year, but more usually two or three years, depending on where the intermediate stage is positioned in the Continental European higher education systems. Many national systems have traditionally been organised on a 2+3 structure, although there may be as shift to a 3+2 structure if the convergence movement initiated by the Bologna Declaration takes hold.

The proposed degree title in English for this programme type is Master of Science in Management. Some institutions might prefer Master of Science in Business Studies.

Type B: Specialised Master's

These programmes recruit students with a previous degree that is relevant to the specialism in question. They are intended to allow in-depth study of a particular area. They do not require previous work experience, although some students enter the programmes after several years in a job. They are essentially designed for career preparation in a clearly defined type of job or profession.

Around Europe there are two main sub-categories of this type of programme. First of all, those that are professionally oriented, leading to a job in a company or an organisation, and secondly those that are more academically and research oriented, including a dissertation.

The duration of these programmes is usually one year.

Suggested titles in English for these programmes are: MSc in Finance
MS in Finance
Master's in Finance

Type C: MBA

The MBA is defined as a generalist programme with the main emphasis on management rather than on business studies. There is strong practical and professional orientation in the curriculum. Entry into these programmes requires significant work experience. Students are typically between 26 and 35 in this type of programme. The main objective is career change or career acceleration rather than career preparation. The programmes of this type are not positioned at a higher academic level than the Master of Science in Management programmes in Type A. They are, however, substantially different in their objectives, in their pedagogical processes, and in their recruitment. The pedagogical approach is particularly concerned with integration, both across a range of business and management subject areas and between theoretical concepts and the practice of management.

MBA programmes are offered in a variety of formats known as part-time, executive, modular, distance learning, consortium or in-company MBAs. These variants of the full-time MBA are designed to allow practising managers to earn the qualification without leaving their jobs. In particular the Executive MBAs are designed for senior managers in the 40+ age range with many years of managerial experience.

Duration is between 1 and 2 years.

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D: EQUAL MBA GUIDELINES (2014)

Preamble

The European Quality Link (EQUAL) is the international association of quality assessment and accreditation agencies in the field of business and management education. EQUAL operates for the benefit of member business schools, students, end users and society at large.

Titles, Characteristics & Categories

The MBA is a generalist, postgraduate qualification at the Master's level. It must correspond to appropriate intellectual and academic standards for Master degrees and integrate personal development[1]. The MBA is also a post-experience qualification, and the harnessing of prior work experience within a learning group is a unique feature of the MBA programme that should be explicitly built upon. It is normally positioned as a career accelerator for experienced management or a means to make a career shift for specialists or practicing managers, and in most cases is designed to be suitable for those without a prior degree in a management subject, in addition to those with a management degree. The focus of the MBA is therefore on the integration of management concepts with a practical focus to enable graduates to practice successful strategic leadership in complex situations. The designation 'MBA' should be used sparingly for qualifications that fit this definition.

The designation 'Executive' MBA should meet the requirements above but should specifically be targeted at participants with senior management experience (normally more than seven years postgraduate experience, with some at a leadership level). Programme design and delivery should reflect the needs of students significantly more advanced in their professional careers.

A fully specialised Master's degree should not be called an MBA. Pathways, 'labels' or sector-specific programmes are acceptable as long as the MBA retains its essential generalist core.

Programmes designed to help inexperienced graduates prepare for their entry into professional life should not be called an MBA and should normally carry an alternative title.

Student Admissions

As a Master's level qualification, admission to an MBA programme will normally require at least a first degree or equivalent. This requirement should only be waived exceptionally in the case of candidates with substantial and proven professional experience, alongside other evidence of their ability to perform at the Master's level. As a post-experience qualification, the MBA should be designed solely for participants with at minimum 2-3 years of relevant postgraduate work experience. Admission to an MBA programme should be through a rigorous process of selection to ensure that only qualified participants are given access to the programme. This should normally include

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[1] For example, see Dublin Descriptors for second cycle awards: http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-basics/Bologna-an-overview-of-the-main-elements.aspx

a personal interview.

Duration

As an intensive programme designed for those who may not have an academic background in management or related subjects, it is expected that the MBA would include a substantial proportion of structured contact (not limited to class room contact) between faculty and the learning group and within the learning group itself. An MBA programme should be intellectually demanding and critically reflective, requiring a substantial personal investment in terms of commitment and effort. It should be designed to incorporate a combination of intellectual academic rigour and practical application.

It is expected that an MBA would provide for ample interaction between both participants and faculty, which is particularly important for the development of transferable 'soft' skills. The MBA delivery modes (such as full-time, part- time, online learning, distance learning, blended learning) must each offer an equivalent intensity and must include appropriate features to ensure the achievement of curricular requirements and interaction defined above. Programme design should ensure that participants have sufficient opportunities for synchronous2, interactive learning with each other and with the faculty as part of a shared learning journey, building on the experience of the group, in addition to other asynchronous interactive platforms.

Knowledge & Understanding

There is an expectation that general Master level programmes should provide a broad, analytical and integrated study of business and management. Graduates will be able to demonstrate relevant knowledge of, and critical engagement with, the key issues in strategy and leadership alongside more broadly the types and networks of organisations, the external environment in which they operate and how they are managed. This broad awareness implies the ability to manage diversity.

"Strategy and Leadership" – given the MBA's focus on the integration of general management and the development of future business leaders, a consideration of the role of strategy and leadership should be central to the MBA curriculum, fostering the ability to make decisions in non-standard situations in an autonomous way.

"Organisations" - this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, stakeholders, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. The term organisations should be widely interpreted and cover private and public sector organisations, non-government and not-for-profit organisations.

"External environment" - this encompasses a wide range of national and international factors, including macro- economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.

"Management" - this encompasses the various processes, procedures and practices for effective and responsible management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external environment.

Within the framework of these four main areas, it is expected that graduates will be able to demonstrate theoretical and practical knowledge and understanding in the following areas:

- **markets** - the development and operation of markets for resources, goods and services

- **customers** - customer expectations, service and orientation

- **finance** - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications

- **people** - the management and development of people within organisations, theories and practice of leadership and the development of multicultural and diversity understanding

- **operations** - the management of operational processes and resources information systems - the development, management and exploitation of information systems and their impact upon organisations

- **communication and information technology** - the comprehension and use of relevant and current communication and information technologies for application in business and management

- **business policy and strategy** - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests in for example: internationalisation and globalisation, business innovation, creativity, enterprise development, and knowledge management

- **responsible management** - ethics, sustainability, corporate social responsibility and risk management.

The curriculum should be highly integrative, building on prior knowledge and work experience, to demonstrate the importance of a holistic understanding of contemporary management with a focus on strategy and leadership. The later part of the programme may make provision for electives and may include the possibility for participants to choose a major area of study or specialisation.

Skills
Successful graduates should be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Given that the MBA is designed to prepare students for senior management roles, it is essential that graduates should also be able to demonstrate relevant personal and interpersonal skills. These include:

- cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately.

- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems.

- the ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations in conditions of limited knowledge or uncertainty.

- effective communication, oral and in writing, using a range of media which are widely used in business including the preparation and presentation of business reports.

- interpersonal skills of effective listening, negotiating, persuasion and presentation.

- numeracy, mathematical and quantitative skills including statistical data analysis, interpretation and extrapolation; management science skills as support to the decision-making processes in an organisation the use of models of business problems and phenomena.

- effective use of communication and information technology for business applications.

- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.

- effective performance, within a team environment, including leadership, team building, influencing.

- project management skills.

- ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process.

Practical Application
The programme should be designed explicitly to position theory into practice, building on the practical experience of the participants in addition to the academic and practitioner expertise of the faculty.

International Perspective
Given the interconnectedness of today's global economy and its importance for strategy and leadership which are cornerstones of the MBA, it is essential that MBA degrees offer and encourage an international learning experience. This can be delivered in many ways, for example through: the curriculum, student exchanges, cross cultural environments, international work placements, learning a foreign language and study visits. The critical element is that students are challenged to think beyond national borders.

Assessment
It is essential that the objectives and learning outcomes for the programme are comprehensive, clearly articulated and measurable.

Participants in an MBA programme should be rigorously assessed through a balanced

regime of examinations and graded assignments in order to ensure that learning objectives are being met up to Master's degree standards. Assessment should include an appropriate mix of formative and summative assessment methods.

Acknowledgements

E: EQUAL GUIDELINES FOR DOCTORAL PROGRAMMES IN BUSINESS AND MANAGEMENT (2016)

1. Preamble

This document presents the guidelines for doctoral programmes in business and management as the EQUAL Board has adopted them in May 2016.

The European Quality Link (EQUAL) is the international association of quality assessment and accreditation agencies in the field of business and management education. EQUAL operates for the benefit of member business schools, students, end users and society at large. As part of this activity, EQUAL aims to agree common standards for programmes, where appropriate, and to establish international benchmarks in the form of Guidelines.

The aim of the document is to present a common understanding of what constitutes a doctorate in the field of business and management research and, as such, it is intended to serve as the basis for quality assessment and enhancement of doctoral programmes in the field. This document serves the purpose of defining minimum standards for continuous programme development, benchmarking, as well as peer-based quality assurance and accreditation.

Business and management education has undergone rapid expansion in recent decades and today represents one of the largest academic fields in higher education. In parallel, business and management research has grown significantly in size and relevance for society. A strengthened focus on the standards and quality of research has put a premium on the quality of research training for doctoral candidates in business and management as well as related disciplines. In this context, it is deemed particularly important that (a) academic institutions granting doctoral degrees have qualified faculty with a rigorous training at the highest level in research and (b) professional practice is advanced by research-informed managers and executives of private, public and community-supported organisations. The central role of business and management education for the development of present-day society therefore has important implications for the research conducted in these and adjacent fields as well as the training of early stage researchers.

1.1. Principles of doctoral education in business and management

Facilitated through the 'Salzburg Principles'[2] developed by the European University Association (EUA), there has emerged a common understanding of the basic principles underpinning doctoral education and doctoral degrees. The four most important principles are:[34]

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[2] http://www.eua.be/eua/jsp/en/upload/Salzburg_Report_final.1129817011146.pdf

[3] The Salzburg Principles have subsequently been amended by the Salzburg II recommendations: http://www.eua.be/Libraries/publications-homepage-list/Salzburg_II_Recommendations.

[4] The EU Commission has also published Principles for Innovative Doctoral Training, which are also captured by these guidelines: http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Training.pdf

1. The core component of doctoral education is the advancement of knowledge through original research. At the same time it is recognised that doctoral education must increasingly meet the needs of an employment market that is wider than academia.

2. Doctoral candidates are Early-Stage Researchers (ESR). ESR should be recognised as professionals – with commensurate rights – who make a key contribution to the creation of new knowledge.

3. Supervision and assessment play a crucial role in doctoral education. Arrangements for supervision and assessment should be based on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the degree-granting institution (and, where appropriate, also other partners).

4. Doctoral programmes should seek to offer geographical, interdisciplinary and cross-sectoral mobility as well as international collaboration opportunities within an integrated framework of cooperation between degree-granting institutions and other partners.

Doctoral graduates can qualify for a research and teaching role in academia or functions outside of the higher education sector informed by research work at the highest level. The EQUAL guidelines for doctoral programmes have been developed in conformance with the 'Salzburg Principles' and also build on the 'European Code of Practice for Doctoral Studies in Management and Business' jointly developed by the European Doctoral programmes Association in Management and Business Administration (EDAMBA) and the European Institute for Advanced Studies in Management (EIASM).[5] They are also aligned with international accreditation criteria, for instance defined by the Association of MBAs (AMBA) and the EFMD Programme Accreditation System (EPAS).

1.2. The continuum from academic to professional doctorates in business and management studies

Doctoral research in management and business covers a broad spectrum of disciplines (e.g., accounting, finance, human resource management, information systems management, innovation and entrepreneurship, international management, marketing, organisational behaviour, operations management, organisation theory, strategy and policy, etc.) and diverse academic and professional practice degrees, including Ph.D. (Doctor of Philosophy), DBA (Doctor of Business Administration), Executive or Industrial Ph.D., Executive Doctor of Management.

A. The main function and purpose of an academic doctorate (e.g., Ph.D.) is to provide the qualification for entering the research community in a field of business and management studies. Depending on the applicable regulatory framework, it normally requires a minimum of three to four years of full-time research (or equivalent) and may be inscribed in direct continuity of a Master Research programme (as in integrated PhDs). The doctorate should be a sign of competence in doing research necessary for functioning as a faculty member in a research-based educational environment, or as a member of a research institution in the field. It should conform to the principles outlined above.

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[5] http://www.edamba.eu/r/default.asp?iId=GKGJFJ

B. A professional practice doctorate (e.g. DBA, Executive or Industrial PhD.) typically takes a minimum of four to five years to complete, but national regulations still differ significantly. It is primarily conducted by research on a part-time basis and/or from a distance and is jointly supported by at least a research-led university (or/and business school), and a doctoral candidate.

In comparison to an academic doctorate, a professional practice doctorate aims more explicitly to make a contribution to management practice in industry and society. It offers managers and executives, as doctoral candidates / reflective practitioners, an opportunity to carry out a rigorous and relevant research training programme at the highest level of academic qualification for advanced personal and professional development, while conforming to the "Salzburg Principles". In doing so, a professional doctorate in management is likely to be multi-disciplinary in nature and may involve more than one academic institution locally or across large geographical distances.

Professional doctorates will enable graduates to develop varied career paths ranging from change leaders in business organisations, consultancy, self-employment, to joining the faculty of a university or business school.

2. Guidelines and Minimum Standards for Doctorates in Business and Management

2.1. Research Environment

A. A doctorate in business and management invokes training through and for research. The existence of a strong research environment is a 'sine qua non' condition for the provision of quality doctoral education. Professional practice doctorates require in addition strong links with industry and/or other non-academic organisations.

B. The doctoral programme must be supported with a sufficient number of research-active faculty members, who have a proven record of academic achievement. Professional practice doctorates require in addition external engagement of faculty as experts to industry, government and non-profit organisations.

C. The degree-granting institution must provide an adequate research infrastructure (IT hardware and software, access to literature and other databases, etc.) in support of the doctoral programme. It must offer fair and non-discriminatory access for all students enrolled in the doctoral programme. The same must apply to development opportunities embedded in the programme.

D. The doctoral programme should be embedded in a vibrant intellectual environment, e.g. supported by an active seminar culture.

E. The doctoral programme should target the production of analytically rigorous, innovative, and, whenever feasible, practically relevant research outputs. These objectives should underpin all dimensions of programme operations.

F. Supervisors, doctoral students and all other individuals involved in the provision of doctoral education must adhere to a Code of Good Practice formally adopted by the degree-granting institution. The Code should be aligned with national regulations and quality assurance guidelines; it should also make reference of supranational guidelines.

G. Doctoral programmes must be operated with an effective governance structure,

ideally with a dedicated programme directorate and an appropriate number of administrators. The programme directorate must have sufficient formal authority and control over resources to have an impact on the programme and its quality.

H. Professional practice doctorates in addition require links with non-academic organisations, which can for instance be established on the basis of the external engagement of faculty involved in course delivery and dissertation supervision (e.g. project work, active engagement in knowledge transfer).

2.2. Objectives of Doctoral Programmes

A. The doctoral degree qualification is a third-level higher education award and corresponds to level 8 in the European Bologna Qualifications Framework.

B. Doctoral programmes must contain a mix of coursework, original research under supervision and professional development activities.

C. All activities within a doctoral programme should mobilise both analytical and synthetic skills, and should foster critical and methodical thinking. In order to develop the doctoral candidate's academic and scholarly identity, educational training should include elements aiming at the acquisition of advanced knowledge, through exploration of the diversity of paradigms and (qualitative and quantitative) methodologies in the field of research.

D. Doctoral programmes must be associated with a number of explicitly stated learning objectives, such as:

    i. To master theories and methods at the frontiers of knowledge in a particular discipline or area of concentration.

    ii. To develop sound research designs so as to use and apply existing theories, to acquire new information and to develop new insights for theoretical and practical problems with scholarly integrity.

    iii. To explore complex problems and to deploy critical thinking in policy and practice.

    iv. To enhance their role as reflective practitioners for making meaningful contributions in terms of policy and/or practice.

    v. To communicate and collaborate with peers and to function within the context of a wider scholarly community.

    vi. To work within an international research context and to demonstrate the ability to function in cross-cultural environments.

E. Doctoral candidates should ideally gain cross-border learning experiences with research stays abroad.

F. Doctoral candidates targeting an academic career path should be enabled to gain teaching experience during their doctoral studies.

G. Professional doctorates should prepare scholars to become reflective practitioners, able to conduct original research in order to solve real management issues in

business, management or public administration settings. Successful graduates should therefore be suited for a variety of organisational roles and career advancement paths.

2.3.   Admission Criteria and Policies

A. Doctoral candidates should be selected with consideration of existing strengths and specialisations amongst research-active faculty members and field supervisors. Preference should be given to applicants with matching research interests.

B. The process of selection of doctoral students should be open, competitive, fair and transparent involving all interested stakeholders from the university or business school as well as, in the case of professional practice doctorates, possibly also sponsoring organisations.

C. The admission decision should be collective, collegial and coordinated at the programme level to ensure fair treatment and homogeneity of selection criteria and quality expectations across cohorts. Faculty supervisors (and, if possible, industry specialists) with the same subject specialisation as the proposed doctoral work should be involved in the selection process.

D. Successful applicants should normally have at least a Master's degree equivalent to Level 7 of the EU Qualification Framework[6]. In the case of integrated doctoral programmes delivering a Research Master as well, qualified candidates from honours bachelor programmes can also be considered.

E. The degree-granting institution should normally define additional admission criteria related to:

    i.   Prior academic achievements

    ii.   Reputation of institutions having delivered prior degrees

    iii.   Quality and feasibility of the envisioned research project

    iv.   Language proficiency

    v.   The prospective time to completion

    vi.   Significant professional experience in a managerial or executive role (in the case of professional practice doctorates)

2.4.   Doctoral Coursework

A. The length of the coursework period may vary but should be sufficient for doctoral candidates to acquire – under academic guidance and building on the competencies acquired by earlier academic studies – the theoretical and methodological skills necessary for the development and execution of their dissertation project.

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[6] https://ec.europa.eu/ploteus/content/descriptors-page

B. Delivery modes can offer a combination of face-to-face teaching, blended learning and independent study. Part-time programmes may utilise block teaching, which must however be organised in a way to facilitate the doctoral candidate's intellectual progression.

C. The curriculum of the taught part of the programme should include coverage of the literature of the field of specialisation, targeted and high quality methodology training, guidance on how to frame a research project, personal/professional development and, ideally, philosophical foundations of scientific inquiry.

D. Doctoral coursework should involve substantial coverage of research ethics and scholarly integrity. Doctoral candidates should be guided towards conducting academic research in a socially responsible and relevant manner.

E. Assessment of doctoral coursework should be rigorous, targeting the achievement of learning objectives. Assessment methods should enable the doctoral candidate to conduct a self-evaluation of his or her ability to complete the programme successfully.

2.5. Doctoral Dissertation

A. The degree award certifies that the doctoral candidate has been judged capable of carrying out independent, original and scientifically sound research and able to make an original contribution to management practice (or policy), while mobilising critical thinking to reflect on the work of others. The evaluation is primarily based on the quality of the doctoral dissertation.

B. The format of the doctoral dissertation can vary – from a research monograph to a body of research papers published or publishable in internationally recognised, peer-reviewed journals.

C. Parts of paper-based dissertations can be co-authored if the doctoral candidate serves as the main author. It is however encouraged to require the submission of at least one single-authored paper. If a paper is co-authored by more than one doctoral candidate, then only one of them (the main author) should be permitted to submit it as part of his or her dissertation. Best practice may require from the outset that each author states the percentage of the paper s/he wrote for publication and all authors sign an agreement in advance of publication.

D. The doctoral dissertation must include:

   i. A relevant and up-to-date review of the research literature concerning the themes and questions treated;

   ii. A clearly expressed presentation of the research objectives;

   iii. An in-depth presentation of the research design and selected methodology, main findings, discussion and conclusions, including implications for theory, practice and policy;

   iv. A presentation of further issues and challenges emerging from the dissertation.

E. Professional doctorate dissertations must explicitly address the contribution to

professional practice in a way that demonstrates the distinctive nature of this contribution.

2.6. Supervision and Dissertation Progress

A. The degree-granting institution should formally appoint a supervisory team(including a primary supervisor and ideally at least one secondary supervisor) to support the doctoral candidate in the process of writing the doctoral dissertation. At least one supervisor must be research active in the field where the candidate plans to develop his/her research project.

    i. Academic and/or primary supervisors must hold a doctoral degree, be research active and able to provide guidance and monitoring of doctoral research.

    ii. The primary supervisor should have experience with doctoral supervision and a track record of successful completions as supervisory team member prior to the appointment.

    iii. Primary supervisors should not take responsibility for supervision beyond a number of students compatible with his/her workload and seniority.

B. The supervisory team for each doctoral candidate should ideally be constituted shortly after the doctoral candidate's enrolment in the programme (e.g. within 6 months).

C. Supervisors must be accessible for the doctoral student, especially the primary supervisor, and provide timely, effective and constructive feedback on the candidate's work.

D. In order to establish an effective working relationship, doctoral candidate and supervisors should formally meet on a regular basis (the frequency should mirror the doctoral candidate's need for guidance and conform to national or/and international quality assurance guidelines / codes of good practice) and should maintain a rolling progress report (if possible, available online for others, such as programme directors and administrators, to access and review).

E. Formal mechanisms should be established to prevent doctoral candidates with low prospects of completing the dissertation from remaining enrolled in the programme (e.g. annual progress reviews and formal procedures for re-registration).

F. The degree-granting institution and supervisors should also assume responsibility for the professional development of the doctoral candidate (e.g. research writing and presentation skills, pedagogical development, academic etiquette). Progression in the programme should also be formally linked to the doctoral candidate's achievements in these areas.

G. Doctoral supervision must be quality-assured by the degree-granting institution, including the establishment of formal mechanisms for the fair and impartial resolution of conflicts between supervisors and doctoral candidate.

H. Degree-granting institution and supervisors should formally encourage the doctoral candidate to engage in research stays abroad and to present research outcomes at academic/professional conferences.

I. The degree-granting institution should maintain regular activities targeting the development of supervisory capabilities of its faculty in the business and management area.

J. In the case of professional doctorates, supervisory teams should be assembled to provide a range of experience in alignment with the multidisciplinary nature of the programme. Best practice would be to include a qualified practitioner in the supervisory team.

2.7. Final Assessment

A. The institution awards the doctoral degree on the basis of a formal evaluation by a thesis examination committee. The majority of the committee should consist of members not formally involved in the supervision of the candidate. The committee gives its recommendation with respect to the standards defined below and determines the outcome of the examination process in compliance with national and/or international regulations.

    i. Examiners must be scientifically qualified and should have adequate expertise in the field explored by the candidate. They are appointed in compliance with national and international regulations.

    ii. Examiners should have experience with examining doctoral degree theses.

    iii. Examiners should not have any conflict of interest (such as co-authoring parts of the dissertation).

B. The final assessment consists of an examination of the dissertation and an oral defence (i.e., viva voce). Preferably, the oral defence is open to the public. The assessment process varies across higher education systems and normally involves multiple steps, such as:

    i. Examiners submit an independent evaluation pre-viva report of the dissertation in preparation of the oral defence.

    ii. Following the oral defence, the thesis examination committee issues a common report, which is shared with the student and all interested parties.

    iii. The final examination report should include any grading and be safely kept for an appropriate length of time (e.g. 10 years) for quality assurance and accreditation purposes.

C. The thesis should be evaluated on the basis of the following criteria:

    i. Theoretical foundation (based on a relevant literature review and the development of a conceptual framework);

    ii. Rigorous research (e.g. publishable or published in internationally recognised, peer-reviewed journals);

    iii. Empirical testing (based on methodological framework and rigorous analysis);

    iv. Implication for theory (innovative contributions to theory application /

> development);

     v.   Implications for practice (relevance of contributions to the improvement of management and society);

    vi.   Readability of the manuscript, quality of the oral presentation and discussion.

D. The assessment of professional doctorates must take into account the contribution made to professional practice in terms of its originality and usefulness. Where possible, suitably qualified practitioners should contribute to this assessment of the research contribution made to policy and practice.

2.8.   Quality Assurance of Doctoral Education

A. The doctoral programme must be supported by institutionalised quality assurance, which assigns management as well as reporting responsibilities and ensures compliance with formally adopted Codes of Practice as well as external regulations.

B. Quality assurance processes must be established to monitor, evaluate and improve the quality of teaching & learning, doctoral supervision as well as the effectiveness and fairness of the assessment regime.

C. Doctoral programmes should be subjected to periodic review, which allows for the updating of programme structure and delivery in light of achieved programme outcomes.

     i.   Regular internal review should be organised at least annually.

    ii.   More fundamental external review should take place every 3 to 5 years.

   iii.   Review exercises should incorporate the feedback of internal and external stakeholders with the balance determined by the type of programme and the length of the review cycle.

   iv.   Records of reviews should be kept for an appropriate length of time (e.g. 10 years) and shared with internal/external stakeholders.

D. Collaborative provision of doctoral education should be combined with effective mechanisms and oversight activities ensuring the academic control of the doctoral programme by the degree-granting institution.

F: EQUAL GUIDELINES ON COLLABORATIVE PROVISION (2017)

Preamble

EQUAL is a European forum which works towards a common understanding, formulating opinions and guidelines about quality assurance and development in business and management education. It is an umbrella network acting primarily as a think-tank to promote quality enhancement and harmonisation.

To fulfil its mission, EQUAL provides the international business education community with white papers and guidelines. It supports research and projects on a variety of topics concerning advancements in business and management education, and disseminates best practices.

The present document sets out good practice guidelines for a business school or other awarding institution concerning its collaborative provision, which can take a variety of forms. This document presents similar requirements for both parties to the agreement. However, the onus is inevitably upon the institution that is at the initiative of a collaborative agreement to ensure and substantiate compliance to industry standards and to demonstrate high quality.

Definition of Terms

Collaborative provision is a general term and includes, but is not limited to, joint programmes, dual degrees, student exchanges, twinning agreements, franchising, validation and off-shore arrangements. These collaborative agreements can exist between two or more institutions.

Award is a general term covering all certificates, diplomas and degrees. It includes a whole award, dual awards, joint awards, specified credit toward an award, which is delivered and/or supported and/or assessed as part of collaborative provision.

Joint programmes are collaborative provisions where a programme is delivered and operated between two or more institutions and results in the awarding of a single degree. The award will be in the name of all schools involved in the agreement.

Dual (or multiple) awards are collaborative provisions where a programme is delivered and operated between two or more institutions and results in the awarding of two (or more) distinct degrees.

Student exchanges/study-abroad programmes are collaborative provisions where a student from one institution attends courses at another institution for a certain period. The award is typically delivered by the home institution.

Twinning or articulation agreements are a form of collaborative provision where an institution accepts students having completed courses in another institution into its own degree programme. They are typically considered 'transfer' students and may be exempted from courses or entry requirements at the second institution. The latter will be the awarding institution.

Franchising arrangements are a form of collaborative provision where a programme developed by and leading to an award of the awarding institution (the franchisor) is predominantly delivered and/or supported by one or more collaborative organisations (the franchisee/s). Typically, a franchisee may provide some or all the teaching and may use local teaching and administrative support staff.

Validation arrangements are a form of collaborative provision where a programme developed and run by an organisation is validated by another institution (the validator). The validator provides a quality assurance process and allows its name to be associated with the award, but is not involved in the delivery of the award.

An *off-shore arrangement* denotes educational provision leading to an award, in a country other than that of the awarding institution. Typically, the awarding institution provides the majority of teaching and may use their own or local administrative staff. Off-shore does not include multi-campus provision of the awarding institution whether located in the same or different countries.

An *exchange or study abroad programme* involves the obtaining of credits though study at an affiliated centre or partner institution over a specified period of time within the framework of a degree awarded by the Awarding Institution. NB: The following document does not deal specifically with exchange programmes which tend to benefit from a different set of quality guidelines.

ESTABLISHING COLLABORATIVE PROVISION

A. Strategic Intent & Governance

A.1.   A successful collaborative provision should be supported by strategic intent in all the collaborating institutions.
A.2.   Collaborative provision arrangements should explicitly fit a long-term portfolio development strategy.
A.3.   The arrangement should provide clear benefit for all institutions involved and be built on a clearly defined   set of aims and prospective outcomes.
A.4.   Governance must be agreed and specified in the arrangement documentation. It should provide for   coordination and responsibilities of the partners involved regarding management and financial   organisation.
A.5.   All parties should aim to achieve an equivalence of standards across the collaborative programme, while allowing for local variations which add value to participants and which do not adversely impact the quality of the offering.

B. Due diligence, risk and contingency planning

B.1.   Institutions should undertake adequate due diligence to ensure the good standing of a prospective collaborative organisation and their capacity to fulfil the designated role in the arrangement. A formal investigative exercise should include verification of the following:
- Legal status of the collaborating institutions and their capacity in law to contract within the framework of the collaborative agreement. This should also include consideration of specific local tax and regulatory requirements and any other pertinent national standards.
- Degree-awarding powers in the case of dual and joint awards.
- Financial sustainability and a stable and effective governance structure.

- The existence of quality assurance policies and processes (see also Section E).
- Adequate pedagogical and administrative resources to ensure the successful ongoing operation of the planned provision.

B.2. A due diligence worksheet may be issued stipulating required documentation to evidence compliance in the above areas.

B.3. Collaborative arrangements should be appropriately costed and budgeted.

B.4. Collaboration agreements should be supported with policies that protect the interests of all stakeholders.

B.5. Institutions should demonstrate that risk analysis relating to the arrangement informs the decisional process and demonstrate the identification and mitigation of major risks associated with the collaborative provision.

B.6. Collaboration agreements must include contingency plans in case one of the partners can no longer fulfil its obligations or the collaboration agreement is dissolved prematurely in its entirety. This must include acceptable provision for the students in the case of default by one of the parties.

C. Codifying the collaboration

C.1. There should be a written and legally binding agreement setting out the rights and obligations of the parties and signed by the authorised representatives of the collaborating institutions.

C.2. The written agreement should set out arrangements for provision management by explicitly defining roles and responsibilities. It should provide adequate oversight and stipulate areas of accountability for all parties.

C.3. The written agreement should include an exit clause which may be activated because of stipulated termination events or insolvency by one or more of the collaborating organisations.

C.4. For all parties of the collaborative arrangement, an up-to-date and authoritative record of each institution's collaborative awards should form part of the institution's publicly available information.

C.5. The awarding institution(s) should inform professional, statutory and/or regulatory bodies of any collaborative agreements involving a programme they have approved or recognised.

D. Responsibility for, and equivalence of, academic standards

D.1. The institution awarding the degree is responsible for the academic standards of all awards granted in its name and for ensuring that any collaborative organisation maintains these standards.

D.2. The academic standards of these awards should meet the same expectations of quality from the awarding institution with regard to providing a comparable learning experience.

D.3. In the case of dual or joint awards, each of the awarding institutions is responsible for ensuring coherency and equivalency between its academic standards and those of the arrangement.

QUALITY ASSURANCE AND ON-GOING PROVISION MANAGEMENT

E. Assuring academic standards and the quality of programmes and awards

E.1. The collaborative arrangement must provide for rigorous and appropriate quality assurance processes that allow for the differing contexts and constraints within which the institutions operate.

E.2. Institutions must ensure ongoing active management of risks emanating from the provision throughout its duration (resources, financial, etc.)

E.3. The collaborative arrangement must make provision for appropriate and timely programme review and revision processes.

E.4. The collaborative arrangement must be able to demonstrate that academic and administrative staff from the collaborating organisations who are engaged in delivering and/or supporting a programme are appropriately qualified for their role, and that the collaborative organisation has effective measures put in place to monitor and assure the proficiency of such staff.

E.5. The awarding institution is ultimately responsible for regular performance monitoring and maintaining a record of continuous improvement actions and outcomes.

E.6. All institutions engaged in the collaborative award are responsible for ensuring an equivalence of assessment standards. A formal body comprised of academic representatives from the institutions involved should ideally be constituted to achieve this.

E.7. Where applicable, the awarding institution is responsible for ensuring that the outcomes of assessment for a programme (in whichever language is used for assessment) meet the specified academic level of the award. The awarding institution should ensure that a collaborative organisation involved in the assessment of students fully understands and follows the requirements approved by the awarding institution for the conduct and standard of assessments.

F. Information for prospective and registered students

F.1. Collaboration agreements must set out the minimum level of information that prospective and registered students are guaranteed to receive about the programme.

F.2. Collaboration partners should be required to provide students with a full and accurate description of all aspects of the intended learning experience. This should include information on:
- Intended programme learning outcomes;
- the curriculum content as well as the minimum and expected time until graduation;
- the contribution of each collaboration partner to the educational provision;
- the presence of any constraints emanating from the collaboration agreement that may potentially infringe on the students' learning experience (e.g. related to international mobility, availability of specialization options, international recognition and transfer of credits);
- the national and international accreditation pertaining to the collaborating institutions and/or programme;
- the appropriate channels for communicating concerns, complaints and appeals, making clear the responsibilities of all contracting parties and the channels through which students can contact the awarding institution directly.

F.3. Upon request, students should receive information on:
- the contingency planning that has been put in place for the case that the collaboration agreement is dissolved prematurely;
- any tangible risks that may negatively affect the benefits from programme participation (e.g. prospective loss of an accreditation seal).

For further information (list non-exhaustive):

1. Code of Good Practice in the Provision of Transnational Education (2001)
2. Guidelines for Quality Provision in Cross-border Higher Education (2005)
3. Good Practice in Transnational Education - A Guide for New Zealand Providers (2007)
4. INQAAHE Guidelines of Good Practice (2007)
5. Quality Assurance in Transnational Higher Education (ENQA, 2010)
6. ECA Practical Guidelines for Joint Programs on the Consortium Agreement

G: EFMD QUALITY SERVICES: GUIDELINES FOR DEFINING THE INTERNATIONAL DIMENSION OF HIGHER EDUCATION INSTITUTIONS IN MANAGEMENT AND BUSINESS ADMINISTRATION

1. THE PURPOSES AND EFFECTS OF INTERNATIONALISATION

A key question that schools must be able to answer is "Why internationalise management education?" Unless top management of a School is aware of the precise objectives being pursued by internationalising its activities, it will not become effectively international and, of course, even less internationally effective. Top management needs to know clearly why and how internationalisation makes the School a higher quality institution. The purposes usually pursued in internationalisation or, if you prefer, the effects of internationalisation are presented below. They are certainly complementary; however, they are often linked to quite separate results. The first purpose or effect is strictly qualitative, the next two relate to strategic positioning, and the fourth is primarily commercial.

1.1. Qualitative aspects of management education

Here we are concerned with adapting management education and research to an increasingly global and digitalised managerial world. High level management education that aspires to prepare people to assume significant managerial responsibility in companies and organisations, whether these managers work in their own country or abroad, must of necessity be international in content and spirit. Companies expect their managers to perform in a world of interdependence and cross-border challenges. Internationalisation of the curriculum and of the learning context is today a *sine qua non* for any business school.

In the pursuit of this qualitative objective, some essential vehicles for success are:

- The international content of the business education curriculum in all areas

- An educational environment in which diversity is seen as a major value

- Close contact with corporations that are internationally active and able to provide information about the challenges that they face in a globally competitive environment

- Research that explores the relevant international challenges mentioned above

- The international exposure and mobility of students, professors, administrative staff and, very particularly, top management of the institution

- The proactive openness of the Institution to foreign cultures shown by:

  a. Effectively helping foreign visitors to gradually learn about and smoothly adapt to the culture of the host country, and

b. Persuasively encouraging its domestic students, professors and staff to actively take advantage of the presence of foreign visitors in order to learn about other cultures and to appreciate the enrichment that diversity provides.

Every management education institution aiming for an international accreditation, such as EQUIS or EFMD Programme Accreditation (formerly EPAS), must integrate these dimensions.

1.2. Competitive positioning on the national market

The objective being pursued here is primarily to use internationalisation to gain competitive advantage within the home country. These strategies are likely to focus on the mainstream national programmes, usually at the first-degree level, in order to attract top home country students. This has been particularly true in Europe since the Erasmus mobility programmes were introduced twenty years ago.

The principal success factors are:

- The perceived quality of the international offer in the School's flagship undergraduate or first-degree programmes: courses taught in other languages, individual study abroad possibilities (usually involving face-to-face student exchanges or virtual formats), study trips abroad, internships abroad, international field projects, international multi-campus programmes, dual- and joint-degrees with other foreign institutions, etc.

- The reputation of the academic partnership networks on which these programmes rely.

- The integration of the students' international experiences to optimise their overall learning in a coherent manner. This implicitly requires a high degree of control of the quality of the activities abroad.

These success factors are usually present in the institutions holding EQUIS and EFMD Programme Accreditation.

1.3. Positioning on the international market

In strategies of this kind, the School is seeking to gain competitive advantage in markets that are wider than the home market. The competition will be for internationally mobile degree-taking students and for professionally mobile high calibre academics. This is, of course, the most difficult strategy to pursue, because success depends on the recognition of the School's and the programme's quality outside its home country and the existence of a programme offering that will attract applications from international students. Internationalisation in this sense can allow a School to be increasingly "liberated" from dependence upon the national market. In some cases, the School may end up considering its market to be the world market with local students no longer being in the majority.

The essential vehicles for success are:

- A strong overall brand image. Success in attracting students, participants and companies from international markets to enrol in the School's programmes requires a high level of recognition coupled with international marketing effectiveness. Continued and effective communication in the international arena

(international media, international peer institutions, international associations, etc) is essential.

- Internationally recognised programmes, often MBA programmes, which are able to attract international students and recruiters. In this respect there is some 'fixation' of the media on the MBA, which creates a situation where the reputation of this programme usually dominates the international recognition of business schools. Very rarely is this recognition achieved by means of first-degree programmes.

- Joint programmes and alliance-based activities, where the weight is evenly divided among the partner institutions, attracting students from many nationalities on the basis that the programme or alliance is not identified with a single nationality.

- A strongly internationalised faculty. International recognition of a significant number of the School's professors based on their research and publications is an important underpinning of this strategy.

- For some institutions, Executive Education activity is also a key contributor to its international reputation, indeed the main one when the School is able to establish itself as a player on the international executive education market.

- High international levels of quality against most EQUIS and EFMD Programme Accreditation criteria: in other words, quality levels that are clearly above those found in most domestic institutions and similar to or better than those of the leading institutions in the foreign markets being tapped.

The factors above apply to institutions holding EQUIS and EFMD Programme Accreditation to different extents. Very rarely could a School receive EQUIS or EFMD Programme Accreditation without showing at least some recognition in international markets. Obvious success in international markets is often a conspicuous indicator of the existence of the international quality levels demanded by EQUIS and EFMD Programme Accreditation in most criteria.

1.4. Commercial exploitation of the international markets

Here the primary concern is to export education abroad in order to generate additional revenues. The success factors among others are the control of off-shore or multi-campus activities, the control of distance learning and e-learning techniques; the ability to propose and deliver programmes in English; the support of good sales teams. Most of the European countries are not well equipped to succeed in the pursuit of this objective.

Often the only strategic contribution to the quality of the School from off-shore or franchised activities is the international exposure, sometimes very narrow, of professors participating in this activity and the indirect impact of the additional funds generated by these activities.

Generally, the extent to which off-shore or franchised activities replicate the quality factors that characterise its main campus will be a clear signal of the quality of these activities.

Actions in this area are not necessarily expected or required from institutions holding EQUIS and EFMD Programme Accreditation. Often success is more an indicator of a very significant unsatisfied demand for management education in the targeted countries than an indicator of the quality of the provider institution. In fact, with

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conspicuous exceptions, too many institutions, even prestigious institutions in their domestic environments, operate with low-cost schemes that are not acceptable under the EQUIS and EFMD Programme Accreditation quality criteria and that certainly increase the chances of a School or a programme not being accredited or seeing its off-shore or franchised activities excluded from the scope of its EQUIS Accreditation or EFMD Programme Accreditation.

2. DIMENSIONS OF INTERNATIONALISATION

Considering the effects of internationalisation described in Section 1, we can easily distinguish three relevant dimensions when we talk about the international qualities of an institution or a programme:

2.1.   General Quality up to International Standards

The issue is not so much the level of internationalisation as simply the level of observed quality in the different areas of evaluation. Are the general quality factors in the School and a programme at the level of good institutions across the world? For example, are the physical resources of the institution or its faculty comparable with the resources or the faculty of good institutions in other countries? In other words, will a foreign student find comparable quality (which does not mean identical) to what he/she would have found in a very good institution in his/her own country or in other countries he/she might have alternatively considered?

2.2.   International Recognition

This relates to the reputation of the institution within the different markets outside its own country. It is only when reaching this level that a School will have access to international educational markets. The first step is recognition by the community of other management education institutions. The next steps are recognition by students, companies and media and are more difficult to reach since the institution will need to build an accepted brand.

It should also be noted that there is a geographical factor. Some institutions are very well-known in their own area (for example, in Europe or in Asia) without having worldwide recognition. In any case, the number of institutions having a high level of world recognition in all markets is extremely limited and it is probably this group which is designated by the term 'World Class'.

2.3.   Degree of Internationalisation

Here the consideration is the extent to which the School has internationalised its programmes, activities, staff and general culture as measured by the qualitative and quantitative indicators such as the number of foreign students registered on the programmes, the mix of nationalities among academic staff, the international content of the curriculum, the exchange volume with foreign partners, etc. However, a high degree of internationalisation in these areas does not guarantee a high level of recognition on the international market nor does it necessarily guarantee a high level of quality.

EFMD Quality Services believes that an international school needs to show achievement on each of the three dimensions indicated in Section 2. The specific indicators for the assessment of these international dimensions within the EQUIS and

EFMD Programme Accreditation processes are set out in detail in the respective Standards and Criteria documents.

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H: ASSESSING THE DEGREE OF INTERNATIONALISATION OF A BUSINESS SCHOOL

Introduction

EQUIS and EFMD Programme Accreditation aim to achieve both recognition of quality and quality assessment in the world's best business schools – recognition through the award of a quality label that is valued worldwide by students, faculty, employers and the media, and improvement through the need to meet and continue to achieve internationally agreed quality standards.

From the original design EQUIS and EFMD Programme Accreditation were conceived as accreditation systems rooted in respect for diversity of institutional and cultural contexts. However, EQUIS and EFMD Programme Accreditation are also firmly grounded on several transversal issues, one of which is an international dimension throughout a school's activities. Inevitably, since EQUIS and EFMD Programme Accreditation are systems originally designed within a European context, there is a constant challenge to ensure their applicability in other regions of the world, especially in rapidly emerging economies.

"Respect for diversity" is a specific case in point. While EQUIS and EFMD Programme Accreditation were designed to embrace diversity at every level – cultural, institutional, portfolio provision and delivery mode – they also reflect the nature of diversity encountered within the originating geographical region. The approach to assessing quality begins with an understanding of the particularities of the local context. This does not imply a lowering of expectations regarding basic standards because of local constraints. Rather it means that the assessment must accept wide differences in the organisation and delivery of management education across the world.

The potential dilemma resulting from universal standards applied in widely differing contexts is well illustrated by comparing top-level business schools in Europe and Asia. A European school may relatively easily recruit international students and faculty who reflect the enormous diversity within its own geographical region; an Asian school may attract the highest quality students and faculty from across a culturally diverse country but they may often be perceived as largely national in experience and outlook.

What is Internationalisation

An issue at the heart of EQUIS and EFMD Programme Accreditation which has engendered continuous debate since their foundation is exactly what is meant by the term "internationalisation" and how best to assess it.

Internationalisation is often perceived as being reflected in the nationality mix of students and faculty, together with advisory board members, partner schools and recruiting organisations. While this cultural diversity of a school's community, as measured by nationality, is of course important, a much deeper understanding of internationalisation results from an assessment of how a school has adapted its education and research to an increasingly global managerial world. Research that explores international challenges, education that incorporates an international

curriculum and exposure that encourages international mobility and employment, all provide further and deeper evidence of the degree of internationalisation.

In the same broader context, other recent business school developments such as the growth of joint programmes, increasing collaboration, alliances and partnerships, and the emergence of mergers and other forms of restructuring (many of which take place across international boundaries), all need to be taken into account. Understanding and assessing internationalisation is indeed a complex and multi-faceted process.

Assessing Internationalisation

In order to assist academic leaders and peer reviewers alike in assessing the degree of internationalisation of a business school, EFMD has developed a model which encourages thinking beyond nationality mix to incorporate a wider range of international measures. These are grouped into four categories:

- **Policy** issues influencing the whole school
- **Content** aspects of the learning and development process
- **Context** issues resulting from the experience of the various stakeholders
- And elements of the wider **Network** to which the school belongs

Each category encompasses three dimensions (all included within the overall EQUIS and EFMD Programme Accreditation Quality Profiles) which when assessed on a simple low/medium/high scale will produce an overall profile of the extent of internationalisation of a school, together with its relative strengths and areas for further development. This model also enables a school to demonstrate its international quality improvement journey over time with past vs present profiles, or to illustrate its future international strategic objectives with present vs planned future profiles.

Policy
1. **Strategy** – does the school have a well-defined strategy for internationalisation, including a digitalisation component if relevant? Does the School have the plans and resources for the strategy's implementation?
2. **Recognition/Reputation** – what is the level of competitiveness and recognition of the school and its programmes in international markets?
3. **Governance/Advisory Board** – How is there an international dimension manifested in the school's governance and advisory system? Is digitalisation used to increase the involvement or the mix of international advisory members?

Content
4. **Curriculum/Exec Ed/Learning Resources** – what is the international perspective in the School's degree programmes and executive education programmes? If the School offers online executive programmes targeting international markets, what resources are provided?
5. **Research and Development** – what is the international scope and recognition of the school's R&D? Does digitalisation contribute to expanding the international scope and recognition of the School's R&D?
6. **Competencies** – are global-mindedness and cultural sensitivity developed, is language learning provided and is English widely used for learning materials, teaching and publication?

Context

7. **Faculty/Visiting Professors** – what is the intercultural mix of core, adjunct and visiting faculty? Is digitalisation used to bring international adjunct / visiting faculty to the School?
8. **Students/Exchanges/Alumni** – what is the intercultural mix of degree-seeking and exchange students, and the international spread of alumni? Is digitalisation used to increase the diversity, and the engagement of remote international students and alumni?
9. **Professional Staff/Office** – is there an international/partnerships/exchanges office with an intercultural mix of professional staff?

Network
10. **Clients/Exec Ed/Recruiters** – what is the level of the School's international corporate links with clients/employers, including international companies with domestic offices? Does the School use digitalisation to connect and engage with international organisations?
11. **Alliances/Partners** – what is the quality of the school's international academic partners, strategic alliances and professional networks?
12. **Activities Abroad** – what is the school's level and quality of internationalisation outside its home country, such as satellite campuses abroad, joint programmes and franchised provisioning (where applicable)? Is the School leveraging digitalisation for internationalisation outside its home country?
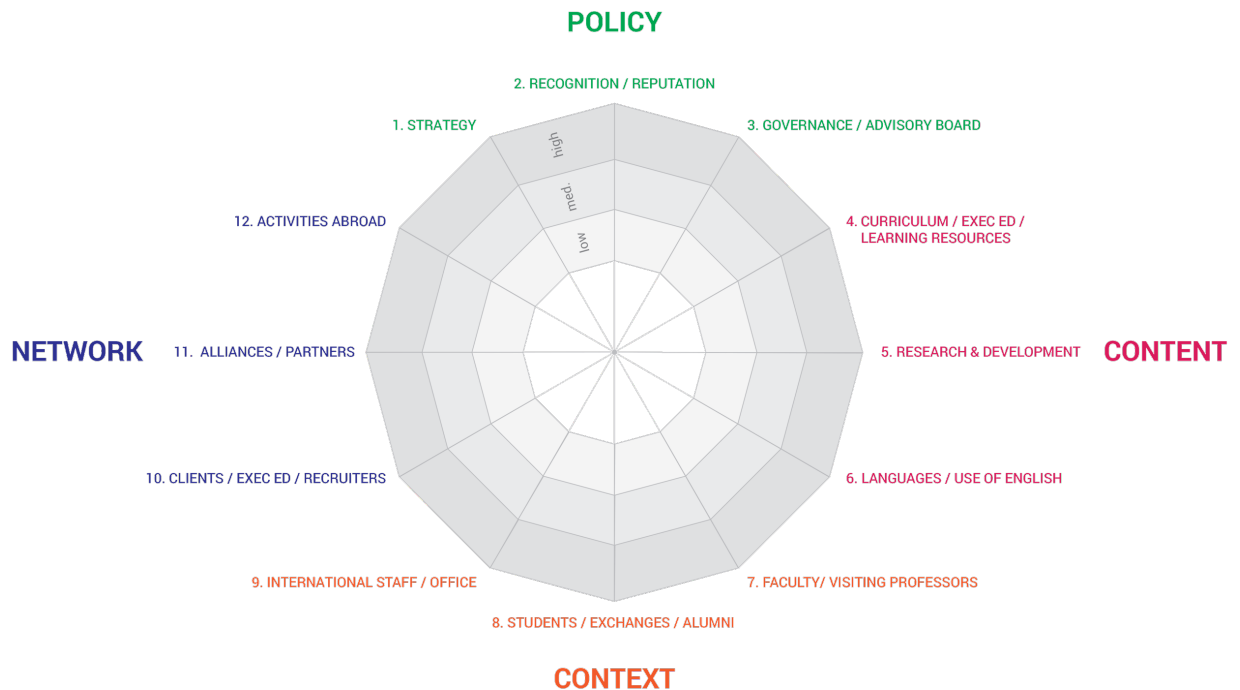
Note

This model is referred to in the EQUIS Standards and Criteria Manual, Chapter 8: "Internationalisation", pp 68-75. In applying the model, it may also be helpful to refer to the document entitled "EFMD Quality Services: Guidelines for Defining the International Dimension of Higher Education Institutions in Management and Business Administration" (see Annex G).

Further Information and Contacts

If you have any questions concerning the EQUIS or EFMD Programme Accreditation Standards and Criteria, or would like to receive more information about the accreditation systems in general, please consult the EFMD website where all documentation is available to download:

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

Alternatively, you can contact the EFMD Quality Services Office:

equis@efmdglobal.org
efmdaccredited@efmdglobal.org