



Please purchase a personal license of MBAs

**INTERNATIONAL
ACCREDITATION
CONFERENCE - DELHI**

Mark Stoddard

Accreditation Projects Manager



Overview

Association of MBAs

Accreditation & Criteria

Accreditation Process



Association of MBAs

Founded 1967

“To advance business education at a postgraduate level”

Trustees are MBA graduates – protectors of quality, reputation
and value

159 member schools representing 72 countries

The Association's Objectives

Accreditation

Providing world class accreditation for postgraduate management programmes at leading business schools

Business Schools

Delivering information and networking to accredited business schools, giving them the advantage in a competitive world

Individuals

Creating an exclusive network for MBA students and graduates from accredited programmes and supporting their professional development.

Employers

Raising awareness about the MBA and the importance of accreditation



Accreditation Objectives

With so many graduate business programmes on offer worldwide, quality has become key.

The Association's accreditation objectives are:

To promote graduate-level business education to institutions, prospective students, and employers, and to increase the supply of, and demand for, such programmes.

To ensure that the quality of graduate-level business education produces professional business leaders



Accreditation Service

Independent

International

Market Driven

Programme Specific



Market for Accreditation

Institutions

Prospective Students

Graduates

Employers

Benefits of Accreditation (I)

For **institutions**, accreditation gives international credibility to their MBA provision and an overview of their position against international standards.

Accreditation provides institutions with a distinct market advantage and international visibility for their programmes, as well as the opportunity for external peer review.



Benefits of Accreditation (II)

For **students**, accreditation provides a list of institutions/MBA provision of guaranteed quality.

For **graduates**, accreditation gives reassurance that their MBA will retain its value at a time when the market risks saturation.

For **employers**, accreditation gives a recognised pool of talented graduates from which to recruit.



Strategy – International Development

Geographic target regions:

BRIC plus

Increase portfolio

MBM, MBA & DBA

Develop services to member schools

Channel to market

Networks and information exchange

Research and Consultancy Centre

Accreditation Growth

Institutions with accredited MBA provision:

165 schools in 72 different countries

MBM programmes accredited:

34

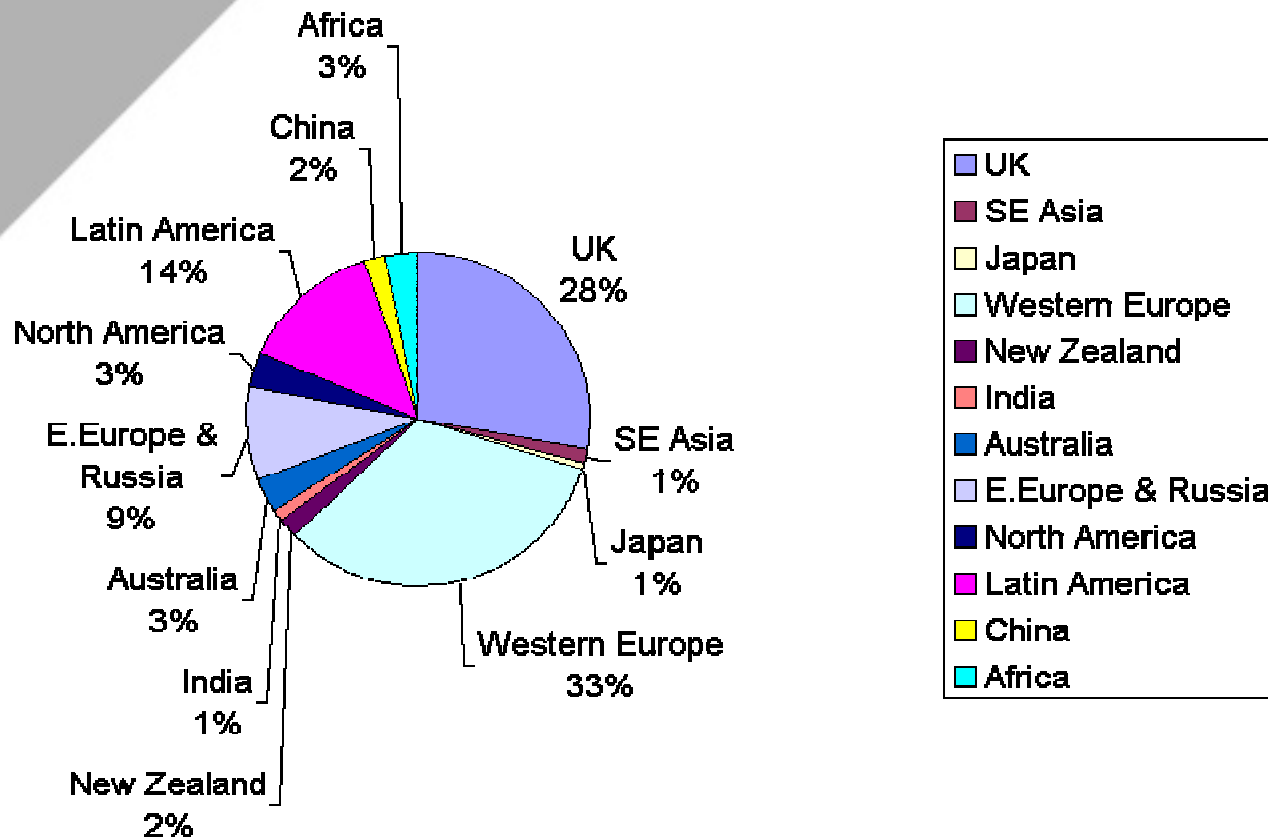
DBA Assessments

6

Business Leadership Review

+5500 subscribers

165 member schools world wide September 2009



International Accreditation Advisory Board (I)

<p>Mr David Gravells Chair, IAAB Association of MBAs UK</p>	<p>Professor Nick Binedell Dean Gordon Institute of Business South Africa</p>	<p>Mr Christopher Bones Dean Henley Business School UK</p>	<p>Professor Robert Dixon Dean Durham Business School UK</p>	<p>Professor Valerie Gautier Associate Dean HEC Paris France</p>
<p>Professor Santiago Iniguez de Onzono Dean Instituto de Empresa Spain</p>	<p>Professor Martyn Jones Pro-Vice Chancellor Kingston Business School UK</p>	<p>Professor Nigel Healey Dean University of Canterbury BS New Zealand</p>	<p>Professor Andrew Lock Dean Emeritus Leeds University Business School UK</p>	<p>Ms Lyn Hoffman Associate Dean London Business School UK</p>

International Accreditation Advisory Board (II)

<p>Mr Kai Peters CEO Ashridge</p> <p>UK</p>	<p>Professor Howard Thomas Dean Warwick Business School</p> <p>UK</p>	<p>Dr Mark Oakley Academic Director Arthur Lok Jack Graduate School of Business</p> <p>Trinidad</p>	<p>Professor James Wright Director FIA Univeristy of Sao Paulo</p> <p>Brazil</p>	<p>Professor Larissa Kartashova Deputy Rector Sinerghia Institute Moscow Russia</p>
<p>Professor Philip McLaughlin Dean Bordeaux BS</p> <p>France</p>	<p>Professor Michael Patry Director HEC Montreal</p> <p>Canada</p>	<p>Dr Pritam Singh Professor MDI</p> <p>India</p>	<p>Professor Zhongming Wang Dean Zhejiang University</p> <p>China</p>	<p>Ms Jeanette Purcell Chief Executive Association of MBAs</p>

Accreditation in India

Programme-specific accreditation: MBA, DBA, MBM

MBA is a postgraduate, post-experience degree

MBM (Masters in Business & Management) is a pre-experience degree

PGDM accredited as MBM, post-experience programmes as MBA



Accreditation Criteria – Introduction (I)

Used as a base for accreditation recommendations

Developmental / judgemental

At least one programme will have graduated students for a
minimum of three years

Conformation to criteria for three years prior to assessment



Accreditation Criteria – Introduction (II)

The Institution

The Faculty

The Students

Purpose and Outcomes

Curriculum

Mode and Duration



MBA Portfolio Assessment

The assessment of an institution's MBA provision in its entirety:

- On-campus programmes
- On-line/Distance Learning programmes
- Joint programmes with other institutions
- Single company and consortia MBAs

MBA Criteria – The Institution

(I)

Mission, strategy and status

Quality of teaching

Research, consultancy and scholarship

Internal / external audits

Student feedback mechanism

MBA Criteria – The Institution

(II)

Academic leadership / Organisational structure

Administrative support

Physical resources

Career advisory service

Pastoral care

Alumni association



MBA Criteria - Faculty

Majority with PhD

75% with relevant Masters qualification

Diversity and range

Research and consultancy

MBA Criteria – Students

Postgraduate / post-experience

GMAT, TOEFL, IELTS

Minimum 3 years pre-MBA experience

Minimum intake 20

Diverse in terms of nationality, disciplines, function and culture, etc.

Single company MBA, Consortia MBA



MBA Criteria – Purpose & Outcomes

MBA Purpose

Clear aims, objectives, learning outcomes

Knowledge & Understanding

Employer Expectations

Added Value

MBA Criteria – Curriculum (I)

Masters Level

Rigorous & intellectually demanding

Theory linked to management

Personal development

MBA Criteria – Curriculum (II)

Cover all areas of general management:

Marketing & Finance
Accounting, Quantitative Methods, IT
OB & HRM
Operational & Strategic Management
Research Methods & Consultancy
Environment
Change Management
Business Policy & Strategy
Leadership & Entrepreneurship
Contemporary & Pervasive Issues
Internationalisation

MBA Criteria – Curriculum (III)

Programme integration

Dissertation

Project

Business Plan

Specialist MBA

Functional

Sector specific

MBA Criteria – Curriculum (IV)

Assessment:

Demonstrate students have met the intended learning outcomes

Structured / rigorous

Varied and relevant

Reflect aims of the programme

Used as feedback

Plagiarism



MBA Criteria – Mode & Duration (I)

Full Time

Part Time

Distance Learning

Modular

Flexible / Blended



MBA Criteria – Mode & Duration (II)

Lectures, seminars and workshops

Action learning, individual and group projects

On-line / Distance Learning

Delivery through the learning group



MBA Criteria – Mode & Duration (III)

Distance Learning

Appropriate physical resources

Infrastructure for delivery

Materials / study centres

On-line / CD-ROM resources

Face-to-face provision – 120 hours

MBA Criteria – Mode & Duration (IV)

General Masters' requirement of being equivalent to one year's full time study

Minimum 1800 hours student learning effort

Minimum 500 hours contact time

IAAB Endorsement

Report to the IAAB will recommend:

Accreditation

Accreditation subject to qualification

Deferral

Non-accreditation

Accreditation is valid for a maximum period of **5 YEARS**



MBM Accreditation - Background

To differentiate the MBA from other Postgraduate
Management Programmes

To provide international quality assurance for these
programmes

MBM – Similarities to MBA

Content – Postgraduate degree in general management

Institutional Arrangements – e.g. strategy, facilities, alumni,
careers

Faculty Quality

Curriculum and Assessment – tailored differently, but
standards the same

MBM – Differences from MBA

Student entry

Purpose and outcomes

Pedagogy – teaching, learning, and assessment should be tailored to the particular student cohort



MBM Criteria (I)

a) Institution and Faculty

Same arrangements as for the MBA. Must have an accredited MBA portfolio or no MBA.

b) Students

Either conversion programme or advanced management programme

No work experience required

Entry requirements tailored for the specific aims of the programme



MBM Criteria (II)

c) Purpose and Outcomes

Develop advanced knowledge of organisations and environment

Integrate learning from a range of subject areas to form a holistic understanding of business

Develop skills at a co-operative and team level rather than the leadership level of an MBA



MBA & MBM – The Indian Accreditation Model

Post-experience defines an MBA

PG Diplomas can be assessed as MBM programmes

Any programmes that meet the Association's MBA accreditation criteria can be assessed as an MBA, regardless of nomenclature

Portfolio policy – **any** and **all** programmes that are termed an MBA must be accredited



Accreditation Costs

Market-sensitive pricing:

Western Europe assessment fee: £18,000

India assessment fee: £10,000

Cost structure:

Pre-assessment fee: £5,000

Post-assessment fee: £5,000

Additional expenses: £<at cost>

Business school membership fee (annual): £1,400

License fee (annual): £500



Process Overview (I)

a) Initial Stage

- Institution expresses interest
- Institution completes Preliminary Data Form
- Invitation to be formal accreditation candidate

b) Pre-assessment Stage

- Institution sends Letter of Intent
- Institution pays Pre-assessment Fee
 - Institution Completes Factsheet
 - Pre-assessment Visit
- Application sent to IAAB Eligibility Committee

Process Overview (II)

c) Assessment Stage

- 1) School Completes Self-Audit Documentation
- 2) Preparation of Assessment Visit
- 3) Official Assessment Visit

d) Post-Assessment Stage

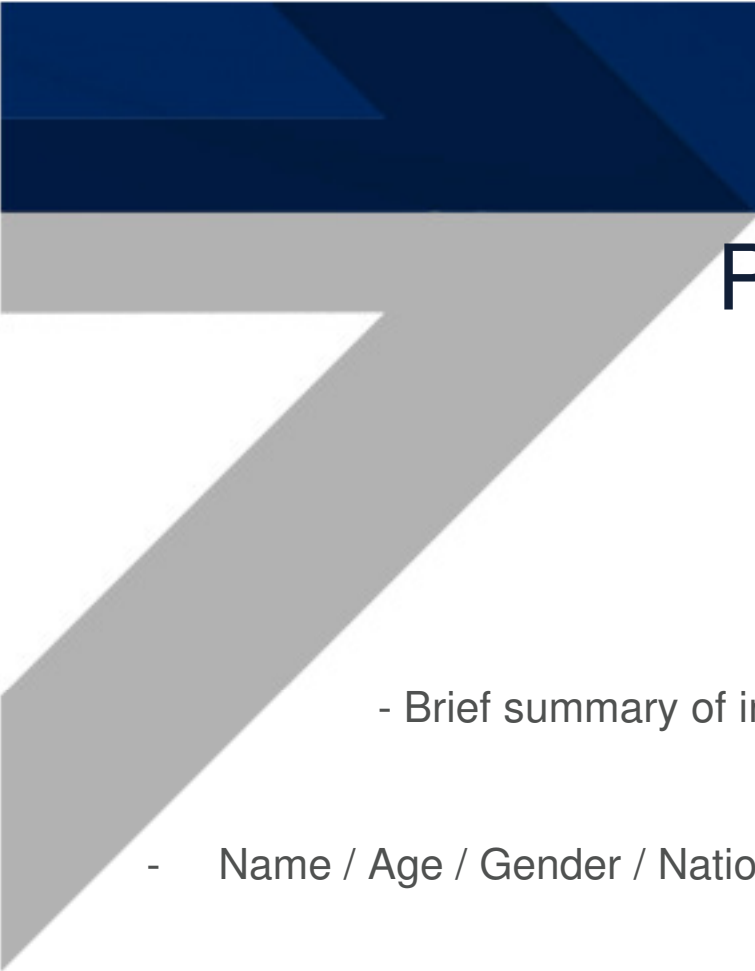
- 1) Report Compiled by Assessment Team
- 2) Report Considered by IAAB for Endorsement
- 3) Final Accreditation Decision

e) Re-assessment Schedule



Process Duration

- Self-Audit is Rate-determining Step
 - No specific timelines
 - 4 months to 3 years
- Dependent on school resources



Process: Assessment Documentation (I)

1) Preliminary Data Form

a) Introduction & Institution <text>

- Brief summary of institution; degree-awarding powers; portfolio

a) Faculty <table>


- Name / Age / Gender / Nationality / Highest Degree / Employment status

c) Students <table>

- Name / Age / Gender / Nationality / Highest Degree / w/e Years / Language

d) Curriculum <table>


- Module title (core) / Contact & Learning Hours /
Assessment Methods / Mapping



Process: Assessment Documentation (II)

2) Factsheet

- Covers some factual detail of Self-Audit
 - Used to make eligibility decisions
- Assistance from Accreditation Team
 - Living Document
 - Pro-forma Available



Process: Assessment Documentation (III)

3) Self-Audit Documentation

- Evidence that programmes meet each criterion
 - Format should follow guidelines
- Major piece of work. Varying page length
 - Self-reflection
- Example: Birmingham Business School

Services to Member Schools

Channels to market

Website
MBA Fairs
MBA Guide
Loan Scheme

Networking and Information Exchange

Conferences
Forums
Online brokerage
LinkedIn

Research and Consultancy Centre

Surveys and research
Consultancy to potential candidate schools
DBA Symposium
Business Leadership Review

Engagement

BSSAG
BLR Editorial Board
DBA Consortium
IMB membership



Conclusions

Accreditation gives a quality mark (independent, international, and programme specific)

Rigorous review of all aspects of an MBA portfolio

Learning experience for the institution

Increased credibility with all stakeholders

Provides potential students with reassurance

Leads to membership of a global network

Developing range of services to member schools