EFMD ACCREDITED STANDARDS AND CRITERIA:

UPDATES AS RELEASED APRIL 2023

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 2023 publication, together with an assessment of the significance of the change.

The 2023 updates are not significant and focus on providing additional clarity and guidance in key areas.

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

- EFMD Accredited Standards and Criteria (2023)
- EFMD Programme Accreditation Process Manual (2023)
- EFMD Programme Accreditation Process Manual Annexes (2023)
- Other EFMD Accreditation Documents

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

(All links valid at 5 April 2023)

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CONTENTS

CHANGES TO EFMD ACCREDITION STANDARDS AND CRITERIA

ALL STANDARDS

- Minor changes have been made to the lists of Data Requirements for the SAR and Base Room, but these are general wording changes and minor 'tidying up' of lists (reducing duplication, minor clarifications etc). They do not reflect any change in expectations.

CHANGES TO EFMD PROGRAMME ACCREDITATION PROCESS MANUAL

The EFMD Programme Accreditation Process Manual is broadly the same as issued in 2022, with only the following key changes:

CHAPTER 2: MANAGEMENT OF EFMD PROGRAMME ACCREDITATION

- **Section 2.8:** For EQUIS Schools seeking EFMD Programme Accreditation, the manual cross references to Annex 23 of the EQUIS Process Manual for additional guidance on how the EFMD Programme Accreditation impacts the EQUIS process.

(Not significant: Clarification only)

CHAPTER 3: THE EFMD PROGRAMME ACCREDITATION PROCESS

- Guidance for Stage 0 – Enquiry has been updated to reinforce the value attached to this preliminary discussion. The material is also updated to refer to EFMD's online data collection platform – OX.
- For Stage 5: Self-Assessment, EFMD provides additional clarification for the Self-Assessment Report (SAR) – reminding applicants to limit the use of hyperlinks (by exception only); and to consider the page limit as a limit (rather than a target!).
- Stage 8: Continuous Improvement. The expected length of a mid-term progress report (in the case of five year accreditations) has been reduced from 10-15 pages to 8 pages (1 programme) and 12 pages (2 programmes). The guidance is the same for Schools submitting annual Progress Reports (within a three year accreditation cycle).

(Minor Change only)

CHANGES TO EFMD PROGRAMME ACCREDITATION PROCESS MANUAL ANNEXES

The EFMD Programme Accreditation Process Manual Annexes have been reviewed, but remain broadly aligned with previous versions. The key changes are noted below, but are not materially significant (just providing additional guidance and clarification).

ANNEX 1: EFMD PROGRAMME ACCREDITATION DATASHEET

- A short list of helpful "Guidelines for Using the Datasheet" has been provided.
- Table 1: Clarified that reference to additional campus locations only refers to "*campus locations where the applicant programme is delivered*".
- Table 2: Clarified that the profile of student intake data must be provided for each mode of delivery (i.e. online, face-to-face, and blended). (Not a change – just a clarification).
- Table 5 (International Student Mobility) has been expanded to include additional data on the numbers of students engaging on different types of outgoing mobility.
- Table 10 has been retitled to refer to publications contributing to the applicant programme – rather than just publications by core faculty. However, the data required for Table 10 and Table 11 appears to remain unchanged.
- Table 13a (Collaborative Provision) has been simplified and no longer requires completion of detailed faculty numbers. Instead, schools are asked to briefly describe how the partnership faculty is included within the collaborative provision activity.

ANNEX 2: LIST OF REQUIRED DOCUMENTS FOR THE BASE ROOM

This has been updated to align with the changes in the Standards and Criteria document. As noted above, the changes are not material – but reflect minor clarifications, reduction of duplication etc.

ANNEX 7: GUIDELINES ON INTENDED LEARNING OUTCOMES

- The development and application of rubrics to measure the degree of achievement of ILOs is recommended within the guidance. (Point 4)
- Clarification that the action verbs used to specify expected outcomes should be appropriate to the degree programme level. For example, expected outcomes for a Masters Programme should be at a higher cognitive level than those for a Bachelors' programme. (Point 6).
- Five – six ILOs is estimated to be the optimal number of ILOs for a programme (Point 8)
- Two additional guidelines have been included:
  - to encourage the involvement of other stakeholders in the process (Point 16)
  - to clarify how to manage the balance between national accreditation expectations (sometimes with a significant number of ILOs) and EFMD Programme Accreditation expectations. (Point 17)

ANNEX 22: EFMD PROGRAMME ACCREDITATION FEE SCHEDULE

Details of all fees for 2023 are provided and represent an increase of circa 9% - 11% on the 2022 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 (2023). 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 unchanged from 2022, but 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 (2023).

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