

University Quality Assurance and Accreditation

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Strategies for greater compliance with International Education Standards

CFRR >>

**Centre for Financial
Reporting Reform**




WORLD BANK GROUP
Governance




Strengthening Auditing and Reporting in
the Countries of the Eastern Partnership

STAREP is co-funded by:

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DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère des Finances



Agenda

1. Goal
2. Programme accreditation
3. Institutional accreditation
4. Outcomes and benefits
5. Q&A



Introduction of Quality

Quality

noun | qual-i-ty | \ 'kwä-lə-tē \

- Merriam-Webster Dictionary:

- *degree of excellence,*
- *superiority in kind,*
- *social status,*
- *a distinguishing attribute.*



Introduction of Accreditation

Accredit

verb | ac·cred·it | \ ə-'kre-dət \

- Merriam-Webster Dictionary:
 - *to consider or recognize as outstanding.*



Quality and accreditation

- » Interlinked but with different meaning
- » Quality can be internally achieved
 - » quality assurance,
 - » quality management
- » Accreditation is official recognition of quality through aligning with international standards



Accreditation in higher education

- » Certification
- » Audit
- » Accreditation is official recognition of quality through aligning with international standards
 - » Programme accreditation
 - » Institutional accreditation
- » Focus is on school and faculties for economics and business

Accreditation agencies



- » European Foundation for Management Development - EFMD
- » Based in Brussels, Belgium, with offices in Asia and the Americas
- » Mission:
EFMD acts as a catalyst to enhance excellence in management education and development globally.
- » 900 members in 86 countries

- » The Association to Advance Collegiate Schools of Business - AACSB
- » Based in Florida USA, with offices in Singapore and Amsterdam
- » Mission:
AACSB is to foster engagement, accelerate innovation, and amplify impact in business education.
- » 1557 members in 97 countries



» EFMD

- » **EQUIS** - EFMD Quality Improvement System (institutional)
- » **EPAS** - EFMD Programme Accreditation System
- » **CLIP** - Corporate Learning Improvement Process
- » **EOCCS** - Online Course Certification System



Accreditation

» AACSB

» Institutional accreditation

- » Business

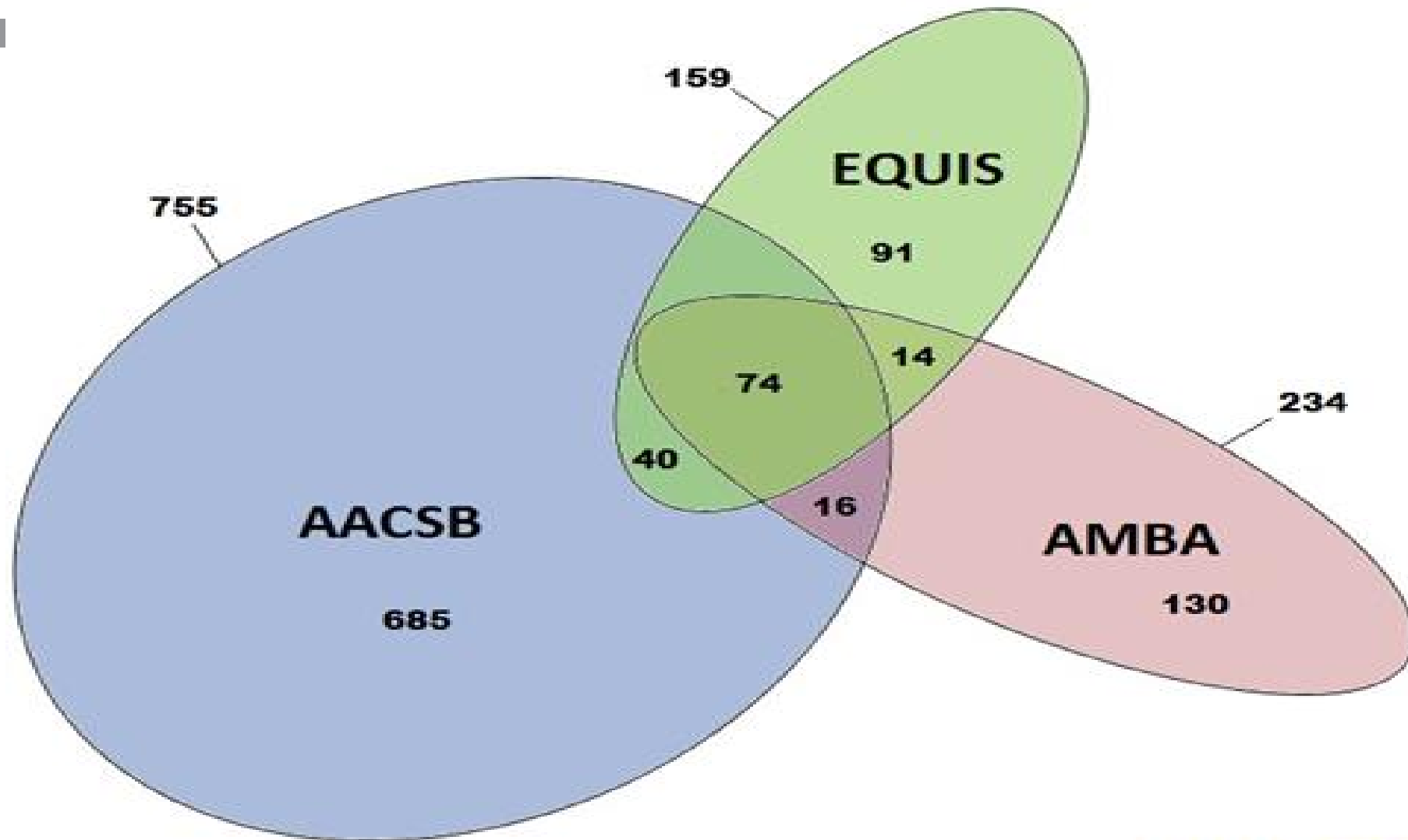
- » Accounting



Accreditation

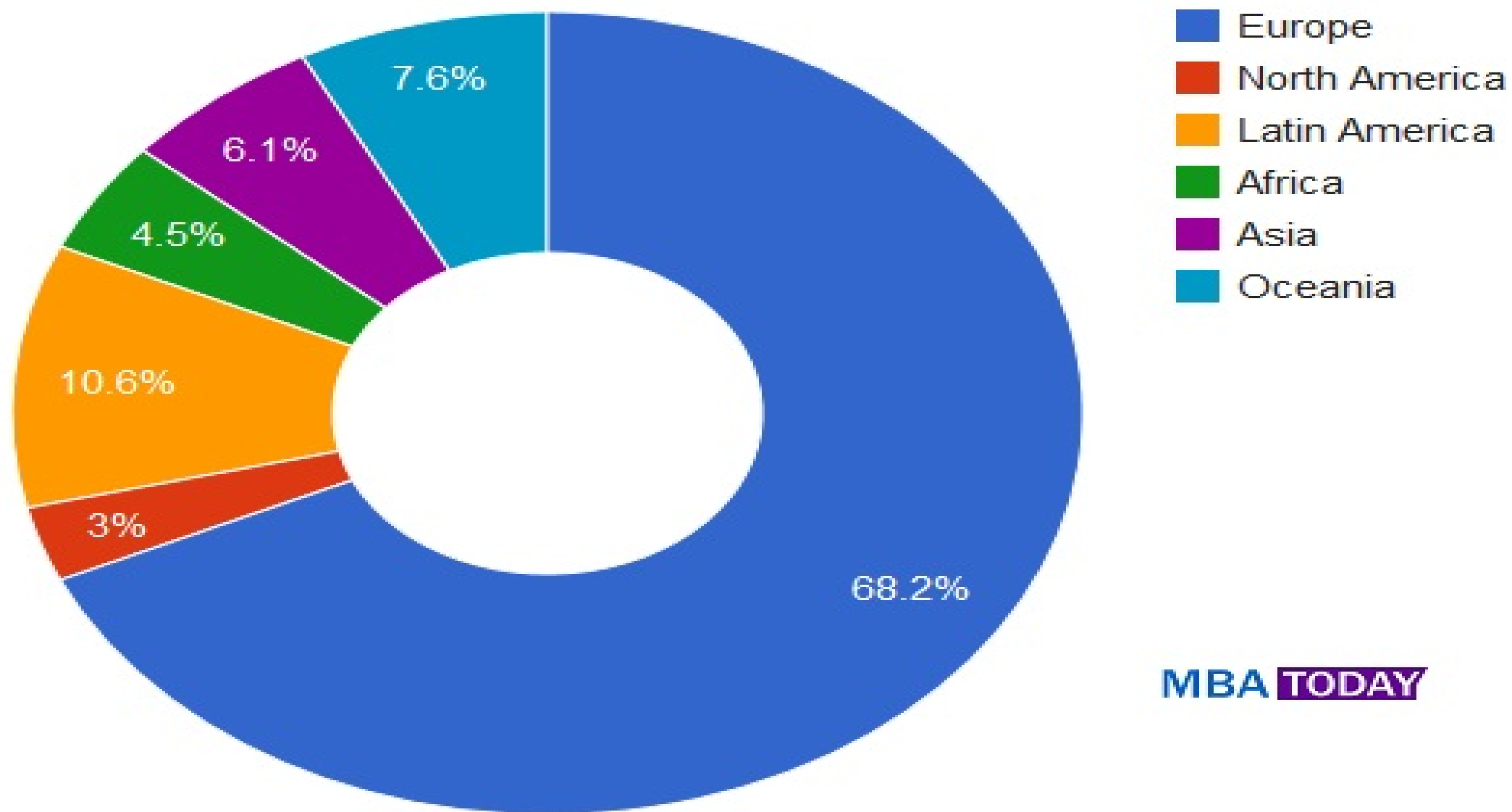
- » Association of MBAs – AMBA
 - » Programme (MBA, DBA and Master's Degree)

Triple crown (77 as of Jan 2017) 15K



Accredited Business Schools as of March 2016

Triple-accredited business schools



Business education

Trouble in the middle

Is time running out for business schools that aren't quite elite?

Oct 15th 2011

 Timekeeper

 Like 383

 Tweet





Accreditation

- » Not elitism (only!)
- » But quality
 - » High
 - » Internationally recognized
 - » Competitive advantage

The Typical Accreditation “Process”

1

- Internal "Review"

2

- Self-Evaluation Report

3

- Site Visit & "Audit"



Programme accreditation

» EFMD – EPAS

1. Institutional and wider context
2. Programme design
3. Programme delivery and operations
4. Programme outcomes
5. Quality assurance processes

INSTITUTIONAL CONTEXT

- Mission & strategic objectives
- International positioning incl. Compliance with European HE Area standards (if applicable)
- Internal Governance & management
- Physical learning environment & information infrastructure
- Adequacy of faculty for the programme (qualifications, size, subject profile, internationalisation)
- Faculty's intellectual contribution to teaching & teaching ethos towards academic depth & rigour
- Faculty links to corporate world

PROGRAMME DESIGN

- Programme objectives
- Target market & intended graduate profile
- Marketing & promotion
- Intended learning outcomes (ILOs)
- Programme rationale, coverage, content and international focus
- Balance of academic & managerial dimension
- Delivery modes
- Assessment methods

PROGRAMME DELIVERY & OPERATIONS

- Student entry requirements & selection
- Quality of student intake
- International student mix
- Quality of pedagogy & learning materials
- Personal development
- International work/study opportunities
- Corporate interactions
- Coverage of ERS
- Preparation as international managers

PROGRAMME OUTCOMES

- Objectivity & rigour of assessment process
- Standards of student work (exams, theses)
- Progression & pass rates
- Quality of graduates & jobs obtained
- Graduate career paths
- Alumni support & involvement
- Programme reputation

QUALITY ASSURANCE

- Institutional quality assurance system
- Programme design & approval processes
- Internal & external review processes
- Inclusion of stakeholder perspectives
- Student feedback processes
- Monitoring of teaching quality
- Monitoring of assessment regime



Institutional accreditation

- » AACSB – Business

- » 15 standards (2013)

- » Engagement

- » Innovation

- » Impact



AACSB Accreditation: 15 Standards

» **Strategic Management and Innovation**

1. Mission, Impact and Innovation
2. Intellectual Contributions and Alignment with the mission
3. Financial Strategies and Allocation of Resources

» **Participants: Students, Faculty and Professional Staff**

4. Student Admissions, Progression, and Career Development
5. Faculty Sufficiency and Deployment
6. Faculty Management and Support
7. Professional Staff Sufficiency and Deployment



AACSB Accreditation: 15 Standards

» **Learning and Teaching**

- 8. Curricula Management and Assurance of Learning
- 9. Curriculum Content
- 10. Student Faculty Interactions
- 11. Degree Program Educational Level, Structure & Equivalence
- 12. Teaching Effectiveness

» **Academic and Professional Engagement**

- 13. Student Academic and Professional Engagement
- 14. Executive Education
- 15. Faculty Qualifications and Engagement



Yes – they do exist!!! 😊



Ruls of the Game (1)

- » Dedication and commitment...
- » Assemble the Team...
- » Seminars, trainings and learning...
- » Communicate, externally and internally...
- » Explain the specific context...
- » Keep to the point...
- » Check the data...



Ruls of the Game (2)

- » Build up the Base Room materials gradually...
- » Watch the language and the message you are conveying...
- » Include the Corporate and Alumni community...
- » Have the students and administrative staff on board...
- » Do not be afraid to own up to your shortcomings...
- » Promote, promote, promote...
- » Don't get comfortable...



Why?

- » Cultivates meaningful interactions between students and a qualified faculty
- » Produces graduates who have achieved specified learning goals
- » Ensures currency of curricula and importance of quality teaching
- » Makes a statement to external communities about your commitment to quality and continuous improvement
- » Prepare students not for today, but for tomorrow!!!



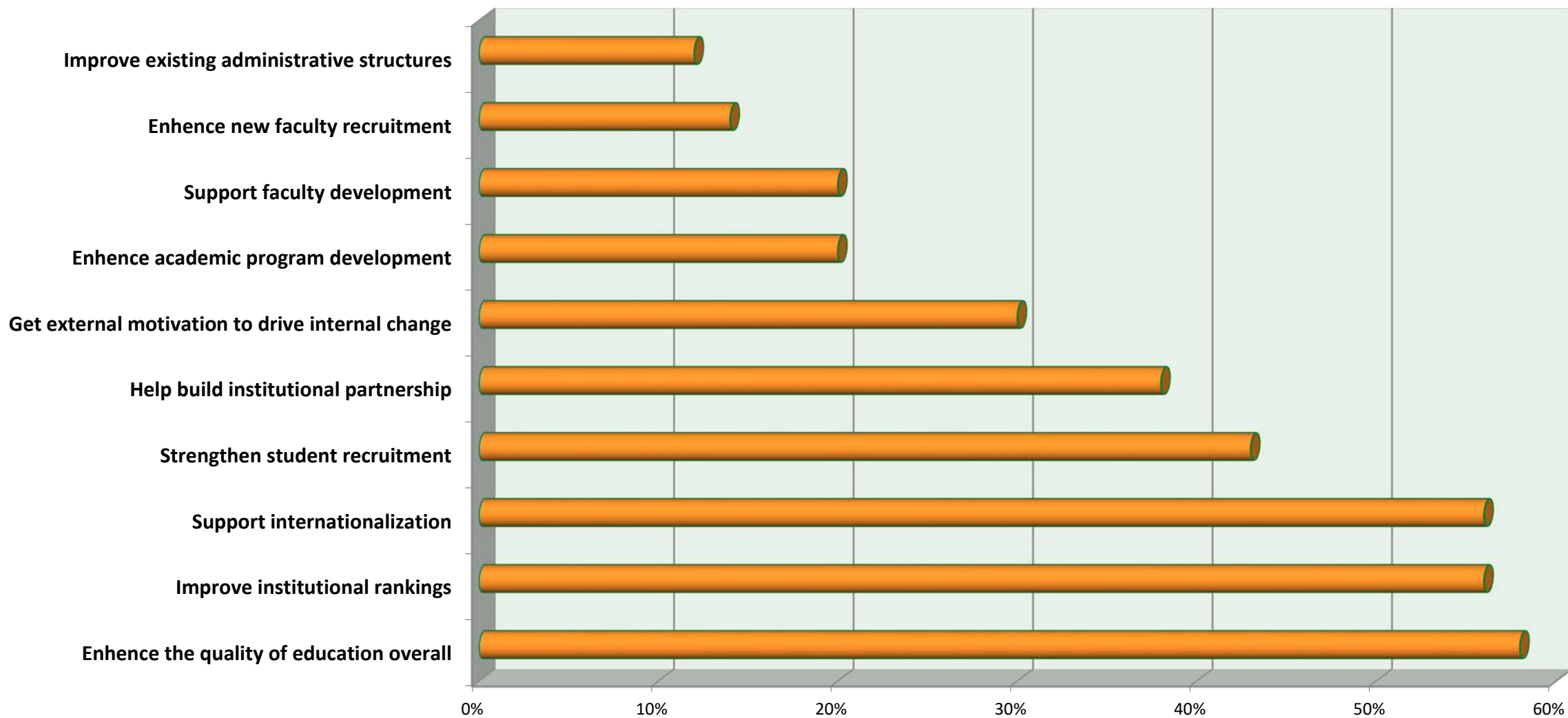
The real value is... (1)

- » Education in accredited schools is ranked as good to outstanding value
- » Graduates from accredited schools would recommend their graduate program to others
- » All highly ranked schools globally are accredited



The real value is... (2)

- » Alumni from accredited schools say their education has contributed to improvements in their competitiveness, proactiveness, innovativeness and creativity
- » Alumni from accredited schools say their education increased their earning power and are satisfied with their current earnings
- » In majority of cases 5 years after graduation the majority were senior-level or higher in their organization





Schools should be

- » Co-creators of knowledge (not only the formal one)
- » Innovators
- » Enablers of global prosperity
- » *Leaders to more balanced global society!!!*



*Thank
you*



