EFMD ACCREDITED STANDARDS AND CRITERIA:

UPDATES AS RELEASED FEBRUARY 2022

EFMD revises the documentation supporting EFMD Programme Accreditation periodically and updates are usually provided in the first third of each calendar year. The following is an overview of the updates made as part of the 2022 publication, together with an assessment of the significance of the change.

The 2022 updates are notable as they mark an extensive review, designed to provide "easier orientation" for viewers, as well as reflecting relevant developments and trends. These trends are summarised within this document.

Overall, QED's view is that the revised documents do not carry significant changes from an accreditation viewpoint. They are easier to follow and reference, plus the increased emphasis perceived in previous updates is continued here – with specific identification of two key areas (digitalisation and research) as areas of focus. These two 'areas of focus' are in addition to the normal transversal themes of Internationalisation, ERS and Connections with Practice.

It should be noted that the updates and developments include several changes to the format and content of the EFMD Programme Accreditation Datasheet.

NB: This document represents QED's interpretation of the EFMD Accredited Updates. We recommend that you view the updated documents directly – which are available from EFMD's website:

- EFMD Accredited Standards and Criteria (2022)
- EFMD Programme Accreditation Process Manual (2022)
- EFMD Programme Accreditation Process Manual Indexes (2022)
- Other EFMD Accreditation Documents

A summary of the changes is provided set out on the following pages.

(All links valid at 20 February 2022)

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CHANGES TO EFMD ACCREDITION STANDARDS AND CRITERIA

Key changes are listed below.

GENERAL CHANGES

- The table of acronyms has been updated
- The five chapters are broadly as before. However, the internal numbering within chapters has been updated to enable easier referencing of standards. There are 79 individually numbered criteria across the five chapters (or standards).
- Each of the criteria has been reframed as a question (not necessarily the case for previous versions of the standards).

INTRODUCTION

- Programme Sets have been redefined and are now treated as one Programme providing the Institution awards one exit degree or if the Institution awards the same level of degree (i.e., Bachelor, Master, etc.) for each variant of the Programme". Similar to previous guidance, programme sets must have a common core of at least 40% - with the remainder open to specialisation/electives etc.
- Clarifies that accreditation decisions are based on the Self-Assessment Report (SAR), together with the Quality Profile (QP) and Criteria Evaluation Form (CEF). The QP and CEF are used by the Peer Review Team (PRT). The SAR and related documents are prepared by the School/Institution and form the basis of discussions during the Peer Review Visit.
- Whilst previously understood in practice, EFMD has formally clarified that schools should expect to provide all relevant documents in English. There are some limited exceptions to this in practice (and these are outlined within the standards). <u>QED recommends that (where relevant) these should be discussed and agreed with EFMD in advance of a Peer Review Visit (PRV).</u>
- EFMD has formally noted that each of the three transversal themes should be integrated across the accreditation process. Again, this was implicit in previous versions of the standards, but is much more explicit in the 2022 version of the standards.
  - A general definition of each transversal standard is provided as part of the introduction.
  - In addition, <u>significant additional guidance on Internationalisation</u> in the context of EFMD Programme Accreditation is also provided in Annex 10 of the <u>EFMD Programme Accreditation Process Manual Indexes (2022).</u>
- Two additional "Key Areas" have been referenced and explained: Digitalisation and Research. These are not unexpected and have been well-signalled by EFMD in previous versions of the EFMD Programme Accreditation standards.
  - An updated version of the previous "Review of TEL Provision" is included as "Guidelines on Digitalisation" within Annex 12 of the <u>EFMD Programme Accreditation Process Manual Indexes (2022).</u>
- Eligibility requirements remain similar to previous years, but are more clearly stated. EFMD Programme Accreditation for doctoral programmes is normally reserved for Schools that hold EQUIS accreditation – though other schools can be considered on a case-by-case basis (See Annex 11 of the <u>EFMD Programme Accreditation Process Manual Indexes (2022).</u>
- Guidance on faculty has been moved from Criterion 1.3 to the Introductory section.

KEY CHANGES TO STANDARDS

In addition to the changes in format as outlined above, the following developments may be worth noting:

ALL STANDARDS

- Many standards have similar overall criteria to before, but have more detailed sub-criteria, offering additional guidance throughout. <u>QED's view is that this is a clearer and more structured approach to the criteria and not reflective of significant additional requirements, other than where specifically indicated below</u>.
- Several criteria and sub-criteria have additional guidance linked to the three transversal themes (Internationalisation, ERS and Connections with Practice) and the two key areas (Digitalisation and Research). <u>QED's view is that this is a natural and expected development of the increased focus in these areas over recent editions of EFMD standards</u>.
- Several criteria include additional requirements for the SAR and Base Room. QED advises that Schools should take particular note of these when compiling documents and preparing for a visit. (N.B. The list of required documents for the Base Room is also provided in Annex 2 of the [EFMD Programme Accreditation Process Manual Indexes (2022)](#). A list of the requirements for the SAR is provided in [Appendix 1](#) of this document.

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CHANGES TO EFMD PROGRAMME ACCREDITATION PROCESS MANUAL

The EFMD Programme Accreditation Process Manual has been reviewed, but remains broadly aligned with previous versions. Key changes to note include:

INTRODUCTION

- An additional introductory section has been included – summarising key facts about the EFMD Programme Accreditation documents, Process Steps, Deadlines and Contact Details.

CHAPTER 2: MANAGEMENT OF EFMD PROGRAMME ACCREDITATION

- **Section 2.6:** The EFMD Advisors' role is now estimated at 3 days for each of Pre-Eligibility and Pre-Review stages (previously suggested as 2-3 days and 4-5 days respectively)
- **Section 2.8:** Clarification has been provided that EQUIS accredited schools are exempt from the eligibility phase of EFMD Programme Accreditation processes (and the application fee is therefore waived).
- **Section 2.8:** EQUIS schools with EFMD Programme Accreditation are no longer are required to report on the Selected Programme as part of the EQUIS process. The EFMD Accredited Programme is counted as the Selected Programme.

CHAPTER 3: THE EFMD PROGRAMME ACCREDITATION PROCESS

- The EFMD Programme Accreditation Board now meets 5-6 times per annum (previously 3-4 times pa)
- Guidance about submission of documents (length, formats etc) has been removed as EFMD is in the process of moving documentation to its online (OX) environment.
- For Stage 5: Self-Assessment, EFMD provides additional 'headline' advice for the Self-Assessment Report (SAR) – reminding applicants to use the guidance in the Standards and Criteria documents and noting that the SAR needs to be "*self-reflective concerning areas requiring further development and future prospects and plans".*
- Stage 6: The Peer Review Visit (PRV). There are changes in the stated expectations for preparation of the PRV schedules. These must now be submitted **four weeks** (not eight weeks) in advance of the visit – based on a template to be provided by EFMD to the Institution.
- In Stage 9: Re-accreditation, the "*Policy for non-renewal of Accreditation"* is now called "*Deferral Policy*"

CHAPTER 4: ELIGIBILITY GUIDELINES

Several of these have been rewritten, including removing references to the Bologna Agreement. However, the criteria are broadly the same other than:

- Item 6: Credibility and Sustainabilty: In addition to producing graduates for at least two cohorts over two years, EFMD has further clarified that applicant programmes must also have a minimum aggregate of 30 graduates in the two years prior to application.
- Item 7: Minimum Intake: This has been reduced to 20 students per cohort for all programmes (general or specialised). The minimum applies for each mode of delivery and intake and is expected to be maintained throughout the programme life.

As in previous editions, additional information and criteria for doctoral programmes and collaborative provision programmes are provided in the Annexes (Annexes 11 and 8 respectively)

CHAPTER 5: GUIDANCE FOR SELF-ASSESSMENT

- Section 5.3.1 confirms that the Self-Assessment Report should use the same chapter and sub-section titles as provided in Annex 5 of the EFMD Programme Accreditation Process Manual Annexes. (Annex 5 lists the information and documents to be provided in the SAR).
- Section 5.2.3 on the Student Report continues to emphasise that the Student Report must be compiled independently of the School's Leadership and employees etc. However, it no longer explicitly excludes the use of external support (though the principle of an independent student report remains fundamental).
- Section 5.2.5 on Distribution of the Self-Assessment report and related documents now focuses on electronic distribution. Hard copies of documents are <u>not required unless specifically requested</u>.

CHAPTER 6: GUIDANCE FOR PEER REVIEW

The chapter has been edited and updated to reflect developments such as:

- Online Peer Reviews (still in place for some reviews)
- The introduction of Virtual Base Rooms (now expected for all visits regardless of whether on-site, virtual or hybrid).
- The use of virtual meetings by the PRT to support the PRV process.
- Templates for the Peer Review Report (prepared by the PRT) is provided in the EFMD Programme Accreditation Process Manual Annexes.

In addition, the following changes can be noted:

- The time allowed for the optional presentation by the Programme Director to introduce the programme is reduced to 5 minutes maximum (previously up to 15 minutes). As before, this is the ONLY presentation permitted.
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CHANGES TO EFMD PROGRAMME ACCREDITATION PROCESS MANUAL ANNEXES

These have been completely reformatted, and now include additional documents and guidance. The updated contents include (new additions in **BOLD**):

- Templates
    - o Annex 1: EFMD Programme Accreditation Datasheet
    - o Annex 2: List of Required Documents for the Base Room
    - o Annex 3: Template for the Student Report
    - o Annex 4: Visit Schedule Templates (single and two programme versions)
    - o **Annex 5: Online Visit Schedule Templates (single, two programme and reaccreditation versions**)
    - o **Annex 6: Peer Review Report Template**
- Guidelines
    - o Annex 7: Guidelines on Intended Learning Outcomes...
    - o Annex 8: Guidelines on Collaborative Provision and Joint Programmes
    - o Annex 9: Guidelines on Major Restructuring of an Accredited Programme
    - o **Annex 10: Guidelines on Internationalisation**
    - o Annex 11: Guidelines on Doctoral Accreditation
    - o **Annex 12: Guidelines on Digitalisation** (updated Version of the previous annex "Review of TEL Provision")
    - o **Annex 13: Guidelines for Writing a Peer Review Report**
- Forms
    - o Annex 14: EFMD Programme Accreditation Quality Profile
    - o Annex 15: EFMD Programme Accreditation Criteria Evaluation Form
    - o Annex 16: EFMD Programme Accreditation Application Form
    - o Annex 17: Progress Report Forms
    - o Annex 18: Confidentiality Agreement Form
- Policies
    - o Annex 19: Policy on Potential Conflicts of Interest for EFMD Advisors and Peer Reviewers
    - o Annex 20: Policy and Publicity Guidelines for the Use of the EFMD Accredited Brand
    - o Annex 21: Appeals Procedure
    - o Annex 22: EFMD Programme Accreditation Fee Schedule 2022
- Further Information and Contacts

In addition to updates that reflect changes to the standards etc., the key points to note are as follows:

ANNEX 1: EFMD PROGRAMME ACCREDITATION DATASHEET

The layout of the datasheet has been significantly updated, leading to several changes in the format of tables and the order of information requested etc. Information requests have also been updated in line with developments within the standards (e.g. increased focus on digitalisation). The only other changes are:

- Several tables have been reformatted and some include additional information requirements (e.g. FTE equivalent for all entries on the faculty table)
- Several key quantitative criteria will be automatically calculated by the EFMD OX (online) system, based on numbers input to the online system. These have been indicated throughout the datasheet using references for formulae.
- EFMD has included guidance for the definition of programme modes:
    - o **Online**: at least 80% of its content is delivered over the Internet.
    - o **Blended:** delivery combines online learning and face-to-face learning.
    - o **Face-to-face: A**t least 80% of its content is delivered via face-to-face interaction on campus.

- Additional information is required on how supervision of student projects, post-graduate dissertations etc is organised.
- The Datasheet now includes two appendices for completion IF RELEVANT to the applicant programme:
  - Appendix 1: Multi-Campus Operations
  - Appendix 2: Collaborative Provision

Any school submitting a datasheet in 2022 is advised to carefully review the new format – including ensuring that internal data systems are providing the relevant information in the formats required.

ANNEX 3: TEMPLATE FOR THE STUDENT REPORT

- As before, this is to be prepared by a representative group of students, without input from the School.
- A "*short explanation on the method used to compile the report*" should now be included within the report.

ANNEX 15: CRITERIA EVALUATION FORM

This document is used by the Peer Review Team during a Peer Review Visit. It has now been clarified as an "internal working document" for the peer reviewers – and no longer part of the formal decision making process by the EFMD Programme Accreditation Board (noted in the foreword to Annex 14)

ANNEX 17: PROGRESS REPORT FORMS

Limited additional guidance is given for both annual progress reports and mid-term progress reports – noting primarily that updates should be "*succinct and informative*" and that it is "*essential that all arguments are supported by factual evidence and that the effectiveness of initiatives is evaluated on the basis of tangible impact*"

ANNEX 22: EFMD PROGRAMME ACCREDITATION FEE SCHEDULE

- Details of all fees for 2022 are provided and represent an increase of 2.98% on the 2021 fees. There are no changes to cancellation and late payment fees (re Peer Review Visits).

APPENDIX 1: SUMMARY LIST OF DOCUMENTATION REQUIRED FOR THE SAR

EFMD sets out guidance for the SAR in Section 5.2 of the EFMD Programme Accreditation Process Manual (2022). It suggests that annexes and supporting documents are limited to those that are necessary to fully understand the SAR. The Standards and Criteria list key items which should be included – either within the body of the SAR or as appendices (depending on context etc). These items are set out below for convenience and should always be considered in the context of the more detailed criteria and sub criteria within each chapter of the EFMD Accredited Standards and Criteria (2022)

CHAPTER 1: THE INSTITUTIONAL CONTEXT

1.1: INSTITUTIONAL STRATEGY AND MANAGEMENT

   a) Overview of institutional and programme strategy
   b) SWOT-type analysis
   c) KPIs and other measures of managing the Programme

1.2: PHYSICAL RESOURCES AND FACILITIES FOR THE PROGRAMME

 Brief description of

   a) IT and library resources and other facilities
   b) Sustainability measures for learning environment

1.3: PROGRAMME FACULTY

   a) Aggregate data on all faculty members (whether core, adjunct, or visiting faculty) teaching in the applicant Programme(s) by grade/category, age, gender, qualifications / doctorates, extent of research activity, international experience[1], interactions with the world of practice, facility with digital technologies.

CHAPTER 2: PROGRAMME DESIGN

2.1: PROGRAMME OBJECTIVES AND TARGET MARKETS

   a) Link to Programme website
   b) Description of target markets and recruitment plans
   c) Presentation of graduate profile and employer expectations

2.2: CURRICULUM DESIGN

   a) List the component modules or courses and make available module information such as:
   - Module description
   - Intended Learning Outcomes
   - Module syllabus or content

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[1] **Core faculty with foreign experience**: % of core faculty (excluding foreign only passport holders) with significant professional/ work experience or study abroad (e.g., a complete degree) which entailed living abroad for at least 1 full year (i.e., not made up of part years).

- Pedagogic methods
- Assessment objectives and method

2.3: DESIGN OF DELIVERY MODES AND ASSESSMENT METHODS

a) The overall Programme rationale, definition and matrix of ILOs - the description of the structure and design should be brief but explicit

CHAPTER 3: PROGRAMME DELIVERY & OPERATIONS

3.1: STUDENT RECRUITMENT

a) Tables of student profiles
b) Tables 2 and 3 from the Datasheet
c) Statistics indicating international enrolment of degree-seeking students and exchange students over the past 3 years

3.2: PEDAGOGY

a) Tables of (digital) learning methods and technologies used in and outside the classroom.
b) Results from Learning Analytics and their use for the Programme (e.g., implications for course/programme amendment or development)

3.3: PERSONAL DEVELOPMENT OF STUDENTS

a) Programme objectives with focus on transferable skills
b) Structure of student support services, their staffing and services provided
c) Formats of faculty support for students (e.g., mentors, coaches)
d) Aspects of internationalisation, ERS, connection with practice, research activities and the use of digital technologies covered in student services

3.4: INTERNATIONAL ASPECTS

a) List of international academic partners and business institutions, and the nature of the partnerships

3.5: INTERACTIONS WITH THE WORLD OF PRACTICE

a) List of major relevant external connections and their nature:
- Partner institutions
- Number of students involved
- Length and character of the work
- Assessment of progress
- International aspects
- Role of alumni

3.6: ETHICS, RESPONSIBILITY AND SUSTAINABILITY (ERS)

a) List of major relevant ERS elements in the Programme
b) Number of students, objectives, ILOs, courses, etc.

CHAPTER 4: PROGRAMME OUTCOMES

4.1: QUALITY OF STUDENT WORK

a) Pass rates for the core courses and overall progression statistics for the last 3 years
b) Description of assessment regime and grade management
c) Explanation of how academic research (by the core faculty) integrates in the Programme
d) Demonstration of connection between Programme and course ILOs

4.2: GRADUATE QUALITY

a) Final graduation statistics for the last 3 years including grade profile where appropriate (e.g., % merit/distinction or honours grades)
b) Table of proportions of graduates employed within 3 or 6 months of completing the Programme and distribution of starting salaries
c) Table of sample job functions
d) Data on career progression profiles

4.3: ALUMNI SUPPORT

a) Data on
   - membership and activity levels of the alumni association
   - career progression profiles of graduates
   - advisory board minutes

4.4: PROGRAMME REPUTATION

a) Survey results of employers of the Programme
b) List of national/international rankings for the Programme
c) List of national/international accreditations for the Programme

CHAPTER 5: QUALITY ASSURANCE PROCESSES

5.1: DESIGN AND REVIEW PROCESSES

a) Chart(s) showing the QA process sequence (internal and external)
b) Description of roles in the QA process
c) List of stakeholders involved in the QA process

5.2: QUALITY ASSURANCE ON OPERATIONS

a) Tables of summary student evaluations of teaching