AMDISA
SOUTH ASIAN
QUALITY ASSURANCE
SYSTEM (SAQS)
for Management Schools

SAQS ACCREDITED

Guidance Handbook
on SAQS Quality Criteria

Booklet - II

AMDISA

South Asian Quality Assurance System (SAQS)

Association of Management Development Institutions in South Asia (AMDISA)

Adjacent School of Management Studies, University of Hyderabad Campus,
Central University Post Office, Hyderabad 500 046, India
Website : www.amdisa.org,   E-mail: amdisa@amdisa.org

GUIDANCE HANDBOOK ON SAQS QUALITY CRITERIA

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FOREWORD

This booklet lists the criteria used for the implementation of a South Asian Quality Assurance System in the framework evolved in EFMD (European Foundation for Management Development) - AMDISA project sponsored by the Asia-Link Programme of the European Commission during 2003-06.

The goal of this project is to define a globally bench-marked quality assurance system adapted to the specificity and needs of South-Asian management schools. It proposes to the institutions a list of criteria and procedures that serves as a basis for their quality assessment and improvement plans. These criteria and procedures have been tested in three pilot institutions in India and Pakistan in order to ensure their replication properties.

The criteria have been discussed and selected by a pool of South-Asian experts during the first seminar held in Hyderabad, November 11th-14th, 2003 conjointly organised by AMDISA and EFMD. The following document is the outcome of the discussions and decisions made by the experts listed as contributors.

All present experts agree that the list was achieved through a general consensus between them.

This criteria list has been adapted from documents previously developed by the Quality Department in EFMD for the EQUIS accreditation label and is used with the consent of EQUIS-EFMD.

The use of these criteria is meant solely for South-Asian management schools willing to assess and improve their overall quality level to global standards.

I. INTRODUCTION

This booklet lists the different criteria used in the framework of a South-Asian quality improvement system jointly proposed by EFMD and AMDISA.

These criteria are partly inspired by those developed in Europe by EFMD in the framework of their EQUIS accreditation process. They have been adapted to accommodate the specificity of the South-Asian environment.

This list of criteria is to be used by the management schools in South Asia in conjunction with two other documents brought out by SAQS:

- Guide to Self Assessment
- Guide to Peer Review

Introduction to the SAQS Criteria

The South Asian quality criteria are based on three main domains. The goal of this booklet is to provide the Schools with an assessment tool encompassing three equally important areas:

1. The Schools demonstrate high standards of quality in all of the areas listed in the booklet.
2. The needs of the practising and corporate worlds are well integrated into programmes, activities and processes.
3. The Schools show a significant level of internationalisation or regionalisation.

What follows encompasses nine different areas: context and mission of the School, contribution to the community, resources, faculty, research and development, programme quality, personal development students and participants and executive education.

Each of these nine domains is presented below, in a separate section, together with a list of definitions, questions to be answered by the institutions and examples of supporting evidences.

In addition, SAQS focuses on two fundamental aspects of the School: its links with the practising and corporate worlds, and its South Asian and international dimensions. The two last sections provide the School with a check list and examples of supporting evidences. These external relationships are also to be assessed separately and in conjunction with each of the above nine criteria, as suggested at end of each section.

II. CONTEXT AND MISSION

The environment of each management (business) school is diverse. As with any organisation, effective strategic performance can only come from a full awareness of its operating environment, converted into an informed mission. It will have identified its target segments and have a well-developed sense of the national, South Asian and international markets for its products and services. The mission must be explicit, appropriate, consistent, rigorous and regularly reviewed.

The School should have a distinct identity.

The key areas are:

1. Environment
2. Status and governance
3. Vision and mission
4. Strategic positioning
5. Strategic objectives

1. The Environment

Description of the environment (economic, social, business, educational) – key factors, position of the institution in the educational system, interface with constituency framework.

- Does the School have a keen awareness of the environment in which it operates?
- How does the direct economic and social environment impact on the School? What are the key factors? Are the key factors operating in its environment consistent with its existing purpose and future mission?

Markets

- Does the School have a clear sense of the market it is serving, translated into an appropriate set of principles for the design of programmes? Is the total package of programmes consistent with the School's overall mission?

The competitive environment – key competitors, impact on overall position in the market and wider community.

- How does competition with other relevant institutions impact on the School in terms of competition for resources, students, faculty and support?

Reputation

- What is the evidence for the established reputation of the School at a national, South Asian and international level?

2. Status & Governance

Wider institutional framework within which the school operates; university structure; Ministry of Education relationship:

- To what extent do the direct economic and social environment and the relationship with the parent organisation, or public department in charge of educational service support or hinder the School's mission?
- Do the legal status and bylaws for the School allow it freedom to pursue its mission without undue interference? What constraints do the legal status and bylaws place on the activities of the School?

Degree of autonomy

- Is the School able to operate autonomously in the context of the given environment?

Statutes – constraints, level of authority/autonomy within wider framework

- How does the relationship with the wider institutional framework, including the statutes under which it operates, support effective operation and strategic performance?

Governance – organisational structures, decision making processes, linkage to demonstrable effectiveness, power and influence structures, impact of major constituencies and stakeholders:

- What steps have been taken to review internal decision making structures and processes (committees, senates, board and trustees) and improve their effectiveness in supporting the mission?
- Does the School take effective steps to ensure that it is able to pursue its mission successfully?

Organisation

- Do the current organisational structure and job responsibilities for individuals support the achievement of the School's mission? What changes are envisaged in order to secure this mission in the future?

Quality Assurance

- How do the formal quality systems within the institution fit the context in which the School operates? What has been their key contribution to the improvement of quality and support of the School's mission?
- How are the formal structures and processes evaluated against their ability to support the School's mission?

3. Vision and Mission

- From where does the institution derive its legitimacy?

Quality of mission-clear, related to identity, coherent, realistic

- Does the School have a mission statement that is published, periodically reviewed and revised as needed?
- How is the mission formulated? Are the mission development processes effective in fostering regular review, the involvement of different constituencies, creative development, ongoing conversion of the mission into strategic and operational plans, programme design and quality?

- Is the mission appropriate to the School's development potential? How focused is the mission on the strategic context in which the School operates? Does it emphasise the achievement of high quality in programmes?
- Is the mission consistent with the parent organisation's mission and resources?
- What constituencies identified by the institutional mission does the School serve?

Vision and Identity – ambitious, visionary, clear sense of identity

- Does the School have a clear sense of its own identity and is this expressed in the mission?
- Does the School have a clear understanding of its core values?
- Does the mission described what the School aspires to be in the future? How visionary and challenging is the mission?
- Does the vision seem realistic in terms of the external and internal constraints within which the School operates?

Conversion – allocation of resources, priorities and scope of activities consistent with mission

- How effective is the mission in supporting decision-making? Does it support the effective development of programmes and core activities?
- How is the mission evaluated? What processes are used? Is there evidence that regular reviews result in action plans to realign activities and programmes with the mission?
- What evidence is there for progress towards meeting the mission? What steps are taken to acquire key resources required by the mission?

4. Strategic Positioning

Clarity

- Does the School have a strategic plan? Do the mission and the related strategic plan for the organisation reflect a keen awareness of the strategic context?
- Is the School able to clearly define the strategic position it occupies and its differentiation from other institutions?
- Who are the main stakeholders it serves? What is their relative importance and how is this reflected in the importance of different activities and the actual allocation of resources?
- Has the School identified an appropriate set of measures to accurately pinpoint its competitive position in the market and success in achieving the mission?

Viability

- Does the strategic positioning of the School reflect a realistic view of its position and offer a route towards maximising its strategic capability?
- How well does the School integrate its planning processes into other improvement activities?

Flexibility

- Does the current strategic positioning of the School provide sufficient options for change should the environment and market in which it operates alter significantly?

5. Strategic Objectives and Plan

Clarity

- Do they clearly focus on the School's Vision and Mision?
- Is the plan clear and communicated effectively to all concerned?

Linkage to mission and context

- Is there a clear planning process for the creation of the strategic plan and objectives? How important are quality improvement goals in the planning process and the strategic plan?
- How does the School develop goals, plans and strategies based on the mission projections of the competitive environment and evaluation of competitive performance?
- Was the plan arrived at by consensus? Have key stakeholders been involved in the process? How much evidence is there of general ownership of the plan? Does the strategy seek to secure a mandate for future action?
- Are responsibilities for key elements clearly and sensibly allocated? Does the plan integrate activities across the School?
- What methods does the School use for tracking progress and completion of individual objectives? Are the performance measures well balanced, sufficient in number and manageable?
- Does the School monitor these measures regularly enough and respond in time to obvious trends in performance?
- What evidence is there that the School has taken steps to ensure it achieves its strategic objectives?

Domain	Supporting Evidence
Corporate Connections	Reflection of the corporate role in the Vision and Mission Policy and strategies for corporate relationships Involvement of companies in activities Involvement of company staff in governance.
South Asian and International Dimensions	Policy for South Asian and international co-operation Reflection of South Asian and international dimension in the Vision and Mission Consortial alliances.

III. CONTRIBUTION TO THE COMMUNITY

The SAQS framework is concerned not only with the School's contribution to the national, South Asian and international community, but also to the total environment within which it operates and with how it functions as an exemplary institutional citizen of its own community. The School should act as a catalyst for the development of the national, South Asian, international and multinational business community, as a forum for debate, and as a source of dissemination. The faculty should be actively involved in these areas and there should be clear evidence that the School's contribution to the wider community expressed in its mission is supported by a range of activities outside of normal programme delivery.

The key areas are:

1. External relations
2. Social and economic contribution
3. Services to education
4. Extracurricular activities

1. External relations

- How does the School manage external relations? What staff is devoted to these activities? What are the School's over all policy, management practice and overall contribution to the national, regional and global environment?
- How does the School achieve a balance between the demands required to fulfil an active role within the local, national, South Asian and international community?
- What has been the impact of external relations policy on the activities of the School in the past? How have these contributed to the fulfilment of its mission?

2. Social and economic contribution

- How does the School show its concern for the local environment by contributing to the local and national community?
- What has been the School's overall contribution to the management education profession and the local educational environment? How has it contributed to the development of the local business community?
- In what way does the School act as a forum for debate and the dissemination of knowledge?

3. Services to education

- What is the contribution of the faculty to the profession and professional bodies? Do they sit on key boards or committees for management education? What is the proportion of time devoted to consultancy or the provision of expertise to other associations?

- What special initiatives in management education at national, South Asian and global level has the School initiated and promoted recently?

4. Extracurricular activities

- How does the School decide on the scope and level of resourcing afforded to activities, which enrich the community and the individual student's experience?
- What is the full range of extra curricular activities engaged in by the School and how do these contribute to the mission and individual experience?

Domain	Supporting Evidence
Corporate connections	Joint programmes company funding and sponsorship Involvement in corporate networks Level of consultancy provided Provision of special events for the community.
South Asian and international dimensions	Joint programmes, sponsorship by South Asian and international organisations Participation in South Asian and international service networks and associations Participation in South Asian and international service events and conferences Organisation of South Asian and international service events and conferences.

IV. RESOURCES

The overall level of resources and facilities offered by the School should be adequate to support the mission and agreed standards of programme design and delivery. The library, computing and research facilities should be appropriate to the nature of the faculty and the student body and should include adequate access outside of normal working hours.

The key areas are:

1. Premises and equipment
2. Library and research facilities
3. Computing facilities
4. Support facilities

1. Premises and equipment

- Are the current physical facilities adequate to meet the requirement set by the School's core activities? Within the wider institutional framework in which the School operates, does the School have operational autonomy in the use and development of these facilities?
- What steps are taken to ensure maximum exploitation and integration of facilities into core programmes?
- What shortfalls in physical resources are foreseen in response to the School's future strategy? What steps are being taken to address these?
- How is the potential contribution of facilities to the personal experience and development of students evaluated? What evidence is there that the existing provision has contributed to the mission, programme equality and personal development of students?

2. Library and research facilities

Scope

- Are the library and research facilities adequate and are participants provided with adequate access outside of normal working hours ?
- What special provision demanded by the international dimension of the School's activities is provided by the library and research facilities ? What are the requirements for the future and how are these going to impact on the School's mission ?
- How does the School evaluate the support provided to individuals by these facilities ? What evidence is there that student feedback has been used to develop facilities for the benefit of individuals ?
- Are the library facilities adequate for research and teaching support?

3. Computing facilities

- Are the computing facilities adequate and are participants provided with adequate access outside of normal working hours ?
- What is the contribution of computing facilities and associated software to the mission and objectives of the School? What specific knowledge, skills and qualities are

developed through the use of information technology and how these match with School's objectives?

4. Support facilities

- Does the School have sufficient administrative staff to provide adequate service to faculty, students and participants?
- What other support facilities are provided to students/participants? What evidence is there that the existing provision has contributed to the mission, activity quality and personal development of students and participants?
- How is the effectiveness of general support and administration facilities evaluated? What improvements to the quality of support have been achieved or are proposed in the near future?

Domain	Supporting Evidence
Corporate connections	Company endowments, scholarships and sponsorship Use of corporate facilities
South Asian and international dimensions	Funding and support from MNCs and multi-lateral agencies Foreign journals and books and e-resources in the library International IT communication networks Language and tuition facilities.

V. FACULTY

The size and quality of the faculty must be in accordance with the mission of the institution. Teaching staff should be appropriately qualified and credible for the programmes within their area of responsibility. The deployment of faculty resources should reflect the institution's mission and allow adequate servicing of its degree programmes. Processes should be in place to determine the appropriate balance in workloads and to develop the faculty in support of all those activities that implement the institution's mission. There must be an effective review process for evaluating the performance of the faculty and the contribution of individuals in line with the mission.

The key areas are:

1. Faculty size and composition
2. Faculty policy and management
3. Faculty development and education
4. Faculty rewards and facilities

1. Faculty size and composition

- How many full-time faculty members does the School employ directly?
- What is the profile of the faculty in terms of expertise, academic qualification, and management experience?
- Does the teaching faculty in terms of numbers and qualification ensure adequate coverage of the principal management disciplines?
- Does the workload for the faculty as a whole allow participants sufficient access to staff for tutoring and counselling?

Is there an adequate balance within full-time faculty members' workload between:

- Direct teaching and tutoring
- Programme administration
- Innovation, course development and the production of teaching materials
- Research and publications
- Service to the profession and the wider community
- Corporate involvement: Member of the Board, Consulting
- Sponsored research and student projects
- How does the School evaluate the relative effectiveness of non full-time faculty contribution ?
- What is the School's policy in regard to part-time faculty? What proportion of teaching is entrusted to part-time, visiting and adjunct faculty members?

2. Faculty policy and management

Planning process: in terms of balance in activities, South Asian and international dimensions and quality of planning process.

- Is there a clear faculty resource planning process?

- Does this planning process integrate all the requirements needed to meet the strategic objectives, the balance in core activities and the South Asian and international perspective of the School? How are conflicts between strategic demands resolved? Is there a faculty resourcing plan, which addresses all these issues?
- Does the School provide a consistent framework of policy and practice for all staff (full-time, part-time, servicing staff) which addresses the issues of School culture, workloads and the integration of staff into the total teaching and learning environment? Does this consistently reflect the mission and strategic plan?
- Is there a policy for the recruitment, and induction selection processes? What are the key factors that attract high quality faculty to the School? Can the School recruit faculty of a quality that is consistent with the mission and programme requirements?
- Does the School have a policy for exchange of faculty with other institutions in the country/abroad?
- Is there a process for formal and periodic faculty performance evaluation? What impact has this had on faculty structure and overall development? What are the long term trends in staff mobility? What do these tell us about the achievement of the School's mission?
- What is the policy regarding service functions in terms of having own staff heading service functions, or outsourcing (Faculty: Services Staff Ratio)?

3. Faculty development and education

- What processes are used to induct staff into the culture and operation of the organisation? How are these evaluated?
- How are priorities for staff development decided? What formal processes for faculty development exist? How is their effectiveness reviewed?
- What have been the major components of faculty development plans in recent years? What staff time has been laid aside specifically for the purposes of individual development and general support of the faculty? How have these contributed to the mission and strategy? What impact has the development plan had on programme quality and general innovation?
- What opportunities do staff have to be interacting with the management community? How do these benefit individuals and programmes?
- Are there programmes for faculty participation in academic and professional organisations?
- How does the School ensure that staff are aware of the latest developments in their field, are able to relate their subjects to other programme areas, are fully aware of modern business practice and are able to link up-to-date theory with accepted good practice in their teaching?
- Is there a specific programme to develop faculty for (eg. doctoral programmes) future requirements of the institution and the community? The proportion of Budget allocated for this activity.

4. Faculty rewards and facilities

- What is the School's policy regarding institutional and individual consultancy? How have the School, faculty and students benefited from this activity?
- Does the School provide facilities such as:
    - Medical
    - Housing
- Is there any policy in corresponding budgetary provisions for supporting the faculty attending international and national conferences?

- What other reward mechanisms does the School have?
- Are there any performance-linked incentives to faculty?

Domain	Supporting Evidence
Corporate connections	Exchange and secondments of teaching staff Existence of sponsored chairs Staff involvement with companies Visiting faculty from companies Provision of specialist tuition by company staff
South Asian and international dimensions	Allocation of staff responsibilities for South Asian and international relations Deans and Directors participation in South Asian/international associations Exchange visits Visiting faculty composition Existence of international teams.

VI. RESEARCH AND DEVELOPMENT

The School should be able to demonstrate high levels of quality in its teaching team, as evidenced by management research, scholarship and consultancy. The majority of the team should be actively involved in these areas.

The School must demonstrate a commitment to research as a foundation of quality in education. Research is not seen as an end in itself, but as a means of developing the faculty and ensuring that the knowledge and skills taught on programmes are broad-based, relevant, up-to-date and forward-looking. Research is seen as an essential condition for collecting knowledge from different sources and structuring it adequately to meet the needs of stakeholders. Publications are an expected outcome of this commitment.

Research in this context is not seen as a separate activity or even opposed to the practical dimension of management. To the extent that management research is predominantly applied research, its primary object is improving management practice.

The School should also be able to demonstrate a broad commitment to innovation and creative development in all aspects of its operation: research, programme design, teaching methods, service to stakeholders, and interface with the practising and corporate worlds, international relations, and internal management.

The key areas are:

1. Research activities
2. Publications
3. Innovation

1. Research activities

■   Is the School able to assess the total intellectual property of the institution, in terms of research and expertise? What are the main types of research and related activities carried out? What is the added value to the School of all its activities that can be classed as research? What is its potential in the future and how will this contribute to the School's mission and overall strategy?

■   What processes are used to manage the School's activities in this field? How are priorities decided?

■   How has research contributed to the commercial activities of the School ?

■   How is research integrated into the workload of individual faculty members? What priority is given to research? What are the normal expectations for the involvement of faculty members in research and related activities? How are staff rewarded and/or recognised for their contribution in this area?

■   Is the balance of work carried out by staff and the importance given to research consistent with the School's mission? What do the recent trends in research-related activities reveal about the future direction of the School?

■   How is faculty potential developed in this area and how do the results benefit individual programmes?

■   Do you have joint research projects within the country or abroad?

■   Does the School have a Research (Endowment) Fund? Is there a separate organisation structure to promote research and publications?

■   What are the efforts made to seek sponsored research projects, and the rate of success.

2. Publications

- Does the Faculty contribute to:
    - Research articles
    - Teaching notes (Industry Notes)
    - Books
    - Research monographs
    - Case studies
- Does the School have a research-based journal?

3. Innovation

- Key Areas

    New Teaching Learning Methods
    New Evaluation Methods
    New Courses
    New Technologies
    New Programmes
- Freshness Index?
- What is the School's overall policy for promoting innovation?
- What are the mechanisms for determining policy and priorities in this area? How does the School interpret innovation in terms of its stated mission?
- What have been the main achievements in recent history that are innovative? What are the main patterns or trends in these innovations? How have they influenced the mission of the School and its overall strategic plan?
- What has been the main impact of research and innovative work on the total programmes offered by the School or on teaching methods and materials?
- What is the main evidence for the recognition of the School at national and international levels as a centre for major research and innovation?

4. Consultancy

- **The key areas are:**
    1. Role of consultancy in faculty and programme development
    2. Policy, strategy and frame-work
    3. Consultancy centre
    4. Client profiles
    5. Future plans
- What role Consultancy is envisaged to play in faculty and programme development? Is this role institutionalised?
- What are the policies and strategies to promote Consultancy in the School?
- Is there a Consultancy Centre to promote this activity? What is its role? Is there revenue-sharing?
- What is the profile of Consultancy clients during the last five years?   Specify in terms of Private/Public/Government/NGO/International/multi-lateral organisations and sectors.
- What are the proposed plans for the future? What are the likely areas?

Domain	Supporting Evidence
Corporate connections	Joint research and consultancy programmes Company funding and sponsorship Level of consultancy provided
South Asian and international dimensions	Joint South Asian/international research and consultancy programmes Sponsorship by MNCs and multilateral bodies.

VII. PROGRAMME QUALITY

Given the cultural diversity that exists at South Asian and international levels, the aim of the South Asian quality improvement system is not to establish a common norm for the design, delivery and content of programmes. The South Asian quality improvement system will respect national and local diversity in a global context, leaving responsibility for national issues to the appropriate local associations. What it will seek to evaluate is the contribution that each School makes to the South Asian and international market and most particularly the value of the School's mission and cultural dimension to the international community. The design, content and delivery of programmes consist of an integrated set of core processes that serve multiple stakeholders. Each process plays a part in the total value chain associated with individual programmes. The concern of the South Asian quality improvement system will therefore be to measure how much each core process adds value to the total experience and the degree to which a concern for quality is reflected in all aspects of the design, content and delivery of programmes.

The School should be able to provide evidence of the quality of teaching in its programmes, as also of the quality of processes for the management of these programmes. There should be clearly defined roles relating to academic leadership and administrative responsibility for all its programmes. The process for designing programmes should be rigorous and involve feedback from students and employers. Each programme must have clearly stated aims, objectives and learning outcomes. Students should also be given guidance on the way in which the School recognises, develops and assesses intellectual, analytical, personal and enterprise qualities as well as the subject specific skills being developed on the programme.

The design and content of programmes should embrace a comprehensive range of management theory, firmly linked to the practical world of management in local and international contexts. The relative weighting given to the delivery and assessment of coursework should provide a good balance between intellectual development and the development of managerial competence.

The School should have processes in place to ensure the quality of all teaching materials. The School should employ a range of teaching and learning methods to maximise learning and the practical application of learning outcomes. The assessment regime should support the course design in terms of its aims, objectives and general philosophy but should also be proven to be rigorous, valid and reliable.

The key areas are:

1. Programme structure and design
2. Programme content
3. Programme delivery
4. Student assessment
5. Programme review processes and students, alumni and market feedback
6. Compatibility with national, South Asian and international programmes

1. Programme structure and design

Quality of design processes - consistency, effectiveness, responsiveness, involvement of stakeholders, compliance with organisational, legal and statutory framework

- How are programmes designed?
- Do students, alumni and employers contribute to the design and development of the programmes? If so, what is their contribution?
- How does the development and review cycle ensure that the design, content, methods and materials for programmes are relevant, rigorous, up-to-date and of high quality?
- How rapidly has programme structure, design and content been changing over the past five years? How do these trends match the environmental framework within which the School operates?
- What plans are there to adapt programmes or create new ones in response to changing environments?
- What steps does the School take to keep up to date as regards best practice, major trends and significant innovation in similar programmes around the world?

Clarity of Identity – how does the design process support the School's identity and mission?

- In what ways are programmes and student profiles differentiated with respect to comparable programmes at other schools? What is the overall market image and acceptance for programmes delivered by the School? Are the features of programmes design and content consistent with the institution's mission, core values and strategic plan?

2. Programme content

Translation of aims and philosophy into a specified content – coherence, clarity, adoption by stakeholders

- How are programme aims and objectives translated into the practical aspects of programme content? What processes are used and how does the School evaluate the effectiveness of these processes?
- Are any programme requirements set by the nature of the employment market? How are these taken into account? Have there been changes in these requirements in recent years? How have these changes been taken into consideration?
- Does the School have well-thought out descriptions of the values, attitudes, knowledge, skills and behaviours it is seeking to instil in its students for all programmes? Are these consistent with the mission and do they match the actual profiles of graduates?
- Is there consistency between programme content and the desired learning outcomes?
- Does the course documentation make clear the way in which the School recognises and assesses personal skills and qualities as   well as the subject-specific knowledge and skills being developed by each programme? Does the design and content of the programme embrace a comprehensive range of relevant theory, which is firmly linked to the practical world of management?
- Is there an appropriate balance between intellectual development and the development of inter personal and managerial skills?

- Do programmes promote entrepreneurial spirit and encourage the students to become job creators rather than job seekers?
- Where the design of programmes is strongly modular, are participants provided clear guidance as to the means by which the integration of individual subjects is achieved?
- Is the School able to demonstrate effective mechanisms for facilitating interactions between faculty and students, both inside and outside the class?

Scope-coverage, formats, innovation, additional interventions to support content

- Does each programme have clearly stated aims, objectives and learning outcomes? Are staff and participants fully aware of these and do they explicitly explain to participants what they are expected to know and be able to do at the end of the programme?
- Does the School provide a variety of delivery formats to suit different learning styles?
- Has the School developed innovative approaches to the design and delivery of programmes in order to enhance learning opportunities?
- How does the School ensure the quality of teaching materials?

3. Programmes delivery

Standards

- Are the duration of the programme and level of contact sufficient to achieve the agreed learning outcomes? Does the faculty have a clear idea of what is needed to ensure the coherency of programmes?
- When some programmes are shorter than the corresponding normal full-time programmes, how is the School able to demonstrate equivalence in the learning outcomes?
- What is the level of servicing on programmes provided by other departments? Is this satisfactory, and what processes are used to check the quality of servicing support?
- Does the School employ a sufficiently diverse range of teaching and learning methods to maximise learning and practical application of learning outcomes? How does this diversity support programme aims?
- Are there any teaching methods the School would like to use but cannot because of constraints? Are there any problems in delivering all the features intended in the original course design? If so, how are these problems being addressed?
- Are participants provided with adequate opportunities to learn from group activities?
- Does the School promote innovation in teaching methods and in the learning process?
- How aware is the School of programme delivery practices in other countries?
- To what extent have the new educational technologies been integrated into the programmes' delivery systems?

General management and quality control

- How are programmes managed on a day-to-day basis to ensure that programmes are operated and monitored against the agreed standards? What resources are laid aside to assure quality where problems arise?
- What formal mechanisms exist for the continuous review of programme quality?
- What mechanisms are in place to identify specific new needs and requirements of institution's key customers?

4. Student assessment

Correspondence to programme aims

- How does the School ensure that participants meet the agreed objectives and learning outcomes?
- Does the assessment regime support the course design in terms of its aims, objectives and general philosophy?

Scope – coverage, weighting, methodologies

- Does the assessment regime explicitly identify the criteria for assessment and the range and relative weightage of the various assessment methodologies employed? How does this support the programmes' philosophy and objectives?
- What provision is made for re-sitting assessments or examinations? Is this appropriate and does it support the programme's aims and objectives?

Validity and reliability

- Is the assessment regime applied with sufficient rigour?
- How is the degree-awarding function handled by the School? What mechanisms are used to protect the integrity and validity of the process from abuse by individuals? What steps are taken to ensure objectivity in terms of the standards being applied?
- Can the School provide evidence that the assessment regime itself is evaluated rigorously, particularly when new or innovative approaches are being applied?

5. Programme review processes and students, alumni and market feedback

Quality of evaluation processes – consistency, effectiveness, responsiveness, involvement of stakeholders, compliance with organisational, legal and statutory framework, linkage to design processes, proof of effectiveness

- What is the process for the review of programmes? What mechanisms exist for the assessment of consistency with the programme content standards required by external bodies? What have been most recent actions in this area? How do these confirm an attention to quality and conformity with the School's mission?
- What is the opinion of the current students, alumni and employers with respect to the quality of programmes? To what extent is the management community satisfied with the results produced by the School? How have their views been incorporated within aspects of programme design and delivery? How effective is the School in placing graduates from the programme?
- What adjustments to the programme design have been made in the light of feedback from programme teams and key stakeholders?
- How does the School assess the successful integration of core subjects and the application of cross-functional approaches to programme design and delivery issues?

6. Compatibility with national, South Asian and international programmes

Scope

- What arrangements exist for credit transfer arrangements with other Schools? What is the current level of exchange with other Schools?
- How does the faculty decide how best to participate with national, South Asian and international Schools for exchange and credit transfer?

Impact on the student body

- What impact have arrangements to date had on the student population? What significance will current trends have for the School's strategic plan?

Future potential

- What plans for improved integration with other national, South Asian and international higher education systems are proposed in the future? Are these consistent with the overall mission? How will these affect current resource allocations?

Domain	Supporting Evidence
Key stakeholders and corporate connections	Joint Programmes Customised learning materials Involvement of companies and key stakeholders in curriculum design Case study work Existence of in-company programmes Corporate endowments Student-industry and faculty-industry projects Corporate internships Use of corporate executives as adjunct faculty Executive led seminar series Executive secondment, faculty sabbatical, industry fellowships.
South Asian and international dimensions	Exchange visits (students and faculty) Joint programmes with foreign Schools South Asian and international programmes Programme modules and curriculum content including student projects Contracts and collaborative arrangements with foreign institutions Joint development of case studies Use of international teaching materials.

VIII. PERSONAL DEVELOPMENT

Great importance should be attached to the personal development dimension in programmes. Business Schools play a key role in developing personal awareness and the appropriate attitudes, values, skills and behaviour to equip students in their professional life as managers. Schools should be able to demonstrate a concern for the type of managers they are trying to produce, backed by suitable processes for helping students to manage meaningful change, direct their energies and personal skills, and define their own life objectives.

Programmes should, then, offer both a rigorous and intellectually demanding course of study and the opportunity for personal development. The School should be able to demonstrate that faculty availability and administrative support are of a sufficient level and quality to allow for this personal development of participants within its programmes.

The key areas are:

1. Support and counselling services
2. Personal effectiveness
3. Direct application of skills

1. Support and counselling services

- Does the School provide adequate support to develop learning skills in course participants who have been absent from formal education for an extended period of time?
- Does the School use special tools or profiling techniques to evaluate the skills and qualities of individual students on its programmes? How are the results used to improve the level of awareness and personal effectiveness amongst students?
- How is student counselling organised? Does it work well? What evidence is there that problems are diagnosed at an early stage and remedied where possible?
- Does the School have staff experienced in dealing with participants who are in difficulty or in need of advice?

2. Personal effectiveness

Personal development outcomes in programmes

- Do programmes have general education aims to develop transferable intellectual skills such as the ability:

  - to communicate clearly in various media
  - to argue rationally and draw conclusions based on a rigorous, analytical and critical approach to data
  - to demonstrate an awareness of the wider context of the programmes of study
  - to develop interpersonal and team working skills
  - to synthesise general concepts and apply them to practical situations

- What processes does the School use to develop personal awareness and improved personal effectiveness in its students? How are the values expressed in its mission reflected in this support?

- How is the student progress and development managed on an individual basis? How does this contribute to overall programme success? How is it evaluated?

Language skills

- How does the School define the extent of language skills it considers should form an integral part of its programmes? What support is provided to achieve the agreed standards in language fluency? How successful are these?

3. Direct application of skills

Action learning – projects, live experience, group work

- Do programmes include sufficient individual project work for the development and assessment of an individual's ability to integrate core subjects and to apply managerial skills?
- Are students provided with adequate opportunities to make practical project work as relevant and productive as possible?
- What opportunities are provided to allow students in groups and individually to benefit from field visits and practical experience? How do these support the programme objectives?
- How are these evaluated?

Research and consultancy skills development

- Do students receive training in research and consultancy skills?

Domain	Supporting Evidence
Key stakeholders and corporate connections	Involvement of companies in career development and support Involvement of alumni associations Programme support designed to equip individuals for their chosen professional life.
Domain	Supporting Evidence
South Asian and international dimensions	Business language skills development Development of multicultural skills Participation in international exchanges and activities.

IX. STUDENTS AND PARTICIPANTS

The School should have a clear idea of the qualities it is seeking to develop in those that attend its programmes. It must be able to show that the procedures and standards used to control admissions are appropriate and rigorous, supporting the mission and individual programme objectives. The admission group of the School should be qualified to judge the suitability of potential candidates to fulfil the objectives of the programmes and achieve the standards required for award of academic qualifications and certificates.

Students and participants should be provided with adequate support processes to ensure adequate course preparation, work experience and career support.

The key areas are:

1. Target profiles
2. Criteria for selection
3. Course preparation
4. Progression
5. Initial career counselling, placement and support

1. Target profiles

- What are the target profiles for graduating students in terms of the values; knowledge, skills, entrepreneurial aptitude and behaviour that the programmes seek to develop? How do these target profiles differ between the main programmes? Do these match the stated values that are promoted through the mission?
- Can the School demonstrate that current and proposed selection procedures support these target profiles?
- What steps does the School take to ensure that individuals are selected on the basis of their expected contribution to programmes and of their capacity for personal development?

2. Criteria for selection

- Is there a fit between the strategic objectives of the School and the actual intake through different programs? Have trends in intakes been changing? If so, do these trends indicate success in meeting the School's mission and strategy?
- Are the selection criteria for programmes clearly thought out in relation to the target profile for completing students and programme objectives? What evidence does this provide on progress towards meeting the mission?
- Can the School produce evidence that the procedures and standards applied for admission for each programme are rigorous, transparent and appropriate within the limitations of the regulatory requirements?
- Is there an adequate pool of candidates to ensure sufficient numbers of students of the right quality? Do the selection and enrolment ratios support this conclusion?
- How does the School evaluate the effectiveness of its selection criteria and processes? Is information for all programmes analysed in sufficient detail to improve the targeting and effectiveness of programmes?
- How are the figures for student conversion or progression rates used to adjust selection criteria or improve the targeting of programmes?

- Do the written and oral communication abilities in the medium of instruction figure among the admission criteria?

3. Course preparation

- Is the School's policy on credit transfer and exemptions explicit? Are the processes used to manage credits or exemptions explicit, valid and reliable?
- How does the School ensure that all students are adequately prepared and informed about course requirements before enrolment?
- What steps are taken to identify barriers to learning/self learning or progression as early as possible? To what extent is assistance provided to students who experience difficulties or problems? How is the effectiveness of the support evaluated?
- What actions are carried out by the School before the formal start of programmes to convey their sense of mission and core values to students?

4. Progression

- Are drop-out and success rates acceptable? Are there any fluctuations or trends in time and across programmes? If so, can these be explained and are these explanations acceptable?
- Are there procedures relating to the monitoring and review of enrolment, progression and completion rates?
- What efforts are made to provide time and space for development of soft skills such as values, attitudes, behaviour and communication skills?
- How does the School evaluate the fit between its selection processes and the progression/performance of individuals during the programmes? Is information for all programmes analysed in sufficient detail to improve the targeting and effectiveness of programmes?

5. Career counselling, placement and support

- What evidence is there that the School is able to develop individuals in line with the mission? Can it provide clear statistics on the initial employment/self-employment of graduates, such as

  - o Distribution of employment by market sector and function
  - o Distribution of salaries offered to graduates
  - o Geographical distribution
  - o Percentage of graduates self-employed
  - o Length of search for employment
  - o List of major employers
  - o Students pursuing higher education

- Is there clear identification of the services necessary for effective career advisement and student placement? Do students receive adequate assistance in making career decisions and in seeking employment during and following completion of their programmes?
- Is there an alumni association? How is it used to support the mission, programmes and students in their career development? How effective is it?

Domain	Supporting Evidence
Connections with the stakeholders including Alumni	Executive education programmes
	Organisational involvement in selection
	Support for project work, internships and experiential learning
	Existence of opportunities for students-alumni interactions
	Existence of interaction between students and executive education participants
	Alumni participation in admissions, curriculum development, teaching, career counselling and placements.
Domain	**Supporting Evidence**
South Asian and international dimensions	International alumni associations
	Foreign internships, work experience and placements
	Language skills as a criterion for selection of students
	South Asian and international students through mechanisms such as selection, enrolment, exchange, government programmes, etc.
	Existence of international or South Asian campuses.

X. EXECUTIVE EDUCATION

Executive education has an important role to play in the improvement of managerial performance and the overall competitiveness of organizations. Such education should, therefore, be committed to changing the culture of their customers' organizations for the better, by providing a forum for the professional and personal development of managers.

The School should be able to demonstrate a clear sense of mission involving a focus on the learning process itself and the transfer of best practice to organizations and their managers.

Whilst their activities should be clearly dedicated to improving performance and competitive advantage, they should also be providing an important developmental service to individuals and organizations within a wider framework of appropriate values. This service should be more than a simple contribution to the national and international debate on these issues; it should be firmly rooted in the South Asian values for diversity and best international practice in executive development, and should promote their acceptance.

The Key questions are:

1. Executive education within the School's overall structure and organisation
2. Product portfolio
3. Marketing
4. Customers and participants
5. Programme quality
6. Faculty
7. Research, development and innovation
8. Resources.

1. Executive education within the School's overall structure and organisation

- How does executive education fit into the School's overall Mission? Does the School display a keen awareness of the role of executive education in relation to its strategic plan? What specific Vision, Mission and Strategic Objectives are assigned to such education? Are the Vision, Mission and Strategic Objectives of executive education aligned with the School's Vision, Mission and Strategic positioning? Can it show that its current programme offerings in executive education contribute to the School's Strategic objectives? Is executive education integrated within the wider framework to offer a coherent service and not just a scheme for income generation?
- What is the impact of executive education on the culture of the School, corporate sector, client groups and society at large? Is executive education effective in terms of changing paradigms of the human resources and positively affecting the performance and productivity of the client organizations?
- Is there a separate centre to promote and organise executive education?
- What is the Centre's core competence in terms of what it can offer to the business community? In what areas is it seen to offer 'leading edge' thinking?
- What is the framework for managing executive education in the context of the whole institution? How is this different from the way other activities are managed?
- How are the resources required to offer high quality executive education protected but integrated within the total operating environment for the School?

- Is there an appropriate representation of the alumni and people from the corporate sector in the advisory board/committees?

2. Product portfolio

Can the Centre provide a clear rationale or typology for the range of programmes it offers in terms of:

- type of programmes (open/customized, residential/non-residential/distance learning)?
- duration: short/long/modular?
- programmes linked to a formal qualification, diploma or degree?
- content (functional, general management, issue-based, skills workshops, action oriented,...)?

In what ways are programmes differentiated with respect to similar programmes at other Schools? Are the features of programme design and content consistent with the School's Mission and Strategic Plan? Is the product portfolio of executive education in line with the Vision, Mission and Strategic Framework of executive education?

3. Marketing

- Is marketing programme of executive education in line with the Vision, Mission and Strategic Framework of executive education? Is there a clearly defined positioning strategy that is correctly reflected in the marketing programme of executive education?
- Is the existing provision clearly focused on an understanding of market needs? How does the Centre actually identify these needs?
- Is there a futuristic approach in anticipating/identifying needs and creating programmes to meet future needs of executive education?
- What is the composition of the Centre's customer base?
    - Nature of companies (market sector, size…)
    - Level of managers (senior executives/middle managers/specialists, technical staff and lower-level managers)
    - Local/national/international
- Is the Centre selective in terms of the market it serves? What are the criteria for accepting or refusing a contract with a company or including an individual on a programme? How many are turned down and on what basis?
- Does the Centre have a strong customer service orientation in all aspects of its work? Does the approach adopted towards the management of the customer base support the aims and service orientation of the Centre? How well qualified are the business development and sales staff? Are staff at all levels and in all support areas able to contribute to this service orientation?
- How is the Centre's marketing effort organized? To what extent are Faculty members involved in the marketing of the Centre's programmes?
- How rapidly can the Centre respond to a request for a customized programme?
- Does the Centre have a pricing policy that is consistent with its market positioning and strategic intent?

4. Customers and participants

- How does the School approach the Executive Education market? How does it develop commercial partnership? How would the Centre define the total approach which it adopts towards the development of its individual and corporate customers?
- What evidence is there that the nature of relationships with customers is not a purely commercial one? How obvious is the commitment to invest time and energy in the two way exchange of knowledge and experience between the Centre and its customers?
- Does the Centre make a clear distinction between customers as organizations and customers as individual participants in its programmes?
- How extensive is the Centre's experience in dealing with senior executives?
- How different is the Centre's approach towards learning from that in the School's mainstream programmes? Is the design of the adult learning process clearly understood? How does it differ between open and customised programmes? Who drives the learning process? How do individual faculty members see their role in this process? Is everyone involved in the process (including support and hotel/catering staff) aware of their role?
- Is the Centre sensitive to the need to balance support for development aimed at organisations (organisational learning) and development aimed at individuals (adult learning)? Is the Centre able to articulate the role of organisational development in its programmes? How is this communicated to individual participants on programmes? How does the Centre staff deal with the sometime conflicting demands made by companies and individuals involved in programmes?
- Does the Centre employ a rigorous quality approach towards their customer relationships at all states of the process from initial contact to completion of the programme? What evidence is there for this in terms of the level of preparation, planning and monitoring that takes place throughout the process? How close are they to their clients?
- Does the Centre provide a comprehensive and integrated package of support for its customers? What provision is there for coaching, life-long learning and networking, and for the longer-term development of individual/corporate customers? What is the role of the alumni and executive associations?
- What processes have been put in place for preparing participants for the experience in one of the Centre's programmes? How does it personalize the learning process for individuals? How does it foster personal development? Is this supported by a modular approach to programmes?
- Does the Centre provide opportunities for action learning?
- Does the Centre provide support for the longer-term professional development of participants?
- How does the Centre evaluate the impact of its programmes on the performance of individuals and companies?
- What steps does the Centre take to ensure a close fit between participants and the aims of individual programme? Is the Centre selective regarding the participants it admits to its open and customized programmes? Does it cooperate with its corporate customers and clients in selecting participants?
- Do language skills figure among the criteria for acceptance onto programmes?

5. Programme quality

How do the executive education programmes fit into the School's overall portfolio of activities?

- What is the Centre's core competence in terms of intellectual capital? What are the Centre's key areas of expertise in terms of subject and adult learning methodologies? What key issues are addressed by its portfolio of programmes?
- Does the centre have effective processes to ensure that programmes are constantly kept up-to-date? How often is the Centre's catalogue renewed?
- In the case of open programmes, how is the range of offerings determined? On what basis does the Centre introduce new programmes and remove existing programmes?
- Is there a system to continually assess the impact of Executive Education on the performance and productivity of the participants and then to design subsequent programmes to bridge gaps if any?
- In the area of customised and in-house programmes, how is the design process managed? How are customer requirements diagnosed prior to designing programmes? How do they proceed from the diagnosis to the programme design stage? How is the faculty involved in this process? How rapidly can the Centre adjust programmes? Which accesses to additional and up-to-date professional expertise is it able to use creatively for the design of programmes? How does it approach the issue of the tension between offering flexibility and maintaining standards?
- How much genuine innovation is there in the Centre? What approaches does the Centre adopt for the development of frameworks, management theory, instruments and techniques to support and lead management practice? How are these reflected in the Centre's overall customer orientation and leading edge programmes? How rigorous, how well researched are these approaches?
- What processes are in place for the regular evaluation of programmes and the longer term review of programmes? How do they deal with customer complaints and service issues?
- Is the quality of teaching and support material consistent with the Centre's image?
- What level of innovation in delivery is actually taking place?
- Does the Centre have a clearly defined approach for managing the quality of executive education? How is quality defined in the Centre's programmes? What are the key processes for managing quality? Is the Centre able to define its role in improving the currency and marketability of individuals?

6. Faculty

- What proportion of the Faculty is significantly involved in executive education?
- Does the Faculty as a whole have a clear understanding of the strategic role of executive education within the School's range of activities?
- Does the Centre have a clear understanding of its core competence in the field of executive education and the contribution of individual faculty members towards this?
- Does the Centre operate an effective process for managing the structure and operation of the faculty? Does this match the range and complexity of the programmes and services provided? Is there sufficient diversity of individual profiles to provide a wide coverage of subjects? What proportion of the faculty have relevant professional and commercial experience? What limits to growth are set by the current composition of the Faculty and its range of expertise?
- Does the Faculty have a clear sense of mission and culture that reflects its role in executive education? Where the School relies on the support of a high proportion of practicing professionals, how is teamwork and a shared culture promoted in this 'virtual' faculty? How are part-time staff and full-time staff from other departments involved and grown into the culture of organization? How is their contribution evaluated? How many non-permanent staff take on an active role in programme directorship, programme design or key account management? What is the contribution of visiting faculty?
- How is teaching on executive education programmes integrated into the general contractual obligations of the Faculty? What is the weight assigned to consultancy and executive education in evaluating the faculty? How does the Centre balance the workloads required to serve teaching and other demands made by the Centre? How is executive education managed within the framework required to meet the overall workload for the wider institution?
- What are the processes for the identification and allocation of staff or subject experts to serve their programmes? Can the Centre draw on a bank of international experts to further their work?
- Does the Centre have effective processes for evaluating the contribution of individual staff (full-time, part-time, visiting faculty and support staff) to the work of the Centre?

7. Research, development and innovation

- Does the Centre have a well-defined approach towards research, development and innovation relating to executive education? How does the Centre facilitate the transfer of the School's wider research capability into executive education? How rapidly is the Centre able to transform basic knowledge into applied knowledge for the benefit of its customers?
- Does the Centre have effective processes in place for the recycling of experience into programmes and key activities?
- What steps does the Centre take to maximize the role of participants in providing expertise? To what extent does it act as a broker in promoting the exchange of expertise within its customer base?
- How open are staff to the application of new ideas and frameworks to their work? How is this reflected in its programmes? What are the key areas of innovation for the Centre? How are part-time staff involved in this development? How flexible is the faculty as a whole?
- How is the issue of consultancy work dealt with? Is the Centre able to clearly manage staff in this area to meet the needs of the wider institution, or are staff free to secure their own consultancy work?

8. Resources

- Does the Centre offer a well-designed learning environment with sufficient dedicated facilities and resources to support high quality executive education? How well conceived is the layout in terms of classrooms, syndicate rooms, reception areas, and associated facilities such as accommodation and catering? What is the role and impact of technology in the Centre's provision? Does the Centre provide adequate computer facilities?
- Does the Centre make use of electronic networking facilities and distance learning techniques in the delivery of its programmes?
- Does the Centre have a keen eye for detail when it comes to the total image presented to customers? Do they pay attention to all the accessories and important details that can affect a programme's image (e.g. supporting programme, reading, electronic and writing materials, briefcases, etc)? How strong is the Centre's corporate identity and brand image?

Domain	Supporting Evidence
South Asian and international dimensions	Customer mix, participant profiles
	Programme content
	International faculty; faculty with international degrees
	South Asian context and sharing of best practices in South Asia

XI. CONNECTIONS WITH THE CORPORATE WORLD

The School must be able to clearly demonstrate a successful relationship with the practising and corporate worlds that results in the improved quality of programmes. The importance of potential employers should be reflected in all aspects of the School's activities.

- How does the School determine its policy for maintaining effective connections with the corporate world?
- What are these links? How do these links impact on the development of the institution and its programmes?
- What evidence is there for an effective link between the School and the corporate world?
- Are these links reflected in all aspects of the School's activities?

Area	Supporting evidence
Context and mission	Reflection of corporate role in the Vision and Mission Policy strategies for corporate relationships Involvement of companies in activities Involvement of company staff in governance.
Contribution to the community	Joint programmes Company funding and sponsorship Involvement in corporate networks Level of consultancy provided Provision of special events for the community.
Resources	Company endowments, scholarships, sponsorships Use of corporate facilities.
Faculty	Exchanges and secondments of teaching staff Existence of sponsored chairs Staff involvement with companies Visiting faculty from companies Provision of specialist tuition by company staff.
Research and development	Joint research and consultancy programmes Company funding and sponsorship Level of consultancy provided.
Programme quality	Joint programmes Customised learning materials Involvement of companies and key stakeholders in curriculum design Case study work Existence of in-company programmes Student-industry & faculty-industry projects Corporate internship Corporate executives as adjunct faculty Executive led seminar series Executive secondment, faculty sabbatical, industry fellowships.

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Personal development	Involvement of companies in career development and support Involvement of alumni associations Programme support designed to equip individuals for their chosen professional life.
Students and participants	Executive education programmes Organisational involvement in selection Support for project work, internships and experiential learning Existence of opportunities for students-alumni interactions Existence of interaction between students and executive education participants Alumni participation in admissions, curriculum development, teaching, career counselling and placements.

XII. SOUTH ASIAN AND INTERNATIONAL DIMENSIONS

The School should have an effective policy for including an international and/or South Asian dimension to its activities. The importance of these South Asian and international dimensions in modern management should be reflected in all aspects of a School's activities.

1. Key questions

- How does the School determine its policy for adding successful international and South Asian dimension to its activities?
- How are international and South Asian alliances and partnerships established? What is the rationale used for the selection of organisations targeted for special relationships?
- What are the links to the South Asian and international community? How do existing relationships impact on the development of the School and its programmes?
- How does the School use membership of South Asian and international organisations to support its own quality improvement processes? What commitment is given by Deans and Directors to involvement with South Asian and international associations?
- How does the School integrate the South Asian and international dimension within the normal structures and processes governing the activities of the School?
- How does the School effectively train managers for working in the South Asian and the wider international community?
- Is the South Asian and/or international dimension reflected in all relevant aspects of the School's activities? Evidences may include:

Area	Supporting Evidence
Context and mission	Policy for South Asian and international co-operation Reflection of South Asian and international dimension in the Vision, Mission and Consortial alliances.
Contribution to the community	Joint programmes, sponsorship by South Asian and international organisations Participation in South Asian and international service networks and associations Participation in South Asian and international service events and conferences Organisation of South Asian and international service events and conferences.
Resources	Funding and support from MNCs and multi-lateral agencies Foreign journals and books and e-resources in the library International IT communication networks Language and tuition facilities.

Faculty	Allocation of staff responsibilities for South Asian and international relations Deans and Directors participation in South Asian/ international associations Exchange visits Visiting faculty composition Existence of international teams.
Research and development	Joint South Asian/international research and consultancy programmes Sponsorship by MNCs and multilateral bodies.
Programme quality	Exchange visits (students and faculty) Joint programmes with foreign schools South Asian and international programmes Programme modules and curriculum content including student projects Contracts and collaborative arrangements with foreign institutions Joint development of case studies Use of international teaching materials.
Personal development	Business language skills development Development of multicultural skills Participation in international exchanges and activities.
Students and participants	International alumni associations Foreign internships, work experience and placements Language skills as a criterion for selection of students South Asian and international students through mechanisms such as selection, programmes. Existence of international or South Asian campuses.
Executive education	Customer mix, participant profiles Programme content International faculty; faculty with international degrees South Asian context and sharing of best practices in South Asia.
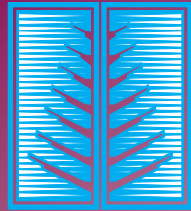
AMDISA

South Asian Quality Assurance System (SAQS)

Association of Management Development Institutions in South Asia (AMDISA)

Adjacent School of Management Studies, University of Hyderabad Campus,
Central University Post Office, Hyderabad 500 046, India
Website : www.amdisa.org,   E-mail: amdisa@amdisa.org

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