EFMD

EPAS

ACCREDITED

EFMD Programme Accreditation System

The EFMD Accreditation for International Degree Programmes in Business and Management

2019 EPAS
PROCESS MANUAL ANNEXES
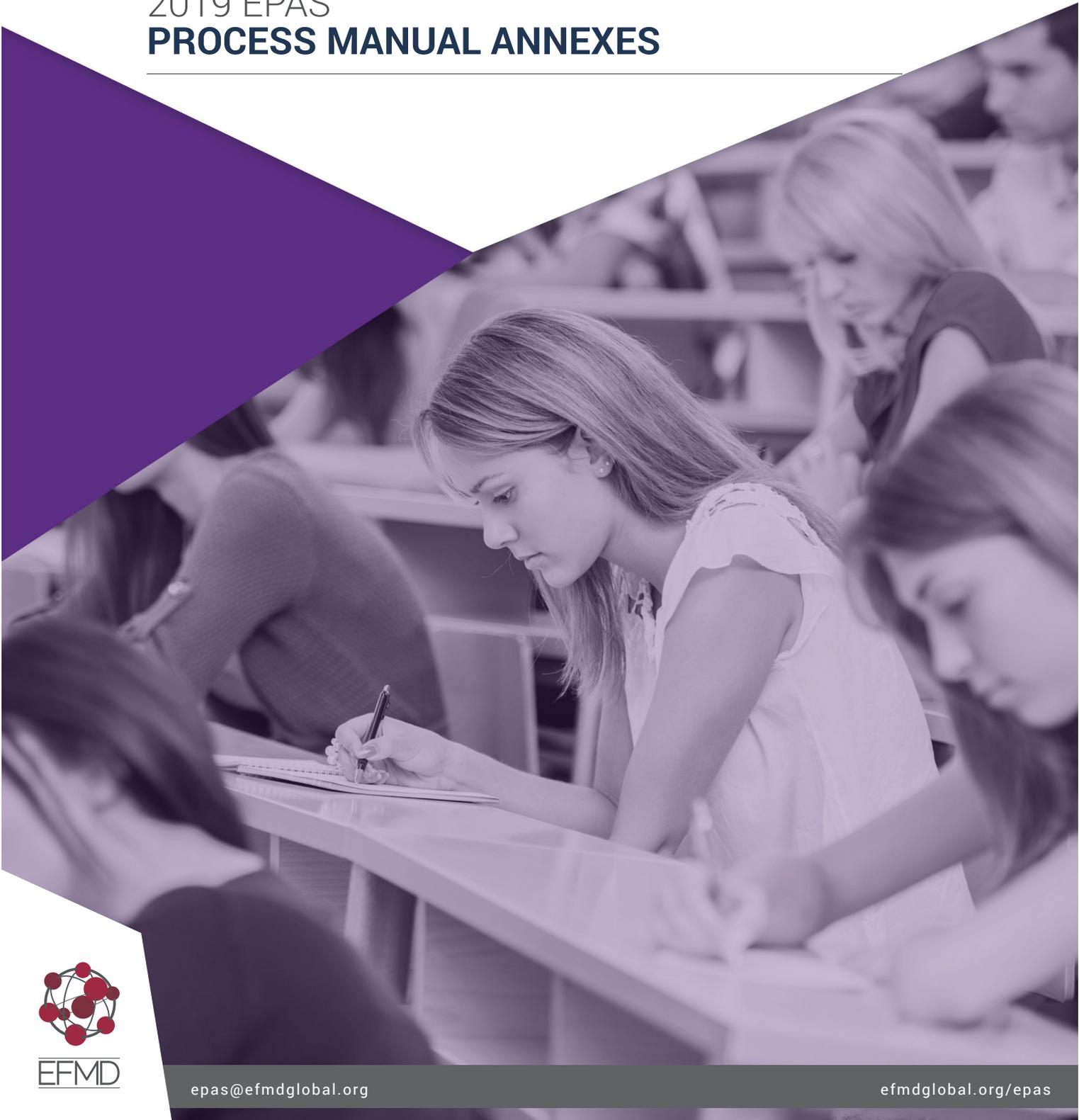
EFMD

EFMD PROGRAMME ACCREDITATION SYSTEM

EPAS PROCESS MANUAL

ANNEXES

Document Version 2019[1]

We will ensure the confidentiality of data provided to EFMD and processed in the framework of the EPAS accreditation system. In comparative benchmarking tools, the School's data is only reported in aggregate, such that no individual school's data is identifiable.

Learn more about our privacy policy at https://efmdglobal.org/privacy-policy/.

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[1] The EPAS documents are revised periodically and it is the responsibility of the Institution to always use the latest version of the documents. Older versions of the EPAS documents are only an acceptable reference with the prior approval from the EPAS Office. The EPAS documents are updated annually at the beginning of each calendar year.

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ANNEX 1

EPAS Application Form

EPAS Application Form

EFMD Programme Accreditation System

I, the undersigned _____ *(name)*

_____ *(position)*

representative of _____ *(name of Institution)*

confirm the application of my organisation to go through the **EPAS process – EFMD Programme Accreditation System** for the following Programme(s) / Programme Set(s):

_____ *(name of first programme (set))*

_____ *(name of second programme (set))*

I confirm the accuracy of the information supplied in the EPAS Datasheet (dated ……..…….. and any subsequent revisions) and agree that my Institution will pay the EPAS fees as they fall due through the process. I also confirm that we will accept the accreditation process, the results of this process and the decisions of EFMD aisbl in respect of the accreditation. EFMD aisbl, its directors, employees, consultants, dependent or independent, voluntary or not, shall not be liable on tortious or contractual basis for any direct or indirect, foreseeable or unforeseeable damages resulting from the accreditation process, the conception and implementation of the standards, systems or procedures, nor for the accreditation decision. The afore-mentioned shall also not be liable for the use by the Institution of the recommendations nor for any delay in the accreditation process.

I fully understand and agree with EFMD's general terms and conditions below.

General Terms and Conditions

1. The signatory of this Application Form certifies he/she is a representative who is authorised to commit her/his Institution to go through the EPAS Process for the abovementioned programme(s).
2. The fees payable for the EPAS process are defined in the EPAS Fee Schedule effective at the date of submission of the Application Form.
3. The reviewed Institution will be charged directly by the visiting experts for their travel, accommodation and other direct expenses for the peer review visit.
4. Invoices and expenses claims shall be paid preferably by bank transfer, free of any bank charges, within 30 days from the end of the month in which the invoice was issued.
5. The fees are exempted from Belgian VAT according to art. 196 Directive 2006/112/CE if the member is liable to VAT in another country of the European Union (reverse charge), or if the member is established in a country outside the European Union.
6. In case the Institution decides unilaterally to stop the process, cancellation must be confirmed in writing.
7. The Belgian law shall apply to any and all disputes arising out of the process. In case of dispute, only the courts of Brussels are competent.

Signature: _____   Date: _____/_____/_____

Stamp of the Institution:

Name of Institution: …………………………………………………………………………...…………………..………

Faculty/Department (if applicable): ..…………………………………………………………………………….

Address including Post/Zip Code: ..……………………………………………………….………………...

…………………………………………………………………………………………….…………………...

…………………………………………………………………………………………….…………………...

City and Country: ……………………………………………………………………………………....……….

Telephone: …………….…………………...   Fax: ………..…………………….…

VAT Identification Number (Please provide for invoicing purposes): …………………………………………...................
(see art. 5 of General Terms and Conditions on previous page)

ANNEX 2

EPAS Datasheet

EPAS Datasheet

Single Programme (or Programme Set)

Dated/updated: _____

PART A – General Information

1. Institution name, address and website

Please give the name of the entity within which the applicant Programme (Set) is located, for example a free-standing business school or a faculty, school or department within a university. If the entity is part of a larger institution, please also name the parent institution.

Name of the applicant Institution offering the degree to be reviewed:

Address:
Website:

2. EFMD membership status of the applicant Institution

Full or Affiliated Membership: **OR**   Date of EFMD membership application:
(delete as appropriate)

Name of larger Institution (if any):

3. Programme (Set) to be assessed for accreditation

A programme set is defined as a suite/group of related programmes with a common structure (normally a core of at least 40% of the taught courses that are taken by all students, i.e. excluding projects and theses; electives that may be common across the programme set but are not taken by all students are not accepted as part of the common core).

Name of the Programme (Set):

*Please provide detailed information for the applicant Programme (Set) by completing the pro forma section in **Part B** of this document.*

4. Head of the Institution

Please also provide postal address if different from above.

Name:
Job title:
Tel:
Email:

5. EPAS Project Leader at the Institution

This person should act as the central point of contact for EFMD for all issues concerning the current EPAS accreditation.

Name:
Job title:
Tel:
Email:

PART B – Information about the Applicant Programme (Set)

Please complete the following pro forma for the Programme (or Programme Set) submitted for EPAS accreditation.

Name of the Programme (Set):

6. Basic details of the applicant Programme (Set)

Please provide also a brief description of the Programme rationale, target audience and context.

Table 1

Year in which the programme (set) first graduated students:	
Delivery modes (e.g. FT, PT, distance, online, modular, e-learning):	
Number of graduates in each of the last 2 years: *(e.g. 2018: X; 2017: Y;)*	
Length of programme (set) in years:	
Primary language of instruction:	
Percentage of programme (set) taught in other named languages:	
Percentage of the common structure in the case of a programme set: *(see note 2 below and section 10 item 4 of this template)*	

Notes
1. **Graduates:** The Programme (Set) must have been producing graduates for at least two cohorts (over at least 2 years), except where this programme is a variant on a long established programme, e.g. moving from a 5 year pre-Bologna programme to a 3+2 or 4+1 B/M/D structure. There must be a minimum of 30 graduates in total over the last 2 years for eligibility.
2. **Programme Set:** In the context of EPAS, a programme set is defined as a suite of programmes with a common structure and core. The common core must normally be at least 40% in order for the set to be eligible. If a programme set is being submitted for EPAS accreditation, please estimate the percentage of the programme's taught courses/modules which could be considered as common to all programmes within the set, i.e. must be taken by all students, excluding projects and theses. Electives that may be common across the programme set but that are not taken by all students are not accepted as part of the common core.

7. Profile of applicants and student intakes into 1st year of study (for the 3 most recent years) for each mode of delivery and intake

There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

Table 2

	Current year: ____	Last year: ____	Second last year: ____
No. of formal applicants			
No. of applicants who were offered a place			
No. of offers accepted by applicants			

No. of students actually enrolled in current 1st year intake			
Average no. of years of work experience			
Least no. of years of work experience on the programme			

Notes
1. In the first row of the table please indicate the **exact academic year (or calendar year)** to which the numbers refer. For example: Current year: 2018/2019; Last year: 2017/2018; Second last year: 2016/2017.
2. In the case of one intake per year, the **no. of students actually enrolled in the first year** should be the same as the enrolment nos. in the 1st programme year of **Table 3**. Normally, there should be a minimum of 25 (20 for specialist programmes) students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
3. The no. of years of work experience is not applicable for Bachelor or first degree programmes.

8. Profile of current student year groups for each mode of delivery and intake

There should be a separate table for each mode of delivery and intake unless they are fully integrated. The table should refer only to degree-seeking students.

Table 3

Programme year [1]	Number of students enrolled in the latest academic year or calendar year [2]	% rate of progression [3]	% of females	% of foreign students	Number of nationalities	Average age
1st						
2nd						
3rd						
4th						
5th						
Overall totals [4]						
% of students that graduated in time on the final year						

Notes
1. For each programme year please indicate in the rows below the exact academic year or calendar year to which the figures refer.
2. Explain any change in enrolments in subsequent years.
3. **% rate of progression** = % passing from previous year's enrolment and progressing into current year. For a 1-year programme, please give the percentage of students that graduated within one year. See example below:
   The figures provided for the enrolment numbers in Table 3 are based on those given in Table 2 on the previous page for the number of students actually enrolled in the 1st year intake for each of the last 3 intakes and calculated after deducting the number of dropouts. For example:

	Current year	Last year	Second last year
No. of students actually enrolled in current 1st year intake	120	100	110

   This is an example for a three-year programme with annual intake. The figures are given for each of the last 3 intakes. The intake in the current year is 120. The intake last year was 100 in year 1 of which 90 progressed to year 2. Last year there were 110 in year 2 of which 81 progressed to year 3. Therefore, the % rate of progression from year 1 to year 2 is 90/100 = 90% and from year 2 to year 3 is 81/110 = 73.63%.

Programme year	Number of students enrolled in the latest academic year or calendar year	% rate of progression	% of females	% of foreign students	Number of nationalities	Average age
1st	120	N/A				
2nd	90	90%				
3rd	81	73,63%				
Overall totals	291	N/A	N/A	N/A	N/A	N/A

4. The number here should be equal to the total number of currently enrolled students across all years of the applicant programme in Table 7 of Part C.

9. International Student Mobility

Please fill in the table below and specify the nature and duration of the international experience (e.g., internship, study trip, semester abroad). Further explanations can be provided in section 10 item 7 below.

Table 4

Student mobility	Year	Year	Year
Applicant Programme (Set) - # of outgoing students - outgoing students as a % of total in the year group - # of incoming students **1**			

Notes
1.   Headcount of incoming students no matter how many courses/modules each take.

10. Programme Summary

*Brief description of the Programme (Set). **In addition, a diagram or table related to item 4 below should be provided showing the overall programme structure.** Where appropriate, show how the applicant programme meets the EQUAL Guidelines. Please limit to 2 pages.*

1.   Entry requirements:

2.   Programme objectives, i.e. the general programme aims:

3.   Intended Learning Outcomes (ILOs), i.e. what the students should know, should be able to do and how they are expected to behave by the end of the programme (please refer to **Annex 7** on ILOs in the EPAS Process Manual):

4.   Curriculum rationale for the ordering of courses across semesters/blocks or years of study to indicate intellectual progression. Curriculum structure and list of courses and/or modules including credits (ECTS if applicable) and teaching/learning hours. **In the case of a programme set, please indicate which courses/modules belong to the common core.** In the case of two or more intakes per year, give attendance of compulsory courses/modules per semester during the last 2 academic years:

5.   Organisation of teaching (e.g. regular distribution or weekend blocks, online or blended). In the case of multiple intakes per year, explain how the intellectual progression is maintained:

6.   Personal development of students:

7.   International learning experience:

8.   Practical learning experience:

9.   Learning experience related to Ethics, Responsibility and Sustainability (ERS) – e.g. programme objectives, ILOs, ERS-dedicated courses, transversal ERS coverage:

10.   Graduate job placement statistics (e.g., x % found a job after [number] months of graduation):

PART C – Information about the Institution

11. Brief description of the Institution

Institutional Aspects: *Indicate whether it is a public or private institution, whether it is a freestanding business school or a faculty, school or department within a university. Describe the authority for degree awarding powers, e.g. Ministry of Education, University, none but market recognition. Give an indication of the Institution's current strategic direction including 3 key strategic objectives (please provide measurable milestones for the next 5 years). Provide a table with institutional financial data (in Euros) for the past 5 years showing total revenue, total expenditure and the surplus (add an explanation if surpluses have been falling significantly in recent years or annual surpluses are negative). Provide also the projections for the next 3 years and the proportion of total revenues represented by the applicant Programme. Identify key strengths of the Institution and show how these relate to the applicant Programme. Please limit to 1 page maximum.*

Financial Performance:
Please add any explanatory notes as needed. Please explain any variation in exchange rates.

Table 5

All figures in € 1000	Year 1	Year 2	Year 3	Year 4	Current
Revenue	€	€	€	€	€
Expenditure	€	€	€	€	€
Surplus	€	€	€	€	€

Table 6

Forecast figures:	Year 1	Year 2	Year 3
Revenue	€	€	€
Expenditure	€	€	€
Surplus	€	€	€
Revenue relating to:			
Applicant Programme	€ (% of total)	€ (% of total)	€ (% of total)

12. Programme management system of the Institution, particularly for the applicant Programme (Set)

Current internal organisation and main committees: key academic and administrative positions (often best expressed diagrammatically). Show how the main decision-making processes influence programme management and direction. Identify 3 key issues currently demanding management attention with respect to the applicant Programme (Set).

13. Technology Enhanced Learning (TEL), particularly for the applicant Programme (Set)

*Describe how your Institution employs technology to enhance the student learning. It may be helpful to refer to the note on TEL at the end of Chapter 1 of the **EPAS Standards & Criteria**.*

14. The Degree Programme Portfolio

*Briefly describe the Institution's strategy for its overall programme portfolio including executive education (if applicable). Complete the table below for all programmes or suites of programmes offered by the Institution. Please indicate clearly with an **asterisk (*)** in column 1 the Programme (Set) that is being put forward for EPAS accreditation.*

Table 7

Programme type	Duration	Year in which the programme started	Delivery mode: Full time/Part time/ Distance learning/ Off-shore	Does the programme require previous work experience? Yes/No	Primary language(s) of instruction	Total number of currently enrolled students across all years of the programme [1]
Bachelors						
Total						
Generalist Masters						
Total						
Specialised Masters						
Total						
MBAs						
Total						
Doctoral Programmes						
Total						
GRAND TOTAL						

Notes

1. Please identify the academic or calendar year to which the figures in the last column refer. **The overall totals for the applicant programme in Table 3 in Part B shall be the same number of students as in Table 7 in Part C.**

Total number of full-time degree students in the Institution:

Total number of part-time degree students in the Institution:

Total number of full-time equivalent students in the Institution:

[i.e. taking account of part-time fractions; for example, a one-year programme taken by a PT student over a period of 3 years = 1/3 FT student]

Executive Education volume per year:

Table 8

No. of programmes offered (open enrolment):		No. of programmes offered (customised):	
No. of participant days (open enrolment):		No. of participant days (customised):	
Revenue in Euros (open enrolment):		Revenue in Euros (customised):	

Notes

1. The **number of participant days** is calculated by adding up for all Executive Education programmes the number of participants x duration in days.

15. Faculty

The term "faculty" designates the academic staff. Provide a readily understandable picture of the quality and quantity of the academic human resources available to the Institution and used on the applicant Programme (Set). If you believe that it is extremely difficult to fit your faculty into the typology below, use your own classification and typology preceded by a clear description of the qualifications, experience and dedication that apply to each type. Occasional speakers are not considered faculty, even if academically qualified. Definitions are given in the notes further below.

Table 9

	Institution wide	Applicant Programme (Set)
Core faculty		
Number of academic staff members		
Number of staff members by academic rank (e.g. full professors, associate professors, etc.):		
Full professors		
Associate professors		
Assistant professors		
Other		
Full-time equivalent (FTE)		
% of female core faculty		
% holding a doctoral degree		
Number of different nationalities		
% of core faculty with foreign professional or study experience		
Ratio FTE students / FTE core faculty		
Number of core faculty hired (FTE) in last 3 years		
Number of core faculty departed (FTE) in last 3 years		
Adjunct faculty		
Total number of adjunct faculty		
Full-time equivalent		
% of total teaching hours taught by adjunct faculty		
Visiting professors in current year		
Number from foreign institutions		
% of total teaching hours taught by foreign visiting professors		
Number from domestic institutions		
% of total teaching hours taught by domestic visiting professors		
Teaching and research assistants on short-term contracts		

Notes

1. **Core faculty:** Qualified academic staff employed on a permanent basis and for whom the Institution is the sole or principal employer.
2. **% 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).
3. The **ratio FTE students / FTE core faculty** is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent core faculty. Calculating the full-time equivalent for students is obviously a question of reasonable estimation. For instance, the total number of part-time students on a two-year executive MBA programme may be divided by two in order to approximate the full-time equivalent. The resulting ratio has, of course, to be interpreted in the light of other variables such as the contribution of a well-structured non-core faculty. However, the ratio is useful as one indicator to measure faculty sufficiency.
4. **Adjunct faculty:** Teaching staff for whom the Institution (business school) is not the primary employer, or who work for the Institution on a part-time basis under a permanent or an occasional contract or who work in another Faculty/Department/Unit or part of the larger Institution (e.g. in a Science Faculty). If a substantial amount of hours are taught by adjunct faculty, please specify their background (academic or practitioners). If there are no adjunct faculty involved in the applicant programme (set), please say so and provide an explanatory note.
5. **Visiting professors in current year:** Academic staff that are core faculty at another academic institution and that visit the School to teach for not less than half a course/module. Give the number of these visiting professors for each applicant programme as well as Institution wide. If there are no visiting professors involved in the applicant programme (set), please say so and provide an explanatory note.

6. In describing the size of the faculty, the **'full-time equivalent' (FTE)** is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3. The FTE is a useful indicator when a large percentage of the faculty have less than full-time contracts. The percentage of full-time employment refers to the number of contract days in the case of faculty members who are employed on a part-time basis. A four-day contract is thus the equivalent of 80%.
7. Some items (e.g. % of total teaching hours) may not apply to **online programmes**.

16. Research or other intellectual development activities

Provide an overview of the research, innovation, pedagogical development or other intellectual development activities (such as consulting projects, research seminars, workshops for faculty, etc.) of the <u>faculty members that support the Programme (Set) under review</u>. A table should be included showing the numbers of different outputs produced by core, visiting and adjunct faculty that support the Programme (Set) over the past 3 years. The output classification should include publications in international and national peer reviewed journals, other international and national research publications, accepted papers at conferences (peer reviewed and other), case studies, and other publications. Give a sample list of <u>at most 10 publications</u> (references) and any other evidence of ongoing research. Please provide the average teaching load per capita per year of core faculty and indicate what <u>percentage of their workload is allocated to research</u>.

Research Output

Table 10

Research Type	Year t-2	Year t-1	Year t
1. Practice-oriented articles (e.g., in practitioner journals)			
2. Academic articles (e.g., in peer-reviewed academic journals)			
3. Articles on pedagogic development and innovation			
4. Published case studies			
5. Papers in academic conferences (peer-reviewed)			
6. Papers in professional conferences			
7. Other R&D publications			

Notes
1. **t** represents the latest year for which data is available. Please replace column headers with actual years.
2. In case Schools have difficulty in using the above categories to distinguish their research output, they can add an explanatory footnote.

List **10 sample Research Publications** of core, visiting or adjunct faculty teaching on the programme (published within the past 5 years) that have impacted the programme content. Specify whether the authors listed belong to core (a), visiting (b) or adjunct (c) faculty:

1. tba
2. tba
3. tba
4. tba
5. tba
6. tba
7. tba
8. tba
9. tba
10. tba

17. Internationalisation

Overview of the principal aspects of the Institution's international dimension (faculty, student body, strategic alliances, international partners etc.) **as related to the applicant Programme (Set).** *This should include the names of <u>key</u> exchange or internship partners relevant to the applicant Programme (Set). Also include joint programme initiatives.*

18. Overview of the principal links with the world of practice

Overview of the external connections of your Institution **as related to the applicant Programme (Set).** *This should include the numbers of students on the applicant Programme (Set) that undertake a project or internship period externally and the length of those study periods. It should also provide information on the Programme's faculty involvement externally and, conversely, practitioner input to the Programme. Examples of data to be provided: how many practitioners are actively involved; how many custom designed programmes; how many and what percentage of students do placement and/or graduate into partner organisations; monetary value of these relationships; trend data, etc.*

19. Ethics, Responsibility and Sustainability (ERS)

Overview of the principal aspects of the Institution's coverage of ERS (institutional policies, adoption of codes of best practice, faculty specialisation and research, ERS-related partnerships and alliances, etc.) relevant for the applicant Programme (Set).

20. Accreditation or recognition by national and/or international agencies

Of the Institution and/or the applicant Programme (Set).

21. National standing

Provide evidence that the Institution and the applicant Programme (Set) have a strong national reputation. Please include information on the positioning in the national environment (e.g. rankings if available, audit outcomes, comparative (national) entry exam results), main competitors, strategic group to which the Institution belongs and also the main competitors of the applicant Programme (Set).

22. International reputation

Provide **factual** *evidence in one paragraph that the Institution and the applicant Programme (Set) are known and respected abroad (e.g. exchange partners, recruiters, and international rankings).*

23. Quality assurance processes

Briefly describe the institutional quality assurance processes (e.g. approval, monitoring and review processes) as related to the applicant Programme (Set).

ANNEX 3

EPAS Fee Schedule
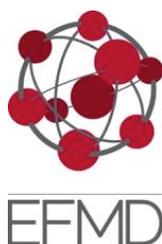
EPAS FEE SCHEDULE

2019

This fee schedule covers new EPAS applications and re-accreditation applications submitted in 2019. For accredited Institutions starting the re-accreditation process in 2019, no eligibility fee will be due. The fee schedule at the time of the (re-)application remains valid throughout that cycle of the Institution's accreditation process.

ADMINISTRATIVE FEES

Application Fee   **€ 6,860**

Invoiced upon receipt of a formal application to EPAS.
For accredited programmes, due at the time of starting the re-accreditation process.

Eligibility Fee   **€ 6,860**

*Invoiced only upon a **positive** Eligibility decision by the EPAS Committee.*
*This fee is charged **only** to Institutions in the initial accreditation cycle, not to those starting a re-accreditation cycle.*

Review Fee

Review of first programme (or programme set)   **€14,700**
Review of second programme (or programme set)   **€ 3,920**

Invoiced two weeks in advance of the Peer Review Visit.

Accreditation Fee

1st programme:	**€ 980 per year or**	**€ 4,900 for 5 years** **€ 2,940 for 3 years**
2nd programme:	**€ 980 per year or**	**€ 4,900 for 5 years** **€ 2,940 for 3 years**

*Invoiced only upon a **positive** Accreditation decision by the EPAS Accreditation Board.*

Institutions have 2 options regarding the payment of the Accreditation Fee:

Option 1: The above amount can be paid in annual instalments of € 980 (or € 1,960 when 2 programmes have been accredited).

Option 2: The above amount can be paid at once in one single payment.

EXPENSES

Travel, lodging and other direct expenses incurred by Peer Reviewers are to be paid without delay by the Institution.

Peer Reviewers are advised to book their flights at the earliest opportunity to minimise the costs to the host Institution. Peer Reviewers should ask approval from the Institution before ticket purchase, copying the EPAS Office, and should endeavour to keep the costs as low as possible (a maximum of € 6,000 is envisaged but cannot be considered as the norm).

CANCELLATION, POSTPONEMENT AND LATE PAYMENTS

a)   Should the Institution decide to cancel or postpone the Peer Review Visit (PRV), the Institution will be liable for any non-refundable costs incurred by the Peer Reviewers at that time.

b)   The EPAS Office may cancel or postpone the Peer Review Visit
  - if the Self-Assessment Report (SAR), Datasheet and Student Report are inconsistent, have significant problem areas or are submitted with major delay; or
  - if it is evident that the programme(s) do not meet the eligibility criteria as set out in the EPAS Process core documents; or
  - if the visit is not conducted in an orderly manner even if the Peer Review Team (PRT) is already on site, with the explicit agreement between the EPAS Office, the Chairperson and another member of the PRT.

  The Institution will have to cover any non-refundable costs incurred by the Peer Reviewers (e.g. flight tickets) up to the time of cancellation or postponement of the visit.

Any postponement, re-scheduling or cancellation of the Peer Review Visit by the Institution or the EPAS Office will require the payment of an administration fee of **€ 1,500** should this occur more than 6 months in advance of the planned PRV date. A fee of **€ 5,000** will be charged should this occur within less than 6 months from the scheduled PRV date.

In order to advance in the accreditation process, an Institution must be up to date in all its payments to EFMD.

ANNEX 4

EPAS Re-Accreditation Application Form

EPAS Re-Accreditation Application Form

Single Programme (or Programme Set)

I, the undersigned _____ *(name)*

_____ *(position)*

representative of _____ *(name of Institution)*

confirm the application of my Institution to go through **EPAS process – EFMD Programme Accreditation System** for the following Programme (or Programme Set):

_____

I confirm the accuracy of the information supplied in the EPAS Re-Accreditation Application Form (dated ………..…….. and any subsequent revisions) and agree that my Institution will pay the EPAS fees as they fall due through the process. I also confirm that we will accept the accreditation process, the results of this process and the decisions of EFMD aisbl in respect of the accreditation. EFMD aisbl, its directors, employees and consultants, dependent or independent, voluntary or not, shall not be liable on a tortious or contractual basis for any direct or indirect, foreseeable or unforeseeable damages resulting from the accreditation process, the conception and implementation of the standards, systems or procedures, nor for the accreditation decision. The afore-mentioned shall also not be liable for the use by the Institution of the recommendations nor for any delay in the accreditation process.

I fully understand and agree with EFMD's general terms and conditions below.

General Terms and Conditions

1. The signatory of this Re-Accreditation Application Form certifies he/she is a representative who is authorised to commit her/his Institution to go through the EPAS Process for the abovementioned programme (or programme set).
2. The fees payable for the EPAS process are defined in the EPAS Fee Schedule effective at the date of the final submission of the Re-Accreditation Application Form.
3. The reviewed Institution will be charged directly by the visiting experts for their travel, accommodation and other direct expenses for the peer review visit.
4. Invoices and expenses claims shall be paid preferably by bank transfer, free of any bank charges, within 30 days from the end of the month in which the invoice was issued.
5. The fees are exempted from Belgian VAT according to art. 196 Directive 2006/112/CE if the member is liable to VAT in another country of the European Union (reverse charge), or if the member is established in a country outside the European Union.
6. In case the Institution decides unilaterally to stop the process, cancellation must be confirmed in writing.
7. The Belgian law shall apply to any and all disputes arising out of the process. In case of dispute, only the courts of Brussels are competent.

Signature: _____   Date: _____/_____/_____

Stamp of the Institution:

Name of the Institution: …………………………………………………………...…………………………….…

Faculty/Department (if applicable): ……………………………………………………...……………………………...

Address including Post/Zip Code: …………………………………………………………………….……………..

………………………………………………………………………………………..…………………………………

………………………………………………………………………………………………..…………………………..

City and Country: …………………………………….…..……………………………………………………...……

Telephone: …………………………….…... Fax: ……….…………………….……

VAT Identification Number (Please provide for invoicing purposes): ……………….………………….......................
(see art. 5 of General Terms and Conditions on previous page)

EPAS Re-Accreditation Application Form

Single Programme (or Programme Set)

Dated: _____

PART A – General Information

1. Institution name, address and website

Please give the name of the entity within which the applicant Programme (Set) is located, for example a freestanding business school or a faculty, school or department within a university. If the entity is part of a larger institution, please also name that institution.

Name of the applicant Institution offering the degree to be reviewed:

Address:

Website:

2. EFMD membership status of the applicant Institution

Full / Affiliated Membership:
(delete as appropriate)

Name of larger Institution (if any):

3. Programme (Set) to be assessed for re-accreditation

A programme set is defined as a suite/group of related programmes with a common structure (normally a core of at least 40% of the taught courses that are taken by all students, i.e. excluding projects and theses. Electives that may be common across the programme set but are not taken by all students are not accepted as core).

Name of the Programme (Set):

*Please provide detailed information for the applicant Programme (Set) by completing the pro forma section in **Part B** of this document.*

4. Head of the Institution

Please also provide postal address if different from above.

Name:
Job title:
Tel:
Email:

5. EPAS Project Leader at the Institution

Name:
Job title:
Tel:
Email:

PART B – Information about the Applicant Programme (Set)

Please complete the following pro forma for the Programme (Set) submitted for EPAS re-accreditation.

Name of the Programme (Set):

6. Basic details of the applicant Programme (Set)

Table 1

Year in which the programme (set) first graduated students:	
Delivery modes (e.g. FT, PT, distance, online, modular, e-learning):	
Number of graduates in each of the last 2 years: *(e.g. 2018: X; 2017: Y;)*	
Length of programme (set) in years:	
Primary language of instruction:	
Percentage of programme (set) taught in other named languages:	
Percentage of the common structure in the case of a programme set: *(see note 1 below)*	

Notes

1. **Programme Set:** In the context of EPAS, a programme set is defined as a suite of programmes with a common structure and core. The common core must normally be at least 40% in order for the set to be eligible. If a programme set is being submitted for EPAS accreditation, please estimate the percentage of the programme's taught courses/modules which could be considered as common to all programmes within the set, i.e. must be taken by all students, excluding projects and theses. Electives that may be common across the programme set but that are not taken by all students are not accepted as part of the common core.

7. Profile of applicants and student intakes into 1st year of study (for the 3 most recent years) for each mode of delivery and intake

There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

Table 2

	Current year: ____	Last year: ____	Second last year: ____
No. of formal applicants			
No. of applicants who were offered a place			
No. of offers accepted by applicants			
No. of students actually enrolled in current 1st year intake			

Average no. of years of work experience			
Least no. of years of work experience on the programme			

Notes

1. In the first row of the table please indicate the **exact academic year (or calendar year)** to which the numbers refer. For example: Current year: 2018/2019; Last year: 2017/2018; Second last year: 2016/2017.
2. In the case of one intake per year, the **no. of students actually enrolled in the first year** should be the same as the enrolment nos. in the 1st programme year of **Table 3**. Normally, there should be a minimum of 25 (20 for specialist programmes) students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
3. The no. of years of work experience is not applicable for Bachelor or first degree programmes.

8. Programme summary

Indicate any significant changes to the Programme (Set) since the last accreditation visit. In addition, a diagram or table should be provided showing the overall programme structure, highlighting the common core for a Programme Set (if applicable).

PART C – Information about the Institution

9. Brief description of the Institution

Institutional Aspects: *Indicate any significant structural, organisational or financial changes that have occurred since the last accreditation visit that may have impacted the Programme (Set) under EPAS review. Give an indication of the Institution's current strategic direction including 3 key strategic objectives (please provide <u>measurable</u> milestones for the next 5 years).*

Financial Performance:

Please add any explanatory notes as needed. Please explain any variation in exchange rates.

Table 5

All figures in € 1000	Year 1	Year 2	Year 3	Year 4	Current
Revenue	€	€	€	€	€
Expenditure	€	€	€	€	€
Surplus	€	€	€	€	€

Table 6

Forecast figures:	Year 1	Year 2	Year 3
Revenue	€	€	€
Expenditure	€	€	€
Surplus	€	€	€
Revenue relating to:			
Applicant Programme	€ (% of total)	€ (% of total)	€ (% of total)

10. Programme management system of the Institution, particularly for the applicant Programme (Set)

Indicate any significant changes since the last accreditation visit.

11. Technology Enhanced Learning (TEL), particularly for the applicant Programme (Set)

Indicate any significant changes since the last accreditation visit.

12. The Degree Programme Portfolio

Indicate any significant changes since the last accreditation visit. In particular, indicate if any of the programmes or degree pathways previously accredited by EPAS have been put into or taken out of a programme set or suite. Please indicate whether any degree pathways have been added to the Programme (Set) to be re-accredited that were not assessed in the previous accreditation visit.

13. Faculty

Indicate any significant changes since the last accreditation visit, particularly to the academic structure of the Institution that may have impacted the Programme (Set) under EPAS review.

14. Research or other intellectual development activities

Indicate any significant changes since the last accreditation visit.

15. Internationalisation

Indicate any significant changes since the last accreditation visit.

16. Overview of the principal links with the world of practice

Indicate any significant changes since the last accreditation visit.

17. Ethics, responsibility and sustainability (ERS)

Indicate any significant changes since the last accreditation visit.

18. Accreditation or recognition by national and/or international agencies

Indicate any significant changes since the last accreditation visit, particularly gaining accreditation from non-EFMD bodies.

19. National standing

Indicate any significant changes since the last accreditation visit.

20. International reputation

Indicate any significant changes since the last accreditation visit.

21. Quality assurance processes

Indicate any significant changes since the last accreditation visit.

ANNEX 5

Information & Documents to be provided in the SAR

INFORMATION & DOCUMENTS TO BE PROVIDED IN THE SAR

*A further description of each criterion listed below can be found in the document entitled **EPAS Standards & Criteria**. It should be noted that for the review of two programmes (or programme sets), sections 1 and 5 are common to both programmes (or programme sets) but sections 2, 3 and 4 should be written separately (in sequential manner) for each programme (or programme set).*

Section 1.   The Institution in its National and International Context

SAR REQUIREMENTS:

1.1	The institutional context	*None*
1.2	Resources and facilities	*Brief description of IT resources and of other facilities (appendix)*
1.3	Faculty	*Aggregate data on all faculty members (whether core, adjunct, professional or visiting faculty) teaching in the applicant programme(s) by grade/category, age, gender, qualifications/doctorates, extent of research activity, international background, interactions with the world of practice*

Section 2.   Programme Design

SAR REQUIREMENTS:

2.1	Programme objectives and target markets	*Website address for programme publicity*
2.2	Curriculum design	*The overall programme rationale, definition and matrix of ILOs – the description of the structure and design should be brief but explicit*
2.3	Design of delivery modes and assessment methods	*None*

Section 3.   Programme Delivery & Operations

SAR REQUIREMENTS:

3.1	Student recruitment	*Tables of student profiles (updated from Datasheet)*
3.2	Pedagogy	*None*
3.3	Personal development of students	*None*
3.4	International aspects	*List of international academic partners and institutions from the world of practice, and the nature of the partnerships*
3.5	Interactions with the world of practice	*List of major relevant external connections and their nature (the information must be presented in a sufficiently detailed form so that the strength and quality of interactions with the world of practice can be evaluated at the module level)*
3.6	ERS	*None*

Section 4.   Programme Outcomes

SAR REQUIREMENTS:

4.1	Quality of student/participant work	*Module pass rates for the core courses and overall progression statistics for the last 3 years*
4.2	Graduate quality and career placement	*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, where available, on career progression profiles*
4.3	Alumni	*Data, where available, on % membership and activity levels of the alumni association and career progression profiles*
4.4	Programme reputation	*None*

Section 5.   Quality Assurance Processes

SAR REQUIREMENTS:

5.1   Design and review processes   *Chart showing the QA process sequence*

5.2   Quality assurance on operations   *Tables of summary student evaluations of teaching*

ANNEX 6

List of Required Documents for the Base Room

LIST OF REQUIRED DOCUMENTS FOR THE BASE ROOM

A further description of each criterion listed below can be found in the document entitled
EPAS Standards & Criteria*.*
All documents (preferably in English) can be provided digitally.
In the case of a digital Base Room, Schools can decide to grant the Peer Review Team access to the Base Room prior to the start of the visit. This would be very helpful for the Reviewers in preparing for the visit.

Section 1.	The Institution in its National and International Context

BASE ROOM EXHIBITS:

1.1	The institutional context	*a) Strategic plan* *b) Financial statements – previous 3 years' accounts and next year's budget* *c) Policy documents on the international learning experience, connections with the world of practice and ERS* *d) Relevant Institution brochures* *e) Minutes of the Management Committee meetings for the past year* *f) External audit reports, evidence of rankings*
1.2	Resources and facilities	*In case of an online programme, access for PRT members to the relevant VLE platform should be granted at least 4 weeks prior to the PRT visit.*
1.3	Faculty	*Faculty list of the applicant programme by subject area with a table of all the modules/courses taught by each member and their CVs/resumes.* *Where TEL is present, and especially for online programmes per se, those elements that have been designed or facilitated by others should also be included.*

Section 2.	Programme Design

BASE ROOM EXHIBITS:

2.1	Programme objectives and target markets	*a) Programme brochure* *b) Minutes from Committees dealing with programme strategy, design/reviews and modifications for the past year*

2.2	Curriculum design	*Formal documentation on programme specification and module descriptions as shown on **p. 33***
2.3	Design of delivery modes and assessment methods	*a) Programme schedule for each year of study* *b) Table of number of students registered for each course* *c) Assessment regulations*

Section 3.   Programme Delivery & Operations

BASE ROOM EXHIBITS:

3.1	Student recruitment	*a) Sample of selection interview template, or video, if appropriate* *b) Documentation on induction processes and online materials for induction of off-campus students*
3.2	Pedagogy	*Samples of learning materials (see the selected courses of faculty members on **p. 33**) and additional academic readings*
3.3	Personal development of students	*Handbooks and guidance notes; analytical reports*
3.4	International aspects	*None*
3.5	Interactions with the world of practice	*None*
3.6	ERS	*a) Policy documents related to ERS* *b) Syllabi and sample of course materials* *c) Sample of student project papers or theses with ERS focus*

Section 4.   Programme Outcomes

BASE ROOM EXHIBITS:

4.1	Quality of student/participant work	*Samples of course materials (a binder for each course) including exam papers (including resits), course work assignments, etc. and student answers to those assessments plus summary marks for each sample assessment (see the selected courses of faculty members on **p. 33**). The PRT should be able to track from the questions set to the answers given by the students to the summary marks schedule (see below).*

4.2	Graduate quality and career placement	*None*
4.3	Alumni	*Brochures and programmes for alumni activities*
4.4	Programme reputation	*Press rankings and clippings*

Section 5.	**Quality Assurance Processes**

<u>BASE ROOM EXHIBITS:</u>

5.1	Design and review processes	*a) Audit reports from regulatory agencies or statutory/professional bodies (if any)* *b) Documentation on programme approval or validation and periodic review reports*
5.2	Quality assurance on operations	*a) Evidence of monitoring assessments* *b) Samples of completed student evaluation forms*

The Base Room requirements for each programme (or programme set) being assessed:

- Programme structure document including programme objectives, overall Intended Learning Outcomes (ILOs) and the rationale for the curriculum structure showing how the design will achieve the programme objectives and ILOs.

- Descriptions of the assessment regime and grading system.

- List of courses.

- Intended Learning Outcomes and syllabus for each course.

- Access to online material regarding course organisation and delivery.

- Teaching evaluations (summary) by students for each course. Evaluations for faculty members selected for interview by the PRT should be highlighted.

- Learning materials and student work: One course should be selected for each of the 8-10 faculty members attending for interview with the PRT. In addition, a further 6 courses from other faculty members should be provided. The portfolio of courses selected should have broad subject coverage of the programme as a whole and be approximately a 60:40 mix of core and elective courses, where applicable. Where possible, at least half of the courses should be in English. The complete portfolio (where possible) of all courses in the programme should also be available on the web.

Materials should be provided for each course (normally for the last 2 years) as follows:

1. Learning materials should be provided for each of the selected courses to include the course notes, slides or hand-outs, case studies, textbooks, journal readings.

2. Student work should be sampled based on mark or grade schedules or distributions (list of student names with marks or grades) within the selected courses. Note that mark

schedules must be provided for each of the selected courses. For each of the courses selected above, the following student work should be provided:

- o the assignments/exams set
- o 6 graded samples of the major assignment (exam, dissertation, project report, etc.) for each course matching those assignments/ exams and illustrating the range of achievement on the part of the students. The PRT needs to see the quality of the students' work and of the assessment/feedback provided. These 6 scripts should include the highest mark, the lowest mark and 4 from close to the pass mark for the course (i.e. marginal scripts). If there are no failed papers, the sample should consist of the 2 highest and the 4 lowest marks or grades.

3. A sample of 12 graded final dissertations or internship reports as appropriate (e.g. Masters theses, undergraduate dissertations, internship reports) should also be provided, with 3 each with the highest and lowest marks/grades and 6 with mid-level marks.

ANNEX 7

EPAS Annex on Intended Learning Outcomes

EPAS ANNEX ON INTENDED LEARNING OUTCOMES

Guidelines for drafting and assessing Intended Learning Outcomes (ILOs) in the EPAS process

Introduction

ILOs are frequently assessed by EPAS Peer Review Teams as an area for improvement. It appears therefore that this is an aspect of the EPAS accreditation process that is unclear and thus causes many Schools and Programme Directors a degree of difficulty. The following guidelines are provided to assist Schools in the completion of their Self-Assessment Reports (SARs), particularly in relation to ILOs.

For EPAS accreditation the School is asked to define and meet the following criteria concerning Programme Design (ref. 1 and 2 below) and Programme Outcomes (ref. 3 below) in the SAR:
1. Specification of the Intended Learning Outcomes (ILOs)
2. Assessment methods explicitly designed to match ILOs
3. Confirmed achievement of ILOs.

Drafting ILOs

1. Define ILOs in terms of what the students should know and be able to do by the end of the programme.

2. Describe the knowledge, skills and behaviours that the students should develop and be able to deploy as a graduate from the programme. A list of topics covered is NOT what is called for here!

3. The ILO definition should include aspects of internationalisation, practical relevance to the world of business and management, and Ethics, Responsibility and Sustainability (ERS) as these are all key pillars of the EPAS Accreditation system.

   Example:
   This is for a Bachelor of Business Administration - showing of two ILOs, definition of ILOs and type of ILOs:

ILO:	Definition:	Type:	Key pillars:
ILO 01: Global Vision.	Demonstrate an understanding of multicultural environments both in local and global contexts.	Knowledge Attitudes	International

ILO 02: **Critical Thinking.**	Evaluate information using critical and analytical reasoning to address changing business situations.	Knowledge Skills	Business and management ERS

4. The ILOs should be measurable, so that we know to what degree they are achieved. Achievement at programme level will ensure that the programme's objectives are met, while achievement at course level will ensure that each course contributes in some way to the achievement of the programme ILOs.

5. The Programme objectives should state what the programme's aims are for all its stakeholders, including the students and their employers upon graduation. In addition they should be aligned with the institution's overall strategy.

   Example:
   "The main objective of the Master's programme in Business Administration (MBA) is to provide managers with well-developed **skills concerning the functional areas of business**, with a **socially responsible orientation**, an **international mind-set,** and a **focus on a specific concentration (i.e., market or industry)** chosen by candidates."

6. To give outcome statements and a clear articulation of performance requirements, use action verbs like:
   - the ability to **identify and diagnose...**
   - the ability to **analyse…**
   - the ability to **synthesise…**
   - the ability to **evaluate opportunities…**
   - the ability to **apply…**
   - the ability to **design…**
   - etc.

   See **Note 1)** for an illustration of a number of action verbs that might be useful for this purpose.

   Outcomes imply what the students should know and be able to do at the end of the programme (or a particular course), and therefore, outcome statements should be about how such achievement can be demonstrated – by action verbs. Verbs such as 'understand' are vague and do not allow for the required depth of learning to be specified. As an alternative, for example, 'explain' and 'evaluate' are better verbs to be used.

7. The ILOs must be defined on two levels: programme ILOs and course ILOs. The course ILOs must be derived from the programme ILOs and are the means to achieve the programme ILOs and the programme's objectives. Programme outcomes express the culmination of performance in broad terms, while the course ILOs transform the broad goal into more specific goals. Programme outcomes and course outcomes must be aligned. Each programme outcome should find itself adequately represented at the course level. ILOs mapping is a useful tool to help accomplish and represent this alignment.

Example:
Programme ILO: "The candidate must be able to exhibit the ability to define and apply the manager's role in effectively organising, planning and controlling physical and financial resources, motivating people and rendering customer-driven service quality delivery" (Bachelor's degree programme in Hotel, Catering and Tourism Management).

Course level ILOs, relevant to the Programme ILO:
1."Reflect on the ways to motivate different levels of staff in the Housekeeping Department."
2. "Identify the necessary procedures for effective beverage stock control, marketing and sales in restaurant, catering and wine shop operations".

See also examples of ILO mapping in **Note 2)** below.

8. Limit the numbers of ILOs – both at programme and course level. In general, keep the number of ILOs to a manageable size. Do not over-engineer it.

9. Develop a matrix that shows which ILOs are core for each course and as such are absolutely essential. In addition to the above, this matrix should also contribute in showing how the programme ILOs will be achieved through the course ILOs. For an example of a matrix, see **Note 3)** below.

10. Define the assessment methods in each course so that they can measure to what degree the ILOs are achieved. Define the ILOs first and then the student assessment methods to match the ILOs – not the other way around!

    Examples:
    If an ILO is the following: "At the end of the course students will demonstrate appropriate abilities to integrate knowledge across business disciplines in a case solution". The assessment of the students could be based on the examination of a case study that requires the students to integrate different perspectives.
    If an ILO is the following: "At the end of the course students will demonstrate competence and understanding of basic business disciplines and concepts". In this case, the assessment could be a stand-alone examination.
    If a course ILO is about developing team-working abilities, it can hardly be assessed by an individual written exam; the assessment should be undertaken by means of a group task of some kind.

11. Define the relative weighting of the different course ILOs for student assessments in each course.

12. Include a description of the course ILOs in the syllabi and the weighting being given to each.

13. Those responsible for the programme as a whole and leading the courses must be responsible for defining the course ILOs based on the definition of the programme ILOs and the programme's overall objectives. This is faculty responsibility. **To succeed with ILOs, faculty involvement is crucial!** We would advise those faculty involved in the programme's initial development management and delivery to discuss the ILOs as a team to ensure coherence.

14. Invest in supporting the faculty members involved so as to enable them to define sound ILOs. Develop a support mechanism for faculty to (re)define course ILOs that

are simple, specific, relevant, realistic and measurable in light of experience and new developments.

15. The ILO regime must be continually improved and as such should be an integral part of the Quality Assurance Process. Establish a rigorous assessment system that takes the achievement of ILOs as a *sine qua non*.

What is the value of ILOs to the different stakeholders?

1. Students – because they will be able to understand what they should be able to do as graduates. They will also know what to expect from the School, and what the School expects from them. ILOs are thus a kind of "contract" between the School and the student.
2. Employers – because they will understand what they can expect of a graduate from the programme and the benefits they can derive from those graduates.
3. Programme managers – because ILOs will provide a framework for the programme design
4. Faculty/teachers – because they will see how their course fits in to the programme objectives/ programme outcomes, and how and in what way they can make an impact on the students.
5. Quality Assurance authorities – because they will be able to judge to what extent the programme objectives have been achieved.

In other words, the ILOs are a commitment for the School to how and what they should deliver.

See Notes on the following pages.

Note 1)

Examples of some relevant action verbs:

University Knowledge *Typical things that students are required to do at university*		Professional Knowledge *Typical things that professionals are required to do at work*		
Analyse	Explain	Appraise	Formulate	Prioritise
Apply	Identify	Assess	Handle	Produce
Articulate	Integrate	Assist	Implement	Recommend
Assess	Interpret	Collaborate	Initiate	Review
Compare	Justify	Communicate	Investigate	Select
Contrast	Match	Compile	Liaise	Solve
Criticise	Outline	Create	Manage	Supervise
Differentiate	Recognise	Decide	Negotiate	Support
Discuss	Summarise	Design	Organise	Undertake
Distinguish	Synthesise	Develop	Plan	Use
Elaborate	Theorise	Diagnose	Predict	Write
Evaluate		Execute	Prepare	Work
		Extract	Present	
		Forecast		

Note 2)

Example of ILOs mapping (Programme: Bachelor in International Business) - A1, A2, B1 etc. are representing Course ILOs:

	Module Title	Knowledge & Understanding						Intellectual Skills				Practical Skills				Transferable Skills				
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Level 4	People and Organisations	x	x					x				x	x		x	x		x		x
	Language					x	x	x	x		x	x	x	x		x	x	x		x
	Principles of Marketing		x	x	x			x	x	x		x				x			x	x
	Accounting for Business				x			x	x	x		x				x			x	x
	Quantitative Methods for Management				x			x		x		x				x	x		x	x
	International Environment of Business 1: Economics	x		x		x		x				x				x			x	x
	International Environment of Business 2: Law, Ethics and Culture	x	x	x		x		x	x			x	x	x	x	x		x		x

Note 3)

ILO matrix combining Programme ILOs and Course ILOs (Programme: Global Master in Business Administration) and the examples of one course in *Production and Logistics* and one in *Marketing Management*:

Programme ILOs					
ILO_1: Design and implement a business strategic plan	ILO_2: Analyse the strategic positioning of global enterprises and their sources of competitive advantages	ILO_3: Conduct a business analysis of financial statements for financial accounting and performance	ILO_4: Define a marketing management plan for the introduction of new products or expansion of existing product lines	ILO_5: Develop a solid foundation in business fundamentals with a global perspective and confidence in managerial decision-making and people management skills	ILO_6: Analyse ethical issues that impact business decisions from economic, political, legal, environmental, and social perspectives

Courses and course ILOs: I - Production and Logistics

ILO_1: Being able to identify key issues in operating a production / operations system and critically analyse the appropriate trade-offs
ILO_2: Being able to use appropriate qualitative or quantitative decision-making techniques and technology
ILO_3: Being able to recognise the most critical challenges in supply chain and logistics with a special focus on material handling, warehousing systems and distribution systems;
ILO_4: Read and interpret the key performance indicators (KPI) in supply chain and logistics;

Courses and course ILOs: II - Marketing Management

ILO_1: Assess market opportunities in competitive environments by analysing customers, understanding their needs and wants, and measuring their value to the company
IL0_2: Design effective marketing strategies to maximise a company's chances of 'winning' in the market place.
ILO_3: Communicate and defend your own marketing recommendations and critically examine the build upon the recommendations of others.
ILO_4: Acquire the tools necessary to develop and implement a marketing strategy

ANNEX 8

EPAS Template for the Student Report

EPAS TEMPLATE FOR THE STUDENT REPORT

*This Report is intended to gather input from students of EPAS applicant programmes on issues of key interest in the EPAS accreditation process. One Student Report should be completed per programme (or programme set) submitted. A further description of each criterion listed below can be found in the document entitled **EPAS Standards and Criteria**.*

*The following questions should be discussed by a representative group of about 10 students (ideally coming from different stages in the programme and, if possible, including some exchange students) and the answers summarised in the boxes below. The length of the response expected is indicated by the size of the box although answers can be longer if necessary but the overall length of the report should be **between 6 and 10 pages***.

Students should compile the report without any direct involvement of the Institution or its employees. Note that the Institution should only initiate the process. Then, students should work on their own without detailed guidance or monitoring by the Institution (i.e. no selection of students, no conducting of interviews or editing of the Student Report by the Institution).

Name of the Institution:

Name of the Programme (or Programme Set):

Date:

1. INSTITUTIONAL AND ENVIRONMENTAL CONTEXT

How well is the programme (or programme set) supported within the Institution? In your reply, please consider:
- o The reputation of the Institution – both at a national and international level
- o The quality of the Institution's marketing towards prospective students
- o The adequacy of the faculty in terms of size, qualifications, international experience and their links with latest research and with relevant corporations
- o The resources and facilities made available to students of the programme (or programme set)

2. PROGRAMME DESIGN

Make a brief assessment of the overall design of the programme (or programme set) in terms of:
- o Its target market and its strategic fit within the Institution
- o The clarity and appropriateness of the programme's Intended Learning Outcomes
- o The effectiveness of the programme's different delivery modes (e.g. full-time, part-time, etc.), where appropriate
- o The design of the assessment methods employed during the programme
- o An appropriate fit between programme structure and programme objectives

3. PROGRAMME DELIVERY AND OPERATIONS

How well is the programme (or programme set) delivered and managed? Please consider:
- o The effectiveness of the recruitment and induction processes
- o The quality of the learning materials and range of teaching methods employed
- o The quality of the teaching
- o The focus on personal development
- o The exposure to internationalisation and to the world of practice
- o The coverage of ethics, responsibility and sustainability (ERS)
- o The quality of the administrative staff
- o The quality of programme handbooks and guidance

4. PROGRAMME OUTCOMES

How well does the programme fulfil your expectations? i.e.
- o Does it achieve the Intended Learning Outcomes?
- o How well is it considered against other similar programmes? (e.g. by potential employers, national and international reputation)
- o What support do students receive from the Institution in securing employment upon graduation?
- o Has the programme been worthwhile to you?

5. QUALITY ASSURANCE PROCESSES

To what extent can students contribute to the ongoing quality improvement of the programme? i.e.
- o Are students asked to assess the quality of the teaching?
- o Is feedback given on issues raised by the students?
- o Is there opportunity for students to actively participate in the running of the programme?
- o Are there opportunities for students to advise on programme structure and its review?

Please list the students who participated in the compilation of this report, including their year and programme of study (including delivery mode where appropriate, e.g. part-time, full-time).

ANNEX 9

EPAS Visit Schedule Templates

Guidelines for Drafting the Visit Schedule

1. Applicant Institutions will be contacted well in advance of the Peer Review Visit with the request to submit a draft visit schedule. They should do so in a timely fashion. Draft schedules need to be received by the EPAS Office no later than **eight (8) weeks** prior to the Peer Review Visit. The EPAS Office will send the agreed schedule to the Peer Review Team no later than **two (2) weeks** prior to the visit.

2. The draft schedule must be based on the relevant template provided in the following pages, depending whether one or two programmes (or programme sets) are being assessed. Deviations should be explicitly justified when submitting the draft schedule and will only be accepted in very exceptional circumstances. The Institution may not erase any text provided with the template nor change the order of the timeslots and shall therefore only amend the document in the appropriate places.

3. The Institution shall not contact the Peer Review Team or its Chair in advance of the visit to change the schedule.

4. The draft schedule must contain the names of all session participants as well as their titles/roles, so that the EPAS Office can evaluate the appropriateness of their inclusion.

5. Peer Review schedules shall be designed so that Peer Review Teams can interact with as many individuals as possible. Multiple appearances in several sessions must therefore be avoided, unless these individuals have multiple functional roles. If several programmes (or programme sets) will be reviewed, participants of the faculty sessions shall not overlap as well.

   Admissible exceptions are e.g.:

   a. There are no restrictions on who can participate in the feedback session.

   b. Directors of the applicant programme (or programme set) will typically participate in the opening session as well as the session with the programme management team. While it is normally expected that quality assurance and programme management responsibilities be functionally separated, small institutions may have assigned quality assurance responsibilities to the programme director as well. In this case, the programme director can make an exceptional third appearance in the quality assurance session.

6. Recording of the interviews and feedback session is strictly forbidden.

Template for Visit Schedule: Single Programme (or Programme Set)

Name of the Institution:

Name of the Programme (or Programme Set):

Date of the visit:

Day 0

19:30　　　Optional welcome and brief introductions (Dean and Accreditation Team with Peer Review Team at the hotel)

19:45　　　Dinner at hotel in private room for the Peer Review Team (PRT) alone to set the visit agenda

Day 1

09:00 - 10:00　Dean/Director and senior management team: Institutional mission and strategy; national context for the programme; programme fit with mission; market positioning of programme and marketing; international and practitioner perspectives; other resources allocated to the programme under review; for re-accreditation visits, progress towards the Areas of Required Improvement/Development Objectives.

10:00 - 10:45　Heads of academic subject areas (or equivalent) relevant to the programme: faculty profiles: qualifications, relevant research and scholarship; workload allocation and teaching loads; evaluation and development of faculty including faculty pedagogic capabilities.

10:45 - 12:15　Peer Review Team assessment of programme materials and student work *

12:15 - 13:00　Buffet lunch in Base Room – Peer Review Team alone for discussions

13:00 - 14:30　Programme Director and management team: programme objectives & target markets; curriculum rationale and design; learning, teaching and assessment strategy; delivery and assessment methods; student selection; faculty management re programme delivery; practical learning experience; international learning experience; infrastructure and resource support; programme marketing; graduate employment; stakeholder feedback; for re-accreditation visits, progress towards the Areas of Required Improvement / Development Objectives.

14:30 - 14:45　Break

14:45 - 16:00　Faculty staff teaching on the programme who deliver a particular course(s)/module(s) in the programme**: list by subject area with a table of all the modules/courses taught by each faculty member; qualifications and experience; relevant scholarly activity; pedagogical approaches; student support (PRT split into 2 groups of 4-5 faculty).

16:00 - 17:00   Peer Review Team further assessment of programme materials and student work

17:00 - 17:45   Students on the programme: student experience. (PRT split into 2 groups of 6 to 10 students, including some students responsible for writing the Student Report).

17:45 - 18:30   Alumni/graduates from the programme: student experience; programme value added; job profiles; support for and from alumni (6-8 alumni with 2 PRT members).

17:45 - 18:30   External connections: employers of programme graduates, providers of internships or placements, regular visiting speakers/lecturers (6-8 practitioners with 2 PRT members).

19:30   Dinner at hotel in private room for the Peer Review Team alone for discussion and preliminary evaluation

Day 2

09:00 - 09:45   Resources relevant to the programme:
                Group 1 - information & library resources; technology for pedagogy
                Group 2 - financial resources, generalised student support & services
                (PRT split into 2 groups)

09:45 - 10:15   Site visit

10:15 - 11:00   Staff responsible for Quality Assurance: quality processes and systems covering teaching quality, assessment consistency, programme reviews.

11:00 - 11:30   If required by the PRT, further discussion with the Programme Director

11:30 - 14:00   Peer Review Team alone for further assessment of programme materials and student work and for final discussions and preparation of feedback, including buffet lunch

14:00 - 14:30   Oral feedback to the Institution

* The courses to be selected for evaluation in the Base Room are specified in the EPAS Process Manual (see Annex 6). The selected teaching materials, assignments set and examples of students' work will relate to particular faculty members. These are the faculty members who should be interviewed in the faculty session at 14:45 on Day 1. The materials will be assessed both before and after discussions with the programme management team and the faculty members.

Template for Visit Schedule: Two Programmes (or Programme Sets)

NB: The two Programmes (or Programme Sets) should be reviewed in the same order as they are presented in the SAR and updated Datasheet.

Name of the Institution:

Name of Programme (or Programme Set) 1:

Name of Programme (or Programme Set) 2:

Date of the visit:

Day 0

19:30   Optional welcome and brief introductions (Dean and Accreditation Team with Peer Review Team at the hotel)

19:45   Dinner at hotel in private room for the Peer Review Team (PRT) alone to set the visit agenda

Day 1

09:00 - 10:00   Dean/Director and senior management team: Institutional mission and strategy; national context for the programmes; programme fit with mission; market positioning of the programmes and marketing; international and practitioner perspectives; other resources allocated to the programmes under review; for re-accreditation visits, progress towards the Areas of Required Improvement/Development Objectives.

10:00 - 10:45   Heads of academic subject areas (or equivalent) relevant to programmes: faculty profiles: qualifications; relevant research and scholarship; workload allocation and teaching loads; evaluation and development of faculty including faculty pedagogic capabilities.

Programme (set) 1:

10:45 - 12:15   Peer Review Team assessment of programme (set) 1 materials and student work *

12:15 - 13:00   Buffet lunch in Base Room – Peer Review Team alone for discussions

13:00 - 14:30   Programme Director and management team: programme objectives & target markets; curriculum rationale and design; learning, teaching and assessment strategy; delivery and assessment methods; student selection; faculty management re programme delivery; practical learning experience; international learning experience; infrastructure and resource support; programme marketing; graduate employment; stakeholder feedback; for re-accreditation visits, progress towards the Areas of Required Improvement / Development Objectives.

14:30 - 14:45   Break

14:45 - 16:00   Faculty staff teaching on programme (set) 1 who deliver a particular course(s)/module(s) in the programme*: list by subject area with a table of all the modules/courses taught by each faculty member;

qualifications and experience; relevant scholarly activity; pedagogical approaches; student support (PRT split into 2 groups of 4-5 faculty).

16:00 - 17:00   Peer Review Team further assessment of programme (set) 1 and preliminary assessment of Programme set 2 materials and student work

17:00 - 17:45   Students on programme (set) 1: student experience (PRT split into 2 groups of 6 to 10 students, including some students responsible for writing the Student Report).

17:45 - 18:30   Alumni/graduates from both programmes (a mixed group): student experience; programme value added; job profiles; support for and from alumni (10-12 alumni with 2 PRT members).

17:45 - 18:30   External connections for both programmes: employers of programme graduates, providers of internships or placements, regular visiting speakers/lecturer (10-12 practitioners with 2 PRT members).

19:30   Dinner at hotel in private room for the Peer Review Team alone for discussion and preliminary evaluation of Programme (set) 1

Day 2

Programme (set) 2:

09:00 - 10:30   Programme Director and management team: programme objectives & target markets; curriculum rationale and design; delivery and assessment methods; student selection; faculty management re programme delivery; practical learning experience; international learning experience; infrastructure and resource support; programme marketing; graduate employment; stakeholder feedback.

10:30 - 11:45   Peer Review Team assessment of programme (set) 2 materials and student work

11:45 - 13:00   Faculty staff teaching on programme set (2) who deliver a particular course(s)/module(s) in the programme*: list by subject area with a table of all the modules/courses taught by faculty member; qualifications and experience; relevant scholarly activity; pedagogical approaches; student support (PRT split into 2 groups of 4-5 faculty).

13.00 - 13.45   Buffet lunch in Base Room – Peer Review Team alone for discussions

13:45 – 14:30   Students on Programme (set) 2: student experience (PRT split into 2 groups of 6 to 10 students, including some students responsible for writing the Student Report).

14:30 - 15:30 Peer Review Team further assessment of programme (set) 2 materials and student work *****

15:30 - 16:30 Resources relevant to both programmes:
Group 1 - information & library resources; technology for pedagogy
Group 2 - financial resources, generalised student support & services
(PRT split into 2 groups)

16:30 - 17:00 Site visit

17:00 - 17:30 If required by the PRT, further discussion with the Programme Directors

19:30 Dinner at hotel in private room for the Peer Review Team alone for discussion and evaluation of Programme (set) 2

Day 3

09:00 - 10:00 Staff responsible across all programmes for Quality Assurance: quality processes and systems covering teaching quality, assessment consistency, programme reviews

10:00 -12:00 Final discussions and preparation of feedback

12:00 -12:30 Oral feedback to the Institution

* The courses to be selected for evaluation in the Base Room are specified in the EPAS Process Manual (see Annex 6). The selected teaching materials, assignments set and examples of students' work will relate to particular faculty members. These are the faculty members who should be interviewed in the faculty sessions at 14:45 on Day 1 and 11:45 on Day 2. The materials will be assessed both before and after discussions with the programme management team and the faculty members.

ANNEX 10

EPAS Quality Profile

EPAS QUALITY PROFILE
Single Programme (or Programme Set)

Name of the Institution:

Name of the Programme (or Programme Set):

Date of the evaluation:

The quality standards for each of the criteria should be assessed against the definitions in the table below. For a programme (or programme set) to be accredited, it is likely that most entries in the table will 'Meets Standard', with only a few 'Below Standard' and some 'Above Standard'.

Meets Standard
The programme (set) satisfies the EPAS standard in this area as defined in the EPAS Standards and Criteria document. Most positive assessments are expected to fall in this broad category. It is not to be interpreted as meaning that the programme (set) is mediocre or that it barely qualifies at a minimum level.

Above Standard
The programme (set) demonstrates outstanding quality in this dimension, well above the level required to satisfy the EPAS standard in this area, and can even be considered as an example of "best practice".

Below Standard
The programme (set) is judged to be below the threshold of the EPAS standard in this area.

N/A: Not considered applicable and/or relevant to the programme (set) concerned.

Note
Decisions on accreditation by the EPAS Accreditation Board are based on the Peer Review Report, Quality Profile (QP) and Criteria Evaluation Form (CEF).

		ABOVE standard	MEETS standard	BELOW standard	N/A
Sect. 1	**Institutional Context**				
1.1	**Institutional strategy and management**				
1.1.1	Mission and strategy in its national & international context				
1.1.2	Availability of resources to implement the strategy				
1.1.3	Present positioning relative to its programme competitors				
1.1.4	Internal institutional governance & management				
1.1.5	Institutional culture re internationalisation				
1.1.6	Institutional culture re focus on the world of practice				
1.1.7	Institutional culture re ERS				
1.2	**Physical resources and facilities for the programme (set)**				
1.2.1	Learning environment (e.g. classrooms, study spaces, library)				
1.2.2	IT: e-learning platform, databases, computer access, etc.				
1.3	**Faculty for the programme (set)**				
1.3.1	Adequacy of faculty: qualifications, size and subject profile				
1.3.2	Faculty intellectual contribution (e.g. research) to teaching				
1.3.3	Teaching ethos towards academic depth & rigour				
1.3.4	Internationalisation of the faculty				
1.3.5	Faculty engagement with the world of practice				
1.3.6	Faculty engagement with ERS				
1.3.7	Faculty management (e.g. workload, performance, development)				
Sect. 2	**Programme Design**				
2.1	**Programme objectives and target markets**				
2.1.1	Coherence of programme objectives & fit with institutional context				
2.1.2	Appropriateness of target markets & intended graduate profile				
2.1.3	Marketing/promotion of the programme (incl. institutional context)				
2.2	**Curriculum design**				
2.2.1	Clarity of programme rationale				
2.2.2	Specification of Intended Learning Outcomes (ILOs)				
2.2.3	Programme structure and content/coverage				
2.2.4	Balance of academic and managerial dimensions				
2.2.5	Inclusion of external guidelines (e.g. EQUAL, PRME)				
2.2.6	Up-to-date design incl. opportunities for integrated learning				
2.2.7	International focus of the programme				
2.2.8	Responsiveness to needs of the world of practice				
2.2.9	Coverage of ERS and other trends in society				
2.3	**Design of delivery modes and assessment methods**				
2.3.1	Appropriateness of delivery methods (FT, PT, modular, online)				
2.3.2	Structure and balance of in- to out-of-class learning				
2.3.3	Quality of programme management & administration				
2.3.4	Quality of student handbooks, etc.				
2.3.5	Assessment methods explicitly designed to match ILOs				
2.3.6	Range of student assessment methods				
2.3.7	Focus on individual assessment				

		ABOVE standard	MEETS standard	BELOW standard	N/A
Sect. 3	**Programme Delivery and Operations**				
3.1	**Student recruitment**				
3.1.1	Appropriateness of entry criteria & their application in selection				
3.1.2	Quality of incoming students – qualifications & experience				
3.1.3	Internationalisation of the student body				
3.1.4	Enrolment and induction processes				
3.2	**Pedagogy**				
3.2.1	Quality of teaching & learning delivery				
3.2.2	Pedagogical innovation (e.g. use of e-learning platforms)				
3.2.3	Quality of the teaching/learning materials				
3.2.4	Focus on student centred learning				
3.3	**Personal development of students**				
3.3.1	Quality of overall personal development				
3.3.2	Individualised learning support from faculty				
3.3.3	Development of transferable intellectual skills				
3.3.4	Quality of support services (e.g. counselling, international office)				
3.4	**International aspects**				
3.4.1	Quality of overall international learning experience				
3.4.2	Quality of the international partners & exchanges				
3.4.3	Student take up of opportunities to study/work abroad				
3.4.4	Preparation as potential international managers				
3.5	**Interactions with the world of practice**				
3.5.1	Quality of overall practical learning experience				
3.5.2	Teaching input from practitioners				
3.5.3	Other involvement with the world of practice (e.g. internships)				
3.5.4	Take up of opportunities for project-based work, internships				
3.6	**Ethics, Responsibility and Sustainability**				
3.6.1	Quality of the overall ERS learning experience				
3.6.2	Linkage of ERS to the students' future roles as managers				
Sect. 4	**Programme Outcomes**				
4.1	**Quality of student/participant work**				
4.1.1	Objectivity & rigour in the assessment process				
4.1.2	Confirmed achievement of ILOs				
4.1.3	Standards of student exams/coursework				
4.1.4	Standards of student theses/projects/dissertations				
4.1.5	Evidence of academic depth				
4.1.6	Progression and pass rates meet international norms				

		ABOVE standard	MEETS standard	BELOW standard	N/A
4.2	**Graduate quality**				
4.2.1	Quality of graduates meets programme objectives				
4.2.2	Quality of career placement services				
4.3	**Alumni**				
4.3.1	Support for and from the programme's alumni association				
4.4	**Programme reputation**				
4.4.1	Evidence for programme reputation				
REPEATS OF ASSESSMENTS FROM PREVIOUS CHAPTERS					
3.3.1	*Quality of overall personal development*				
3.4.1	*Quality of overall international learning experience*				
3.5.1	*Quality of overall practical learning experience*				
3.6.1	*Quality of the overall ERS learning experience*				
Sect. 5	**Quality Assurance Processes**				
5.1	**Design and review processes**				
5.1.1	Institutional QA systems				
5.1.2	Programme design/review & approval processes				
5.1.3	Inclusion of different stakeholder perspectives				
5.1.4	Internal annual programme review				
5.1.5	External periodic fundamental review processes				
5.2	**Quality assurance on operations**				
5.2.1	Student feedback on teaching & programme quality				
5.2.2	Monitoring of teaching quality by programme management				
5.2.3	Monitoring of the assessment regime for consistent standards				
5.2.4	Feedback to students on assessments				

NB: The shaded boxes in Section 4 are a repeat from previous chapters and should not be double counted.

ANNEX 11

EPAS Criteria Evaluation Forms

EPAS CRITERIA EVALUATION FORM
Single Programme (or Programme Set)

Note
The EPAS Criteria Evaluation Form (CEF) is intended to be a working document for Peer Reviewers to help them build up their assessment of the Programme (or Programme Set) during the on-site visit. It will also serve as a basis for the drafting of the Peer Review Report following the visit. **The members of the Peer Review Team must complete <u>at least</u> those sections rated 'above' or 'below' standard and comment on those aspects that 'marginally meet the standard'.**
A fuller description of each criterion listed below can be found in the document entitled **EPAS Standards & Criteria,** *which should be read in conjunction with this checklist.*

Name of the Institution:

Name of the Programme (or Programme Set):

Date of the evaluation:

1. Institutional Context

SECTION
1.1   Institutional strategy and management
1.1.1   Mission and strategy in its national & international context
1.1.2   Availability of resources to implement the strategy
1.1.3   Present positioning relative to its programme competitors
1.1.4   Internal institutional governance & management
1.1.5   Institutional culture re internationalisation
1.1.6   Institutional culture re focus on the world of practice
1.1.7   Institutional culture re ERS
1.2   Physical resources and facilities for the programme (set)
1.2.1   Learning environment (e.g. classrooms, study spaces, library)
1.2.2   IT: e-learning platform, databases, computer access, etc.
1.3   Faculty for the programme (set)
1.3.1   Adequacy of faculty: qualifications, size and subject profile
1.3.2   Faculty intellectual contribution (e.g. research) to teaching
1.3.3   Teaching ethos towards academic depth & rigour

1.3.4	Internationalisation of the faculty
1.3.5	Faculty engagement with the world of practice
1.3.6	Faculty engagement with ERS
1.3.7	Faculty management (e.g. workload, performance, development)

2. Programme Design

SECTION	
2.1	**Programme objectives and target markets**
2.1.1	Coherence of programme objectives & fit with institutional context
2.1.2	Appropriateness of target markets & intended graduate profile
2.1.3	Marketing/promotion of the programme (including institutional context)
2.2	**Curriculum design**
2.2.1	Clarity of programme rationale
2.2.2	Specification of Intended Learning Outcomes (ILOs)
2.2.3	Programme structure and content/coverage
2.2.4	Balance of academic and managerial dimensions
2.2.5	Inclusion of external guidelines (e.g. EQUAL, PRME)
2.2.6	Up-to-date design including opportunities for integrated learning
2.2.7	International focus of the programme
2.2.8	Responsiveness to needs of the world of practice
2.2.9	Coverage of ERS and other trends in society
2.3	**Design of delivery modes and assessment methods**
2.3.1	Appropriateness of delivery methods (FT, PT, modular, online)
2.3.2	Structure and balance of in- to out-of-class learning
2.3.3	Quality of programme management & administration
2.3.4	Quality of student handbooks, etc.
2.3.5	Assessments methods explicitly designed to match ILOs
2.3.6	Range of student assessment methods

2.3.7	Focus on individual assessment

3. Programme Delivery and Operations

SECTION	
3.1	**Student recruitment**
3.1.1	Appropriateness of entry criteria & their application in selection
3.1.2	Quality of incoming students – qualifications & experience
3.1.3	Internationalisation of the student body
3.1.4	Enrolment and induction processes
3.2	**Pedagogy**
3.2.1	Quality of teaching & learning delivery
3.2.2	Pedagogical innovation (e.g. use of e-learning platforms)
3.2.3	Quality of the teaching/learning materials
3.2.4	Focus on student centred learning
3.3	**Personal development of students**
3.3.1	Quality of overall personal development
3.3.2	Individualised learning support from faculty
3.3.3	Development of transferable intellectual skills
3.3.4	Quality of support services (e.g. counselling, international office)
3.4	**International aspects**
3.4.1	Quality of overall international learning experience
3.4.2	Quality of the international partners & exchanges
3.4.3	Student take up of opportunities to study/work abroad
3.4.4	Preparation as potential international managers
3.5	**Interactions with the world of practice**
3.5.1	Quality of overall practical learning experience
3.5.2	Teaching input from practitioners
3.5.3	Other involvement with the world of practice (e.g. provision of internships)
3.5.4	Take up of opportunities for project-based work, internships

3.6	Ethics, Responsibility and Sustainability
3.6.1	Quality of the overall ERS learning experience
3.6.2	Linkage of ERS to the students' future roles as managers

4. Programme Outcomes

SECTION	
4.1	Quality of student/participant work
4.1.1	Objectivity & rigour in the assessment process
4.1.2	Confirmed achievement of ILOs
4.1.3	Standards of student exams/coursework
4.1.4	Standards of student theses/projects/dissertations
4.1.5	Evidence of academic depth
4.1.6	Progression and pass rates meet international norms
4.2	Graduate quality
4.2.1	Quality of graduates meets programme objectives
4.2.2	Quality of career placement services
4.3	Alumni
4.3.1	Support for and from the programme's alumni association
4.4	Programme reputation
4.4.1	Evidence for programme reputation

5. Quality Assurance Processes

SECTION	
5.1	Design and review processes
5.1.1	Institutional QA systems
5.1.2	Programme design/review & approval process
5.1.3	Inclusion of different stakeholder perspectives
5.1.4	Internal annual programme review
5.1.5	External periodic fundamental review processes
5.2	Quality assurance on operations
5.2.1	Student feedback on teaching & programme quality

5.2.2   Monitoring of teaching quality by programme management
5.2.3   Monitoring of the assessment regime for consistent standards
5.2.4   Feedback to students on assessments

EPAS CRITERIA EVALUATION FORM
Overall Assessment

Name of the Institution:

Name of the Programme (or Programme Set):

Date of the evaluation:

Does the Programme (Set) qualify for EPAS Accreditation?	YES or NO
Please state the Programme's: **Strengths**	**Weaknesses**
If yes, for what period should accreditation be awarded?	3 YEARS or 5 YEARS
In the case of a 5-year recommendation, please state your suggestions for the Development Objectives to be followed by the Institution during the accreditation period. In the case of a 3-year recommendation, please state your suggestions for the Areas of Required Improvement required from the Institution in order to maintain accreditation.	1. 2. 3. Other comments:
Please identify one activity of the Institution which could be considered as good/best practice. *Note: If you did not see an example of good or best practice during the review, then please leave this section blank.*	

ANNEX 12

EPAS Doctoral Accreditation

EPAS
DOCTORAL ACCREDITATION

1.   Definition and Scope of Doctoral Programmes

The EPAS system covers so-called first doctorates, which may be pursued after successfully completing a Bachelors programme (e.g. US/UK PhD/DBA programmes) or a Master's programme (e.g. Continental European doctorates). The scope is therefore confined to programmes leading to a PhD, DBA or Doctor equivalent and excludes advanced doctoral qualifications (e.g. Habilitation leading to a Dr. habil or DSc).

The scope of EPAS only extends to formal degree programmes at the doctoral level. In addition to writing a thesis, they must include a taught component, which prepares students to conduct individual research.

2.   Characteristics of Doctoral Degrees

The following characteristics are drawn from the EQUAL Position Paper on Doctoral Degrees[2] in Business and Management and the Dublin Descriptors (JQI Oct 2004). Doctoral degrees are third cycle degrees (Bologna framework) and therefore above the level of Masters degrees or equivalent. Students being awarded doctoral degrees should have demonstrated:

- A systematic understanding of a field of study and mastery of the skills and methods of research associated with that field
- The ability to conceive, design and implement a substantial process of research with scholarly integrity
- A contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication
- The capability of critical analysis, evaluation and synthesis of new and complex ideas
- The ability to communicate with their peers, the larger scholarly community and with society in general about their areas of expertise
- The ability to promote (within academic and professional contexts) technological, social and cultural advancement in a knowledge-based society

Doctoral degrees in Business and Management can place emphasis on the development of new knowledge and theoretical perspectives and this will normally lead to PhD or DPhil or similar titles. They can also be oriented towards a significant contribution to the enhancement of applied/professional practice through the application and/or development

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[2] New EQUAL Guidelines on Doctoral Degrees were published in 2016 and are included in the latest version of the document *Guidelines & Position Papers: Supporting Material for the EQUIS and EPAS Accreditation Systems* which can be downloaded from the EFMD website.

of theoretical frameworks. Where this is the main orientation, this will normally lead to the DBA or similar title.

3.   Eligibility

For a doctoral programme to be eligible to enter the EPAS process, it must have the following characteristics:

   a. A formally structured format, e.g. research methods and advanced theory courses (possibly embedded in a separate Research Masters programme) usually delivered by research-active faculty
   b. Appropriate entry criteria (recognising country differences)
   c. At least 3 years of graduates with a minimum aggregate of 10 graduates over a 3-year period (replaces Item 6*)
   d. Minimum aggregate intake of 20 students for the past 3 years (replaces Item 7*)
   e. Offered within a strong research environment in which most faculty should be actively involved in research
   f. Supervising faculty should normally themselves have doctorates and should have a strong track record of conducting high quality research appropriate to the subject.
   g. Next to the advancement of knowledge, doctoral research should be practically relevant in its specific context (replaces Item 9*).

Unless stated otherwise above (marked *), the general EPAS eligibility criteria apply (see Section 4.1 of the EPAS Process Manual).

4.   Review Criteria (following the EPAS Programme Accreditation Framework)

The criteria will follow the structure of the EPAS Programme Accreditation Framework and, unless stated otherwise in this Annex, the general EPAS criteria will also apply. The following criteria amplify and clarify the standard EPAS criteria in the context of doctoral programmes. They are often put in question form allowing the Peer Review Team to use their judgement according to circumstances.

Institutional Context

   a. Sustainability
      • Does the Institution offer a vibrant research environment so as to sustain a doctoral programme?
      • Does the Institution have sufficient resources (e.g. research student funding) to sustain the programme in the longer term?

   b. Faculty
      • Are faculty members actually involved in the programme doctorally qualified? In particular, do faculty acting as main or chief supervisors hold doctoral degrees? If not, do they have a significant and current research record?
      • Are the faculty members involved in thesis supervision themselves research active and are they publishing academically on a regular basis? Are they supervising doctoral research projects in their specialist area of expertise?
      • Do the supervisors have sufficient supervisory experience and/or training?
      • Do they have sufficient time capacity to supervise their current number of doctoral students?

- How are the faculty managed relative to the doctoral programme? For example, how is it decided who is involved in the programme (either teaching or supervising); how do faculty develop from junior to senior supervisors; what incentives are offered (e.g. supervision included in work load allocations)?

c. Resources/Infrastructure
- Is funding available to students for research purposes (e.g. data collection) and for attending research conferences?
- Are there opportunities for students to earn additional income through teaching or other academic activities?
- How effective have the Institution and/or the students been in the past in obtaining research funding in support of doctoral research projects?
- Is satisfactory research space made available to students, e.g. own desk or office?
- Are IT services received by students satisfactory? Is there sufficient access to information resources (e.g. research library, databases, statistical software)? (The Institution should benchmark itself against international state-of-the-art in tabular form.)

Programme Design

a. Curriculum design
- Do students receive an adequate training in research methods enabling them to carry out independent research at the thesis stage of the programme?
- Does the curriculum include taught subject-based classes designed and appropriate for doctoral students?
- Are there other formal learning / personal development activities?
- What are the formal research supervision arrangements? How often can students expect to have discussions with their supervisors?

b. Delivery modes
- Can students study part time? If so, how does the programme operate for taught classes and how is supervision made effective?
- Are doctoral students treated equally in terms of research supervision, funding, assistantships etc.?

c. Assessment design and progression
- How is student progress monitored? What are the criteria for progressing to the next stage? What are the processes (e.g. annual presentation before a committee or jury) for progress decisions?
- What format of thesis is expected from doctoral students (e.g. monographic thesis vs. 3-paper format)? Why is this format chosen by the Institution?
- How is the final assessment made? Is there an oral defence of the thesis? Are external assessors involved in this assessment?
- How are theses outcomes made available to the wider research community?

Programme Delivery & Operations

a. Student recruitment
- What are the entry requirements and is a Master's degree or equivalent a necessary pre-requisite?
- Do students have to submit a draft research proposal as part of their application portfolio? How important is this proposal for the selection decision?

- Does the programme have a critical intellectual mass in terms of the student body's cultural and subject area mix?
- Are there any constraints imposed on the students' selection of thesis topics potentially impacting on the quality of thesis output (e.g. third-party funded research)?
- Are students treated as faculty members and, if so, in what way? Is the resulting workload appropriate?

b. Pedagogy
- Are the teaching methods and learning materials appropriate for a doctoral-level programme?
- Do students receive a sufficiently broad introduction to the literature in their field of specialisation (e.g. finance)?
- What guidance and support do students receive in understanding the literature underpinning their thesis-related research?

Programme Outcomes

a. Assessment output
- Have the graduates from the programme generally met the Descriptors for third cycle degrees stated in Section 2 above?
- What is the quality of the student theses?
- Do student theses have appropriate academic depth?
  - Is there a sound methodology based on a wide and deep bibliography?
  - Were the research questions well specified?
  - Was the theoretical or empirical work carried out rigorously?
  - Were reasonable conclusions drawn?
  - Were wider implications and possibly applications discussed?
  - Were lines of further research envisaged?
  - Was there a contribution to knowledge or practice?
- Do students normally publish academic journal articles from their doctoral research?
- What are the completion rates (% of intake) and times to completion?

b. Personal development – qualities and attributes
- To what extent have students developed as independent researchers?
- Have they developed teamwork skills for collaborative research?
- Have they acquired a culture of publishing in journals?
- Have they had the opportunity to develop teaching skills?
- Have they had the opportunity to act as student mentors or perhaps project supervisors at lower levels?
- To what extent do doctoral students conduct research supplementary to writing their thesis?

c. Career impact
- For those targeting an academic career, what has been their initial job profile? Which Institutions made job offers and at what level? What impact have past graduates made in their first 5 years after graduation?
- For those targeting a professional career, in what types of organisation and in what roles have graduates been employed after graduation? What has been their career progression in the first 5 years after graduation? What impact have they made on their employer's organisation?

d. Doctoral programme reputation
- What evidence is there for the reputation of the programme nationally and internationally?

Quality Assurance Processes

- What QA features, additional to the normal academic QA systems in the Institution, apply to the doctoral programme?
- Does the Institution have formal ethics guidelines for research, which also apply to the doctoral programme? Has the Institution established an Ethics Committee to enforce these guidelines and how effective is enforcement?
- Has the Institution appointed a Committee or an Ombudsman to ensure that conflicts between supervisors and doctoral students are resolved in a fair manner?

5.   Peer Review Visit

In the case of a PhD programme, the EPAS Office may replace the non academic reviewer in the Peer Review Team by a fourth academic.

The visit will follow a specific template (to be provided by the EPAS Office) similar to the normal template with the following modifications:

- Session with programme management reduced to 60 minutes
- No session with representatives from the world of practice
- Two consecutive faculty sessions, one with faculty active in the taught part of the programme and one with supervisors of doctoral theses
- Additional time in the Base Room for reading of theses, etc.

6.   Base Room Requirements

Additional materials need to be supplied in order for the Peer Review Team to evaluate the quality of doctoral thesis work:

- The Institution is asked to supply doctoral thesis abstracts for either the 30 most recent graduates or all graduates for the past 5 years (whichever number is lower). The EPAS Office will then select 12 for which the following information in hard copy should be supplied:

  - o   a copy of the doctoral thesis
  - o   a copy of the current CV (if available)
  - o   copies of publications derived from the doctoral thesis
  - o   other major publications since graduation

  The thesis abstracts should be sent to the EPAS office together with the draft visit schedule 8 weeks before the date of the Peer Review Visit.

- The Institution is asked to supply a tabular listing of all current faculty supervisors, which includes
  - o   research performance for the past 3 years as judged by the Institution

- completed supervisions for the past 5 years as well as current supervisions, possibly differentiated between different supervisory roles (e.g. first or second reader).

- The Institution is asked to supply a table matching numbers of research-active faculty with the numbers of doctoral students in the different subject areas covered by the programme.

ANNEX 13

EPAS Review of Technology Enhanced Learning (TEL) Provision
including On-Campus, Distance, Online and Blended Learning

EPAS REVIEW OF TEL PROVISION

INCLUDING ON-CAMPUS, DISTANCE, ONLINE AND BLENDED LEARNING

Additional guidance for Schools and Reviewers

The use of Technology Enhanced Learning (TEL) has become increasingly common both on- and off-campus. The term Technology Enhanced Learning has in the past often been used in the context of distance learning but is just as reasonably used to refer to technology enhanced classrooms and learning *with* technology, rather than simply *via* technology (i.e., on-campus as well as off-campus provision). Examples of on-campus TEL include the use of simulations in seminars and workshops and such physical facilities as trading rooms. The delivery mode may entail a mix of teaching or learning materials in hard copy or electronically; teaching by tele- or video- or e-conferencing; student support at a distance or locally; assessment locally or centrally by means of electronic or hard copy, etc. Terms such as Distance Learning (DL), Online Learning (OL) and Blended Learning (BL) are often used to describe different means of delivery, but each can be a form of Technology Enhanced Learning.

Notwithstanding recent TEL developments and this diversity, the normal EPAS Standards and Criteria apply. The guidelines provided in the form of the following questions are thus intended to assist Institutions and Programme Directors in complying with EPAS Standards and Criteria irrespective whether TEL takes place on- or off-campus. Having said that, off-campus delivery may present certain challenges so specific questions are raised concerning Distance and Online delivery in addition.

1. Institutional Context

- What is the strategic rationale for TEL provision (i.e., in line with Institution's strategic imperatives)?
- What is the rationale for the specific TEL environment chosen?
- What impact does the provision of TEL have on the markets in which the institution operates?
- What are the strategic considerations associated with the choice of technology?
- What opportunities and risks has the institution recognised in respect of TEL?
- How well is TEL resourced and supported by the Institution? In particular, is the technology state-of-the-art and is the support infrastructure appropriate?
- Is the e-learning platform satisfactory for this mode of delivery and does it allow for ease of interactive communication between faculty and students, and within student cohorts?
- Do both on- and off-campus students have good access to academic learning and support materials?
- Has the Institution's core faculty been sufficiently developed to deliver in this mode? If non-core faculty (including local off-campus, learning designers and technical staff) members are used, what learning and teaching qualifications and experience do they have?

- What expertise does the programme team have regarding the technical planning, design, maintenance and on-going use of TEL?
- What resources (e.g., human, financial) are used regarding the technical planning, design, maintenance and on-going use of TEL? Are they sufficient?
- What processes exist for the development of TEL study materials? What incentives exist to encourage faculty to develop such courses and how is this reflected in the Institution's workload management system?
- How has the Institution's strategic position changed as regards to TEL over recent years?

2. Programme Design

- If the programme is delivered at a distance, are the degree award, its academic standards and its curriculum equivalent to the Institution's on-campus offerings, particularly when using the same degree title?
- Does the planning of the online programme follow design principles or a set of guidelines and/or templates? How do you ensure that the programme is well-structured, consistent and clear?
- When offering the same degree on- and off-campus, are the programme objectives and ILOs the same; are the component courses and their ILOs broadly similar; are the assessment methods similar and should they lead to the standards of student work being comparable?
- What adjustments does the Institution apply to the management of TEL delivery? How well do these adjustments address the challenges of operating programmes in TEL mode?

3. Programme Delivery & Operations

- Are the selection criteria for students applying to the programme the same across delivery modes? Is the quality of the students comparable whether on-campus or off-campus?
- Do students have an induction into learning methods for TEL study? What academic and welfare support mechanisms are in place for them?
- How effective is the interaction between students themselves and with faculty and programme management? What are the interactive, communicative and collaborative elements of the programme? Does it enhance learning?
- What is the quality of the learning materials and how well are they designed to support TEL delivery?
- What are the differences in teaching/learning methods for the distance learning/online delivery vis à vis on-campus delivery? Do these lead to a broadly similar learning experience at least in terms of achieving the overall ILOs?
- What Learning Analytics[3] is collected and how is it used to assess student progress and to personalise the learning experience?
- How are projects and theses supervised?
- How are the students' international and practical learning experiences facilitated?
- What is the general technological infrastructure of the programme (e.g., web tools, video)? Is it sufficient and kept up-to-date?

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[3] **Learning analytics** refers to the measurement, collection, analysis and reporting of data about **learners** and their contexts, for purposes of understanding and optimising **learning** and the environments in which it occurs.

- How is networking among participants encouraged?
- Which processes test and ensure the usability and reliability of the TEL technology prior to programme start? How are potential new technologies reviewed and, when appropriate, incorporated into programmes?
- How are the TEL technologies intended to add value to the learning experience?

4. Programme Outcomes

- Is the standard of actual student work comparable whether delivered on- or off-campus provision?
- Are effective processes in place to ensure that work submitted is the student's own work?
- Do the Intended Learning Outcomes (ILOs) of Distance programmes match those of equivalent programmes offered on-campus? If not, explain the differences.
- Do progression rates and grading or degree results compare across delivery modes?
- Do the students receive appropriate support for career placement and alumni interaction irrespective of programme delivery formats?

5. Quality Assurance Processes

- What systems are in place to ensure that the quality of TEL programmes / courses meet established standards?
- What systems are in place to ensure that the quality of off-campus programmes/courses meet the standards of on-campus provision?
- If the School has an external service provider or strategic partner for online/blended programmes, how is the quality assurance of the third party ensured? Outline the quality assurance processes that are in place for the review of TEL technology.
- What methods are used to monitor teaching/learning quality?
- What methods are used to ensure the integrity of student assessment methods?
- How are the views of off-campus students collected and integrated into the periodic reviews of the programme?
- What procedures/processes does the institution have in place to spot off-campus students with learning difficulties at different stages of the programme? What support is in place for these students?

ANNEX 14

EPAS Progress Report Forms

EPAS ANNUAL PROGRESS REPORT FORM 2019

Name of the Institution:	
Name of the Programme (Set):	
Date of Accreditation Decision:	

Areas of Required Improvement of the Programme (Set):	
1	
2	
3	

Progress Report 1:			
Due Date:	Day/Month/Year		
Submitted:	Day/Month/Year		
Feedback Provided:	Day/Month/Year		
Overall assessment of progress:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable
Progress Report 2:			
Due Date:	Day/Month/Year		
Submitted:	Day/Month/Year		
Feedback Provided:	Day/Month/Year		
Overall assessment of progress:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable

(Information above added by EFMD Quality Services)

Guidelines:

- The Institution should be aware that the achievement of progress is a very important dimension in re-accreditation decisions of the EPAS Accreditation Board. The Accreditation Board may deny re-accreditation if the Institution has shown insufficient effort in addressing the Areas of Required Improvement and no tangible progress has been achieved for most of them.

- The *EPAS Progress Report Form* represents a living document enabling Institutions to record relevant changes and initiatives for the programmes (or programme sets) accredited within the EPAS system. These reports, including the feedback, are an important part of the documentation received by the Peer Review Team for re-accreditation. In the first year, plans for action should be stated at minimum and, in the second year, tangible progress must be reported backed by factual evidence.

- The Institution will receive a customised progress report form at least 9 months prior to the submission deadline. Only this customised form may be used for progress reporting by adding text in the appropriate boxes. When completing the form, **please do not delete any sections and do not change the formatting of this template.**

- The Institution is expected to address the headings of each text box with a succinct but informative summary of the programme developments. **It is essential that all arguments are supported by factual evidence and that the effectiveness of developmental initiatives is evaluated on the basis of tangible impact.** Normally the length of the report should not exceed 8 pages for 1 programme (or programme set) and 12 pages for 2 programmes (or programme sets) excluding any appendices.

- The Institution may support its arguments with internal documents, which can be added as separate appendices. This option should however be used **very selectively**. The Institution should be aware that the next Peer Review Team will receive past progress reports without any appendices.

- A formal overall rating for each Area of Required Improvement of the progress report includes the following categories:
  - *Above Expectations:* The Institution appears to be making significant progress. At the present state and given the evidence presented, the Institution is expected to deal with the Areas of Required Improvement to the full satisfaction of the EPAS Accreditation Board.
  - *Meets Expectations:* The report is sufficiently detailed and demonstrates that the Institution is making sufficient progress. At the present state and given the evidence presented, there is a reasonable chance that the Institution will be able to deal with most of the Areas of Required Improvement to the full satisfaction of the EPAS Accreditation Board.
  - *Below Expectations:* The report is sufficiently detailed, but shows that the Institution is making insufficient progress in addressing the Areas of Required Improvement. At the present state and given the evidence presented, the Institution is unlikely to satisfy the expectations of the EPAS Accreditation Board.

- In addition, a formal overall rating of the whole report has been introduced:
  - *Above Expectations:* Overall progress exceeds the expectations of the EPAS Accreditation Board
  - *Meets Expectations:* Overall progress meets the expectations of the EPAS Accreditation Board
  - *Below Expectations:* Overall progress fails to meet the expectations of the EPAS Accreditation Board
  - The report may be deemed *Not Acceptable* if it is excessively vague and lacks factual support in key areas. In this case, the Institution is asked to revise and resubmit the progress report within 4 weeks after receiving the initial feedback.

FIRST PROGRESS REPORT Year 2019-2020

Strategic Developments within the Institution and/or the Programme (Set)

Description of strategic developments within the Institution/Programme (Set)

Add text here…

Feedback from the EPAS Office:

Area of Required Improvement 1 <Description added by EPAS Office>

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).
Add text here…

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Area of Required Improvement 2 <Description added by EPAS Office>

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).
Add text here…

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Area of Required Improvement 3 <Description added by EPAS Office>

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).
Add text here…

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Other Developments
Description of Other (Relevant) Developments
Add text here…
Feedback from the EPAS Office:

Overall Feedback Year 2019-2020
Overall Feedback

ANNEX 1 - Student Intake Numbers

Please complete the table below and provide data on the profile of applicants and student intakes into the 1st year of study (for the 3 most recent years) for each mode of delivery and intake. There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

	Current year	Last year	Second last year
No. of formal applicants			
No. of applicants who were offered a place			
No. of offers accepted by applicants			
No. of students actually enrolled in current 1st year intake			
Average no. of years of work experience			
Least no. of years of work experience on the programme			

Notes
1. There should be a minimum of 25 (20 for specialist programmes) students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
2. The no. of years of work experience is not applicable for Bachelor or first degree programmes.

Feedback from the EPAS Office:

SECOND PROGRESS REPORT Year 2020-2021

Strategic Developments within the Institution and/or the Programme (Set)

Description of strategic developments within the Institution/Programme (Set)

Add text here…

Feedback from the EPAS Office:

Area of Required Improvement 1 <Description added by EPAS Office>

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).
Add text here…

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Area of Required Improvement 2 <Description added by EPAS Office>

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).
Add text here…

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Area of Required Improvement 3 <Description added by EPAS Office>

Description of progress towards the Area of Required Improvement

Please mention general developments relevant for the Area of Required Improvement as well as specific initiatives and developments (milestones and achievements).
Add text here…

Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Other Developments
Description of Other (Relevant) Developments
Add text here…
Feedback from the EPAS Office:

Overall Feedback Year 2020-2021
Overall Feedback

ANNEX 1 - Student Intake Numbers

Please complete the table below and provide data on the profile of applicants and student intakes into the 1st year of study (for the 3 most recent years) for each mode of delivery and intake. There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

	Current year	Last year	Second last year
No. of formal applicants			
No. of applicants who were offered a place			
No. of offers accepted by applicants			
No. of students actually enrolled in current 1st year intake			
Average no. of years of work experience			
Least no. of years of work experience on the programme			

Notes
1. There should be a minimum of 25 (20 for specialist programmes) students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
2. The no. of years of work experience is not applicable for Bachelor or first degree programmes.

Feedback from the EPAS Office:

EPAS MIDTERM PROGRESS REPORT FORM 2019

Name of the Institution:	
Name of the Programme (Set):	
Date of Accreditation Decision:	

Development Objectives for the Programme (Set):	
1	
2	
3	

Midterm Progress Report:			
Due Date:	Day/Month/Year		
Submitted:	Day/Month/Year		
Feedback Provided:	Day/Month/Year		
Overall assessment of progress:			
Above Expectations	Meets Expectations	Below Expectations	Not Acceptable

(Information above added by EFMD Quality Services)

Guidelines:

- The Institution should be aware that the achievement of progress is a very important dimension in re-accreditation decisions of the EPAS Accreditation Board. The Accreditation Board may deny re-accreditation if the Institution has shown insufficient effort in addressing the agreed Development Objectives and no tangible progress has been achieved for most of them.

- The *EPAS Progress Report Form* represents a living document enabling Institutions to record relevant changes and initiatives for the programmes (or programme sets) accredited within the EPAS system. These reports, including the feedback, are an important part of the documentation received by the Peer Review Team for re-accreditation. Plans for action should be stated and tangible progress must be reported backed by factual evidence.

- The Institution will receive a customised progress report form at least 9 months prior to the submission deadline. Only this customised form may be used for progress reporting by adding text in the appropriate boxes. When completing the form, **please do not delete any sections and do not change the formatting of this template.**

- The Institution is expected to address the headings of each text box with a succinct but informative summary of the programme developments. **It is essential that all arguments are supported by factual evidence and that the effectiveness of developmental initiatives is evaluated on the basis of tangible impact.** Normally the length of the report should not exceed 8 pages for 1 programme (or programme set) and 12 pages for 2 programmes (or programme sets) excluding any appendices.

- The Institution may support its arguments with internal documents, which can be added as separate appendices. This option should however be used **very selectively**. The Institution should be aware that the next Peer Review Team will receive past progress reports without any appendices.

- A formal overall rating for each Development Objective of the progress report includes the following categories:
  - *Above Expectations:* The Institution appears to be making significant progress. At the present state and given the evidence presented, the Institution is expected to deal with the Development Objectives to the full satisfaction of the EPAS Accreditation Board.
  - *Meets Expectations:* The report is sufficiently detailed and demonstrates that the Institution is making sufficient progress. At the present state and given the evidence presented, there is a reasonable chance that the Institution will be able to deal with most of the Development Objectives to the full satisfaction of the EPAS Accreditation Board.
  - *Below Expectations:* The report is sufficiently detailed, but shows that the Institution is making insufficient progress in addressing the Development Objectives. At the present state and given the evidence presented, the Institution is unlikely to satisfy the expectations of the EPAS Accreditation Board.

- In addition, a formal overall rating of the whole report has been introduced:
  - *Above Expectations:* Overall progress exceeds the expectations of the EPAS Accreditation Board
  - *Meets Expectations:* Overall progress meets the expectations of the EPAS Accreditation Board
  - *Below Expectations:* Overall progress fails to meet the expectations of the EPAS Accreditation Board
  - The report may be deemed *Not Acceptable* if it is excessively vague and lacks factual support in key areas. In this case, the Institution is asked to revise and resubmit the progress report within 4 weeks after receiving the initial feedback.

MIDTERM PROGRESS REPORT 2019-2021

Strategic Developments within the Institution and/or the Programme (Set)
Description of strategic developments within the Institution/Programme (Set)
Add text here…
Feedback from the EPAS Office:

Development Objective 1 <Description added by EPAS Office>
Description of progress towards the Development Objective
Please mention general developments relevant for this objective as well as specific initiatives and developments (milestones and achievements). Add text here…
Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Development Objective 2 <Description added by EPAS Office>
Description of progress towards the Development Objective
Please mention general developments relevant for this objective as well as specific initiatives and developments (milestones and achievements). Add text here…
Feedback from the EPAS Office:

Above expectations	Meets expectations	Below expectations

Development Objective 3 <Description added by EPAS Office>
Description of progress towards the Development Objective
Please mention general developments relevant for this objective as well as specific initiatives and developments (milestones and achievements). Add text here…

Feedback from the EPAS Office:		
Above expectations	Meets expectations	Below expectations

Other Developments
Description of Other (Relevant) Developments
Add text here…
Feedback from the EPAS Office:

Overall Feedback Year 2019-2021
Overall Feedback

ANNEX 1 - Student Intake Numbers

Please complete the table below and provide data on the profile of applicants and student intakes into the 1st year of study (for the 3 most recent years) for each mode of delivery and intake. There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

	Current year	**Last year**	**Second last year**
No. of formal applicants			
No. of applicants who were offered a place			
No. of offers accepted by applicants			
No. of students actually enrolled in current 1st year intake			
Average no. of years of work experience			
Least no. of years of work experience on the programme			

Notes

3. There should be a minimum of 25 (20 for specialist programmes) students for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.
4. The no. of years of work experience is not applicable for Bachelor or first degree programmes.

Feedback from the EPAS Office:

ANNEX 15

Policy on Collaborative Provision and Joint Programmes

POLICY ON COLLABORATIVE PROVISION AND JOINT PROGRAMMES

An increasing number of Institutions run degree programmes in collaboration with partner institutions in which the lead or parent Institution (normally the Institution seeking accreditation) makes the final award, i.e. awards the degree or diploma. Sometimes awards are made jointly. The partners may be located in the same country or offshore; they may be educational institutions, including universities, or commercial or professional organisations. Since this activity is increasing, due both to demands of mass higher education and the income generating opportunities open to business schools, EFMD has developed this policy statement on how this type of provision will be evaluated.

There are various forms of collaboration, which include for example: pure distance learning delivery, face-to-face teaching by the parent at the partner institution, fully franchised programmes taught by the partner, jointly owned and delivered programmes. In practice, there are often blurred boundaries between delivery mechanisms.

I - Single Programmes

a) **Home institution's awards:** Any programme submitted for EPAS review which also includes collaborative or off-campus delivery methods must include assessment of those methods in the EPAS process. The assessment process will follow the normal EPAS process but will also involve evaluating the Quality Assurance processes in place for the off-campus provision including host partners. However, the accreditation, once awarded, only applies to the home institution's programmes and the EPAS logo may only be used on that institution's publicity materials.

b) **Another institution's awards:** If the programme submitted for EPAS review leads to a degree award from another institution (e.g. validated degree, jointly taught degree), then the submitting home institution must have a significant degree of control (at least equal shares) over the programme in terms of its design, admissions decisions, delivery, assessment of students and the final award decisions. Without that degree of control, the programme will not be eligible for EPAS accreditation. The purpose of this policy is that institutions must have the right and ability to make such changes to the programme as required during the EPAS process. If declared eligible, the other institution(s) must also take part in the EPAS process, e.g. involvement in writing the Self-Assessment Report and attendance at the Peer Review Visit. Once accredited, the EPAS logo may be used only on the submitting home institution's programme publicity materials.

c) **Joint programmes with joint ownership and awards:** If the programme under review is owned jointly with one or more partners who all have some control over the programme in terms of design, delivery, assessment and award granting, then the revised process explained below will apply. Once accredited, the EPAS logo may be used on the programme publicity materials of all the partner institutions.

II - Joint Programmes with Collaborating Partners

1.   Background

EPAS normally assesses and accredits single programmes (or suites of programmes) from individual institutions. These programmes must have a significant international perspective. Joint programmes offered by international consortia naturally have an international perspective and EPAS has modified its processes in order to accredit such programmes. This section gives the EPAS definition of joint programmes and explains the revisions to the normal EPAS processes required to carry out the assessment of such programmes.

2.   Definition of Joint Programmes

A joint programme is defined as having the following characteristics:

a)   It is offered by a stable consortium or partnership of two or more institutions. Each of the partner institutions must be a member of EFMD and only partner institutions that are members of EFMD can have a joint programme accredited by EPAS.

b)   It is jointly designed.

c)   It is jointly taught either in one location or in several places.

d)   For example, the students stay in one location but each of the partners provides teaching input at that location or the students move from one location to another and are taught by the receiving institutions or some combination thereof.

e)   It is jointly assessed to the extent that all partners agree the forms of assessment in each location and agree the overall assessment for each student when conferring their awards.

f)   The degree is awarded by all the institutions jointly with a common degree certificate which must list all the partners that are EFMD members. However, EPAS recognises that, for legal or regulatory reasons, institutions may also have to award their own degrees.

Franchised and validated degrees offered by off-campus or offshore partners are not included in this definition. They are covered by the EPAS processes for awards from another institution explained above in section I.

3.   Revised Process

a)   The application must be led by one Institution (as the main contact point) but signed by all partners. The lead Institution would normally either be the leader of the consortium or association or be the institution at which the larger or core proportion of the programme is taught.

b)   The Self-Assessment Report needs to include the relevant background on all partners and the rationale for the joint programme. The maximum length of the report may therefore be extended as specified by the EPAS Office.

c)   The Peer Review Visit should be based at the lead Institution but may include a shorter visit to all or some of the other partners (depending on the size of the consortium). All partners should be represented at the main visit. The EPAS Office will decide on which other Institutions should be visited, if any. Visits to any

additional campuses should take place prior to the visit to the main campus. Such visits would take about a day and parallel the agenda of the main visit, i.e. meet faculty, students, alumni, etc. The subsidiary visits could be made by one or two members of the Peer Review Team. The EPAS Office will provide a revised template for the visit schedule as appropriate.

d) A key aspect of the review will be the quality assurance processes that operate across Institutions of the programme. Very clear evidence is required in this area, e.g. common operating procedures, committee minutes, common exam boards, cross representation on assessment processes, etc.

e) **In terms of fees, the lead Institution will be invoiced but the partnership would decide how to split the fees among them.** The application fee for the consortium will be the basic EPAS fee. The review and accreditation fees for the consortium will be calculated as follows: the basic EPAS fees plus 10% per partner institution. For example, a consortium of 4 partners will be invoiced for 130% of the review and accreditation fees.

f) Once the programme is accredited, any changes to the partnership members must be notified immediately to the EPAS Office which may then decide that a re-accreditation process may be appropriate.

ANNEX 16

Policy on Major Restructuring of
an Accredited Programme

POLICY ON MAJOR RESTRUCTURING OF AN ACCREDITED PROGRAMME

A major restructuring of an EPAS accredited programme may affect its quality to a significant extent. The Dean or Programme Director should in this case inform the EPAS Office without undue delay. The purpose is to provide an opportunity for assessing whether the accreditation should be reviewed. A few examples of a major restructuring are a complete re-design of a single programme resulting in structural change and significantly different content, merger of the single programme within a broader programme suite or set, or significant change in the core component of an accredited suite or set of programmes. The definition of major restructuring also extends to any form of institutional disruption with a substantial impact on programme operations. An example is an Institution in financial distress implementing cost-cutting measures with tangible effects on programme quality.

- As soon as the plans for a significant restructuring of an EPAS accredited programme are confirmed and are expected to become operational, the Dean (or Programme Director) should write to the EPAS Office describing the planned restructuring. The information should be provided not later than the date on which the restructuring will be formally implemented.

- An ad-hoc committee involving at least two of the EPAS Directors will preliminarily determine whether the reported restructuring is considered to be major or minor. For this purpose, a minor restructuring is one that

  a. is unlikely to affect the quality of the programme so as to require changing its accreditation status (5 year or 3 year), or
  b. alters the nature of the programme so moderately that a new accreditation process is clearly not required.

  A conference call or a personal meeting with the Dean or Programme Director may be required in order to clarify or amplify the information provided.

- If the ad-hoc committee members above unanimously agree that the restructuring is minor, the Institution will be informed and its next EPAS re-accreditation will take place as originally planned.

- If the ad-hoc committee members above do not unanimously agree that the restructuring is minor, it will be considered major and the Institution will be informed that the process described below will be applied to them.

- Within three months of the date on which the major restructuring was formally approved by the Institution, the Institution will send to the EPAS Office an updated Application Datasheet reflecting the new structure and a brief report (up to 5 pages), describing the major differences between the old and the new versions of the programme.

- The Application Datasheet, the brief report on major differences, and a commentary written by an EPAS Director will be submitted to the EPAS Accreditation Board (AB) at its next meeting to decide on the accreditation status of the restructured programme. The decision, made by a simple majority vote of the EPAS AB members attending, can be:

    a. **Temporary suspension of the programme's EPAS Accreditation** until it goes through a new accreditation process.
    This decision will be based on one or more of the following reasons:
       o The new programme is substantially different from the one originally accredited.
       o The new programme no longer satisfies the EPAS Eligibility criteria.
       o The quality of the new programme is perceived to be substantially lower in one or several of the quality dimensions in the EPAS accreditation process.
    The Institution will continue to appear in the list of EPAS Accredited programmes with the label "Accreditation temporarily suspended due to major restructuring". It will do so under its new name if the name of the programme has been changed.

    b. **Maintenance of EPAS Accreditation** until its original period of validity expires; i.e. the AB does not accept the ad hoc committee recommendation.

- When the Institution has had its EPAS accreditation temporarily suspended by the EPAS AB, it must go through a new accreditation process within one year, i.e. it will need to go through the Self-Assessment and Peer Review phases.

- Any new accreditation will in principle be considered an initial accreditation although the EPAS AB will, at the appropriate time, not only decide what kind of accreditation will be granted but also whether the EPAS records should show it as the initial accreditation of the "new" restructured programme or as another re-accreditation of the "old" but restructured programme.

- The processes described may accelerate or delay the planned re-accreditation of a programme. For example, a programme that was accredited one year ago for 5 years and that is formally implementing a major restructuring in 6 months may have to go through a re-accreditation before the time of its last accreditation expires. On the other hand, a programme that was accredited 2 years ago for 3 years and that is formally implementing a major restructuring in 6 months may be entitled to postpone its originally planned accreditation for up to a further year. The justification for a delay is that a major restructuring may require some time to become embedded.

- Once the EPAS AB has made the decision to temporarily suspend the programme's accreditation due to a major restructuring, the annual Accreditation Fee for any remaining period of the previous accreditation will no longer be due. Thus if paid annually, no more payments will be due and, if paid in advance, monies paid for the remaining period will be credited towards any new fees due. Full fees will be charged for the new cycle, i.e. the Application Fee, the Review Fee and new annual Accreditation Fees as appropriate.

ANNEX 17

EFMD Confidentiality Agreement

EFMD

CONFIDENTIALITY AGREEMENT

IN RELATION TO:

EPAS – EFMD PROGRAMME ACCREDITATION SYSTEM

Name of the Institution:
(delete if not relevant)

Date of the Visit:
(delete if not relevant)

I hereby agree to respect the confidentiality of all information provided to me in the context of my role as an EPAS Peer Reviewer / Advisor or as a member of the EPAS Accreditation Board / EPAS Committee *(delete as appropriate)*.

I also agree to declare any potential conflicts of interest in accordance with the *Policy on Potential Conflicts of Interest for EFMD Peer Reviewers*.

Signature: Date:

NAME
TITLE
ORGANISATION
ADDRESS

ANNEX 18

Policy on Potential Conflicts of Interest for EFMD Peer Reviewers

POLICY ON POTENTIAL CONFLICTS OF INTEREST FOR EFMD PEER REVIEWERS

The credibility and value of EFMD's quality improvement and accreditation systems depend, inter alia, on ensuring that there is no bias (real or perceived) in favour of or against the Institution or Programme being assessed. It is therefore necessary to ensure that there is no conflict of interest in the appointment of Peer Reviewers. Since EFMD cannot be aware of all possible causes of potential conflicts of interest, it must be the responsibility of those volunteering or being invited to be part of the Peer Review Team for a given Institution to declare any actual or potential conflict of interest as soon as possible to the EFMD Quality Services Department.

Some **sources of potential conflicts of interest** may include:

1. The following types of <u>relationships</u>, current or past, with the Institution or with one of its closest competitors or collaborators:

   - Graduate
   - Employee
   - Member of the part-time or visiting faculty
   - Consultant, advisor or member of an Advisory Board

2. A current or past <u>personal conflict</u> with the Institution or any of its current or recent leaders.

3. <u>Reciprocity</u>: one of the members of the Institution to be reviewed has in the recent past assessed the reviewer's own home institution either in an EFMD review or in some other capacity.

4. <u>Hidden agendas</u>: having been approached by the Institution to encourage him or her to volunteer to be a peer reviewer of the Institution.

5. Any other reason that could be perceived by others to bias the judgement of the reviewer, even if the reviewer is confident that this will not be the case.

The extent of the potential conflict of interest depends on the specific circumstances (duration and intensity of the relationship, time since occurrence, degree of competition or collaboration between Institution assessed and the reviewer's own Institution, etc.) surrounding the situations described above. For example, working for one of the several partners of the Institution to be assessed will not be usually considered as a source of conflict of interest.

Once the conflict of interest is declared, the **EFMD Quality Services Department will act as follows**:

a) When the Peer Reviewer declares a conflict of interest that may be perceived as a potential source of bias <u>against</u> the Institution, the Quality Services Department will ask the Institution to be assessed for approval, as is done for the local Peer Reviewer.

b) When the Peer Reviewer declares a conflict of interest that may be perceived as a potential source of bias <u>in favour of</u> the Institution, the Quality Services Department will determine whether the Peer Reviewer should be excluded from the specific team.

Judgement is necessary to find the balance between declaring negligible conflicts of interest and ensuring that true potential conflicts of interests are actually declared. Conflicts of interest should be declared as soon as possible to the member of EFMD making the invitation to participate in the Peer Review Team for a given Institution. When the source of the conflict of interest needs to be kept confidential, this should also be made explicit.

The EFMD Quality Services (QS) Department will also maintain and regularly update an open register of the additional external interests of all QS Directors. As these individuals work with EFMD as part-time consultants, they are likely to be involved in other business school activities. When these conflict with their QS responsibilities, they will declare the conflict of interest and not take any part in any stage of the accreditation process of the Institution concerned.

ANNEX 19

Policy on Use of EPAS Accreditation
for Publicity

POLICY ON USE OF EPAS ACCREDITATION FOR PUBLICITY

Purpose of the policy

To ensure that

- The EPAS label and logo are applied only to the Institutions whose programmes have been accredited;
- The logo is not applied to partner Institutions (except in the case of a joint programme delivered by a consortium as described in Annex 14);
- All accredited Institutions apply the EPAS brand in a consistent way;
- Publicity of EPAS is as wide and informative as possible to the benefit of the Institution and the entire community of institutions with EPAS-accredited programmes.

Use of the EPAS logo

Reference to EPAS accreditation may be made and the EPAS logo may be used on any publicity material which is produced in the name of the accredited Institution alone.

The logo may not be used on co-branded materials (e.g. programme brochures) with partner institutions such as for off-shore or off-campus provision. However, such materials may mention EPAS accreditation of the parent institution in text inside the brochure.

The use of the EPAS logo must always conform to the EFMD guidelines. The EPAS logo must always include the word "EPAS" in capital letters since this acronym is the official name.

Use of comments from the Peer Review Report

The Peer Review Report may not be published and no explicit extracts or other data from it may be quoted in the Institution's publicity materials. If an Institution wishes to publicise parts of the report (e.g. for a national accreditation body), it must first receive agreement from the EPAS Office.

The Dean or Director of the Institution, through the Institution's approval procedures, decides to whom the Peer Review Report is to be distributed internally. This extends to parent institutions (if applicable) and to members of committees and advisory bodies established by or for the Institution. Information in the report should not be taken out of context and EFMD therefore requires that the report be distributed as a complete report rather than in summary or extract form. Recipients should be explicitly warned that the report is confidential and therefore further distribution by them in all or in part is strictly forbidden.

Public reference to EPAS Accreditation

When public reference is made to EPAS, Institutions should (where possible) either provide a brief overview of EPAS accreditation or provide a reference or link to the EPAS section on the EFMD website. EFMD will make a distinction between Accreditation granted for a period of 5 years or a period of 3 years. EFMD will provide this information on its website for all programmes that have been accredited or re-accredited.

Promotion of EPAS Accreditation

Effective promotion of EPAS accreditation by the Institution will help to reinforce the reputation of EPAS in the marketplace. Schools may start publicising their EPAS accreditation or re-accreditation as soon as they receive official notice (orally or written) from the EPAS Office. It is the collective effort of all Institutions with EPAS accreditation that will produce a more long lasting and effective impact. The following are examples of how an Institution might promote EPAS accreditation to its constituencies:

- Include the "EPAS Accredited" logo on the homepage of the Institution's website with a description of what EPAS stands for and a direct link back to the EPAS section of the EFMD website.

- Include the "EPAS Accredited" logo on all printed and digital material, including brochures, digital banners and stationary where the accredited programme is mentioned, following the above regulations. The EFMD communications office will provide the Institution with a custom-made promotional banner, which may be used for this purpose.

- Arrange interviews for the Dean to discuss with journalists the accreditation and the value it brings to the Institution. Explain the unique value proposition of EPAS, its key standards and criteria, and how this process will bring lasting benefits to the Institution.

- Liaise with key national and international media outlets to announce the news such as the FT, WSJ, BusinessBecause, Poets & Quants, etc.

- Place an advertisement in the EFMD business magazine "Global Focus" and/or in the BizEd magazine to announce the accreditation.

- Within the Institution, and, if applicable, parent university, spread the news via an internal mail service with a message addressed to all staff and senior management. Send a message to all professors, students, alumni, recruiters, and business contacts, telling them about the accreditation and what it means for the Institution; include it in internal communication, student and alumni magazines, distributed in printed or in electronic form.

- Post announcements on the Institution's active social media platforms, including Twitter, Facebook, LinkedIn, etc. These may include an interview with the Dean and/or the accreditation manager.

- For EPAS accreditation to generate an impact for students, ensuring international recognition of their study programme and qualifications, it is also important to develop collective pride through, for example, placing posters or banners around the Institution or the Dean communicating the news verbally. The EPAS community represents some

of the very best Institutions in the world and students need to understand what an achievement gaining this accreditation is.

- Arrange an announcement for distribution across the whole network, including university partners, recruiters, executive programmes' participants, and other key contacts.

- Mention the value of EPAS Accreditation as a key achievement of the Institution in external communications (addressed to candidates, recruiters, media, contacts with practice, etc.).

ANNEX 20

Appeals Procedure

APPEALS PROCEDURE

Against EFMD Quality Services decisions on eligibility, accreditation and certification

1. Any Institution can present an appeal against decisions on eligibility and accreditation. The Institution should notify its intention to appeal by means of a letter addressed to the Director General of EFMD not later than one month after the date of the meeting of the relevant body at which the decision being appealed was made[4]. Otherwise, the Institution will be deemed to have accepted the decision, thereby giving up any possibility of appeal at a later stage.

2. As soon as the letter notifying the intention to appeal is received, the decision being appealed will be suspended and the Institution will return to the status it had before this decision was made until the appeal process comes to an end.

3. The Institution making an appeal must substantiate its claim that there are grounds for review beyond a mere expression of disagreement with the decision. It should submit a detailed statement of its reasons for believing that the decision should be reversed. This full appeal should be submitted in writing to the Director General of EFMD not later than two months after the date of the meeting of the relevant body at which the decision being appealed was made. The Director General of EFMD will immediately forward the appeal to the President of EFMD.

4. An Institution failing to act as indicated above will be considered to have definitively renounced its intention to appeal. The suspension of the decision will then be cancelled and the decision will be enacted.

5. The President of EFMD then appoints three members of the EFMD Board, one of whom will be the Chair, to serve as a special Appeals Committee mandated to examine the appeal.

6. The Appeals Committee will study the arguments and the supporting material provided by the Institution and consult as appropriate orally or in writing.

7. The Appeals Committee will first of all seek to establish whether there are substantive grounds for reviewing the decision being appealed. Substantive grounds for review of a decision may be of two kinds:

   a) Matters of procedure where it can be demonstrated that the documented process may not have been respected
   b) Substantiated evidence that the decision was unjustified in the light of the information made available at the time of the assessment.

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[4] Decisions to remove the accreditation of a School or Programme will not be reflected in the list of accredited schools or programmes until this one-month period ends.

8. The Appeals Committee does not take a position on the appropriateness of the decision. It may conclude that there are grounds for review, in which case it requests that the decision-making body re-examines the case during its next meeting, or that there were failures in the process and that the process should be repeated from the stage where the failure occurred. Otherwise it may conclude that the appeal should be rejected.

9. The Appeals Committee will communicate its conclusions in writing to the EFMD President and to the EFMD Director General who will inform the Institution and the EFMD Quality Services Department not later than 3 months after receipt of the Appeal.

10. When the Appeal process comes to an end, the decision reached will become final.

11. If the outcome of the Appeal process is that the Institution is invited to undergo another Peer Review Visit, the review must take place within 12 months of the Appeals decision and a review fee will be charged at the rate pertaining on the date of that Appeals decision.

12. A deposit of 15,000 Euros is required when submitting the substantiated appeal. Once the substantiated document is received, the invoice will be issued. The deposit will be refunded if the appeal is upheld. If the appeal is rejected, the deposit will be donated to a charity proposed by the Institution and agreed by EFMD Quality Services.

Further Information and Contacts

If you have any questions concerning the EPAS accreditation system, or would like to receive more information, please consult the EFMD website where all documentation is available to download:

https://efmdglobal.org/accreditations/business-schools/epas/

Alternatively, you can contact the EFMD Quality Services Office:

epas@egmdglobal.org

Notes

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