

AMDISA
SOUTH ASIAN
QUALITY ASSURANCE
SYSTEM (SAQS)

for Management Schools



Guide to Self-Assessment

Booklet - III



South Asian Quality Assurance System (SAQS)

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First Edition : 2003, Revised Edition : 2008

Revised Edition: Reprinted: 2010

GUIDE TO SELF ASSESSMENT

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I. INTRODUCTION

The Association of Management Development Schools in South Asia (**AMDISA**) has introduced the South Asian Quality Assurance System (**SAQS**), a quality assessment system which provides a Quality Assurance and Accreditation framework at an international level, based on a set of criteria for business schools of high national and international standing. The SAQS was established in January 2003 and is run by a separate unit within the AMDISA.

The Quality Assurance process involves Self-Assessment by the School, followed by a Peer Review visit by an international team of experts. The process is designed not merely to lead to a yes/no decision on accreditation, but also to provide real added value to the Schools by offering them the benefits of an international strategic audit.

This document is intended to be used as a Guide to Self-Assessment and the production of a Self-Assessment Report. The Guide should be used in conjunction with the Guidance Handbook on SAQS Quality Criteria (Booklet-II), which provides more detailed information associated with individual criteria.

The SAQS process goes through basically three Committees – SAQS Committee screens all applications and decides which Schools should be chosen for Self-Assessment and Peer Review. On receipt of the respective Self-Assessment Report, the Peer Review Committee (Team) visits the School concerned and gives its recommendations. Based on the Peer Review Team's recommendations the Accreditation Awarding Committee has three choices:

- a) To recommend full accreditation, valid for five years;
- b) To recommend conditional accreditation, valid for three years, and to suggest modifications or improvements based on which, at a later date, the School can become eligible for full accreditation; and
- c) To recommend rejection of accreditation, in which case Guided Development may be recommended.

II. THE SAQS PROCESS

A good understanding of the philosophy behind AMDISA's SAQS process is essential for effective Self-Assessment by Schools participating in the scheme. Schools are advised to study all the relevant documentation on the SAQS criteria and to ensure that all participating parties are fully informed about the nature of SAQS accreditation procedures before embarking on a Self-Assessment. This is a necessary condition to full participation and the adoption of the correct perspective for an effective internal review and the subsequent presentation of the results to the School itself and to the SAQS Peer Reviewers.

Definition

SAQS is designed to provide a strategic audit and accreditation tool for management education in South Asian and international perspectives. The remit agreed with the Deans and Directors of several Management Business Schools from all over the SAARC region was to build on the experience of existing national and South Asian quality assessment bodies in the field of management education to construct a quality assessment system to operate at a pan-Asian and global level.

The system is global, based on a commonly agreed framework of high quality standards for Schools of international standing, with respect for diversity and the legitimacy of national standards.

Accreditation under the SAQS system thus provides an indication that the recognized Schools meet quality standards in their own environment and also satisfy global standards.

Purpose

There are three related objectives for the SAQS system

1. **To provide market information** to students and employers as to which Schools, in addition to their national reputation, meet South Asian and international standards of quality. SAQS accelerates the emergence of an international market for management education by promoting cross-border movement of students and the international recruitment of graduates.
2. **To provide an instrument for comparison and permanent benchmarking.** Although the system in no way attempts to impose uniform standards, it allows Schools to position themselves against South Asian and international criteria and encourages convergence on best practices.
3. **To promote quality improvement throughout the SAARC Region.** The SAQS system is deliberately designed to promote continuous improvement at all levels:
 - **for the Schools**, through the process of assessment. The standards applied are dynamic, not fixed and rigid. The process is designed to help Schools' progress.
 - **for the different national management education systems.** The accreditation process provides an on-going mechanism for disseminating accumulated experience across borders.
 - **for the profession**, by promoting the understanding of what is involved in the international practice of management education. The SAQS system provides a

coherent set of quality standards reflecting the distinctive values and practices in South Asian management education. The SAQS process is designed to clarify the specific characteristics of different management education systems and the wider contexts within which they operate.

- **for the international market**, by providing a South Asian and international forum for generating consensus on quality standards for management education and management development.

Characteristics

The key features of the SAQS process and standards can thus be summarized as follows:

- SAQS is an international and intercultural approach to accreditation. It is globally inspired within the South Asian setting. The SAQS criteria reflect some of the major characteristics and dominant values in South Asian management education.
- SAQS looks at the performance of the School taken as a whole, including all its programmes and not just the MBA programme.
- SAQS is closely linked to national quality improvement bodies.
- SAQS is designed to be responsive to corporate concerns, involving close links with the practicing world through
 - the adoption of outcome-based perspectives and criteria,
 - the use of corporate auditors,
 - corporate representation on the SAQS Committees & Awarding Body,
 - the opportunity for corporate stakeholders to involve themselves in the management education process, and
 - specific criteria for executive education.
- SAQS stresses the personal development of managers, and their entrepreneurial and managerial skills.
- SAQS is dynamic and forward looking with a concern for new trends.
- SAQS is conceived as a learning process within international and South Asian contexts for defining the relevant quality criteria.
- SAQS is supported by a broad South Asian and international body of representatives of reputed management Schools, major corporations, and national professional associations. Senior business school Deans, Directors and Faculty, HR and Managing Directors, consultants, and assessment experts form the pool from which the international Peer Review Teams and Mentors are drawn.

III. THE SAQS ACCREDITATION PROCESS

SAQS is a continuous process combining strategic review and development, ongoing quality improvement, and progress towards accreditation. Accreditation, in the most favourable circumstances, may be achieved within approximately one year of application if the Peer Review process reveals that the School satisfies all the criteria. A full description of the SAQS process is provided in the document SAQS Accreditation Procedures (Booklet-I). A brief description of the process is provided here.

The SAQS accreditation process is composed of several distinct stages:

1. Preliminary Inquiry
2. Formal Application
3. Eligibility
4. Self-Assessment
5. Peer Review
6. Awarding Body Decision
7. Guided Development

1. Stage 1: Preliminary Inquiry

The SAQS staff will provide information about the scheme and preliminary advice to Schools that are considering application. Full documentation will be sent upon request, comprising four booklets, namely, **SAQS Accreditation Procedures, Guidance Handbook on SAQS Quality Criteria, Guide to Self-Assessment, Peer Review Guide and Supplementary Materials, namely, Application and SAQS Data Sheet, Brief on MBA Programmes, Brief for Mentors, SAQS Self Assessment Checklist and List of SAQS Committees and Experts.**

2. Stage 2: Formal Application

Schools wishing to enter the scheme are invited to address a formal letter of application to the AMDISA's Executive Director/ SAQS Director and to complete the Application and Data Sheet, setting out basic factual information about the School.

3. Stage 3: Eligibility

Upon receipt of the completed application to enter the scheme, the School will go through a preliminary **Eligibility** screening to determine whether there are major obstacles to eventual accreditation and whether accreditation is probable within a reasonable period, currently defined as five years. This phase is also designed to make sure that Schools enter the SAQS scheme with a full understanding of both the criteria and the process. Details are given in Accreditation Procedures (Booklet-I).

4. Stage 4: Self-Assessment

As soon as a School is declared eligible, it is invited to carry out an extensive Self-Assessment and to write a Self-Assessment Report covering the quality criteria set out in the

SAQS standards and in accordance with the guidelines established in this document, and the guidance provided by the Mentor.

The SAQS staff will provide advice and assistance as required during the preparation of the Self-Assessment Report. Typically this phase will last between six months and one year.

5. Stage 5: Peer Review Team

Once the Self-Assessment Report has been submitted and checked for its coverage, a team of **Peer Reviewers** will visit the School to establish a diagnosis of its standing as regards the SAQS standards and to draw up recommendations for future progress. The Peer Review process is described in detail in the Peer Review Guide. The SAQS quality standards are described in detail in the Guidance Handbook on SAQS Quality Criteria.

The Peer Review is usually scheduled to take place within two months of the submission of the Self-Assessment Report.

6. Stage 6: Accreditation Awarding Committee - Awarding Decision

All Schools that have been through the Self-Assessment and Peer Review process are free to request that the Peer Review Report be submitted to the Accreditation Awarding Committee for a final decision on accreditation. However, it is clear that only those Schools that have the explicit support of the Peer Review Team will have a real prospect of a favorable outcome.

The Accreditation Awarding Committee can reach three decisions. It can grant **Full Accreditation** when it is satisfied that all the SAQS standards are met. It can grant **Conditional Accreditation** when it believes that there are significant areas where the standards are not fully met, but that, overall, the School deserves immediate accreditation. Or it can reject the accreditation and recommend Guided Development.

7. Stage 7: Guided Development

Once a School has been through the Self-Assessment and Peer Review process and has received the report setting out recommendations for future progress towards accreditation, it may choose to enter **Guided Development**. Details are given in Accreditation Procedures.

IV. THE PURPOSE OF SELF-ASSESSMENT

Although Self-Assessment is a key part of the SAQS accreditation process, it has much wider significance for the School and for the SAQS team. It provides an opportunity for the School to gain greater ownership of the process and to improve its own understanding of the issues surrounding the development of the School as an international centre for management education. Within a global context, the School should be seeking answers to some very simple questions such as **“Is the School adding value for all participants in line with its stated mission? Is it serving its different constituencies well?”**

The main aims of the SAQS Self-Assessment process are to:

1. Provide an opportunity for the entire School to take stock of its situation

This assessment should not be approached as a restricted exercise carried out by key staff in the School. It should be owned by the whole organisation and implemented as a major review, even if some aspects of the assessment are painful. It should

- Involve as many people in the School as possible and certainly all the senior staff;
- Provide added value to the School through the processes used;
- Present a historical perspective, i.e. how the School has developed and how it sees its future; and
- Be a learning process for the School and provide a chance for everyone to gain an overall view of its situation.

2. Carry out a comprehensive strategic review

The assessment, linked to the Peer Review process, should provide a comprehensive review of the strategic management of the School. It should

- Provide a comprehensive strategic audit linked to accreditation;
- Evaluate the overall clarity of mission and strategic objectives;
- Lead to a better understanding of the market; and
- Help the School achieve a balance between ambition and realism.

3. Result in an unbiased and critical self-examination

The key objective of Self-Assessment is to evaluate the School's effectiveness in achieving its mission and in striving towards continuous improvement in programme and process quality. The Self-Assessment process should identify its current position against the SAQS criteria and establish the basis for future action. The School will need to

- Ask hard questions;
- Measure its activities against external norms;

- Identify key strengths and weaknesses;
- Evaluate the adequacy of resources and identify key limitations; and
- Arrive at a clear understanding of the distance to be covered in order to achieve its strategic objectives.

4. Provide a basis for the Peer Review

The Self-Assessment Report forms the basis for the Peer Review process. The needs of the Peer Review Team must be considered carefully during the Self-Assessment process and during the writing of the final report. Although there is no prescribed format for the report, the School has a particular responsibility to present information that will

- Establish a starting point and a balanced evaluation to be tested by the auditors; and
- Provide key data and documentation to aid understanding and to establish claims.

5. Contribute to a better understanding of the nature of quality in management education

Each School has a valuable role to play in defining the international nature of management education and the standards that should be applied within the SAQS process. The Self-Assessment process should result in detailed discussion of these issues within the School and a definition of the SAQS criteria placed in local and international contexts and which will support

- Quality improvement and continuous improvement within the School, and within the local and international community; and
- Greater understanding of the global and intercultural issues surrounding effective management practice.

V. THE SELF-ASSESSMENT PROCESS

The Self-Assessment phase is the most critical step in the SAQS assessment process. It provides a definition by the School of the standards applicable in its national context and an assessment of the School's strengths and weaknesses relative to the SAQS criteria and to its own mission and objectives. This comprehensive analysis provides the basis for the international Peer Review Committee.

The Self-Assessment process should form an integral part of the School's quality system to avoid redundancy of effort and to ensure maximum contribution towards continuous improvement. An effective Self-Assessment will link the School's existing processes in the areas of strategic management, quality management, programme management with the processes leading to SAQS accreditation. A superficial assessment carried out in isolation from normal processes will simply divert resources and hinder the ability of the Peer Review Committee to assess the School.

The following actions are recommended in designing and implementing the Self-Assessment process:

1. **Responsibilities:** AMDISA recommends that as soon as possible the School should appoint a **Project Leader** and an **Accreditation Committee** to manage the process and draft the report.

It is obvious that the Project Leader should be suitably qualified and resourced to carry out the work. Representation on the Accreditation Committee is also a key issue, and should include representatives from key stakeholder groups.

2. **Communication:** At an early stage, the management team will need to provide a full explanation within the School of the **aims** of the Self-Assessment exercise, of its role in the wider accreditation process and of the standards against which the School is measuring itself in the first instance. The Self-Assessment process should involve all key stakeholders, who will need to understand the process if they are to contribute fully to the implementation of a plan for a rigorous Self-Assessment. Effective communication with these parties will need to be maintained throughout the process.
3. **Methodology:** A detailed plan for conducting the Self-Assessment will need to be developed within the first month of the SAQS process. The School should determine the eventual format of the report, taking into account the requirements and content to be covered as detailed herein. There is no pre-established format for the Self-Assessment process or for the approach to be adopted. Each School will need to develop a plan that meets its own specific needs.

The Self-Assessment should be completed within a three to six month time frame. In order to meet this objective, the School will need to establish a detailed project plan containing details of the main stages of the assessment, methods to be employed, key issues to be addressed, responsibilities and participants, as well as time frames. The key stages of the assessment process will need to be accompanied by the systematic collection of data to support the process and address the criteria for SAQS accreditation.

The following criteria should be applied to the design of the Self-Assessment process:

- 1. Systematic process:** The Self-Assessment should be well planned, thorough and comprehensive. The assessment should be driven by a methodology seeking to answer key questions, rather than simple application of a tick-box approach.
- 2. Objectivity and balance:** The review should result in a balanced statement of current strengths and weaknesses, opportunities and threats, and a determination of the action needed to address these and maximize potential. The review team should not in any way restrict itself to the SAQS criteria or guidance, and it should use as many sources of information as possible.
- 3. Participation:** In collecting data and evaluating the results of the review, the School should use a variety of groups to generate consensus on key conclusions and recommendations. This is not just a way of improving objectivity, but also a way of improving communication and commitment to the findings.
- 4. Planning:** Having decided the methodology for the Self-Assessment and the initial format of the report, the School will need to determine the information and documents to be collected.

The collection and analysis of information for the Self-Assessment require a lot of time and effort. It is useful to identify the key sources of information at an early stage and allocate clear responsibilities for the collection, organisation, dissemination and analysis of information. The School should seek to use as wide a variety of sources as possible to include internal and external reports (e.g. assessment/accreditation/audit reports, programme reviews, assessment results, exit surveys), special surveys, interviews and focus groups.

- 5. Liaison:** It will be important to ensure that communication with the AMDISA Executive Director/SAQS Director is maintained throughout the Self-Assessment phase. The School may seek SAQS assistance in sending a Mentor who can assist the Self-Assessment Committee. The Mentor is expected to make two visits of two days each, one during the preparation of Self-Assessment Report and the other after the draft is ready.
- 6. Peer Review Preparation:** The School must take responsibility to ensure that the national environment within which it operates is fully understood by the Peer Review Committee, so that the accreditation criteria are weighted (scaled) in terms of local quality standards.

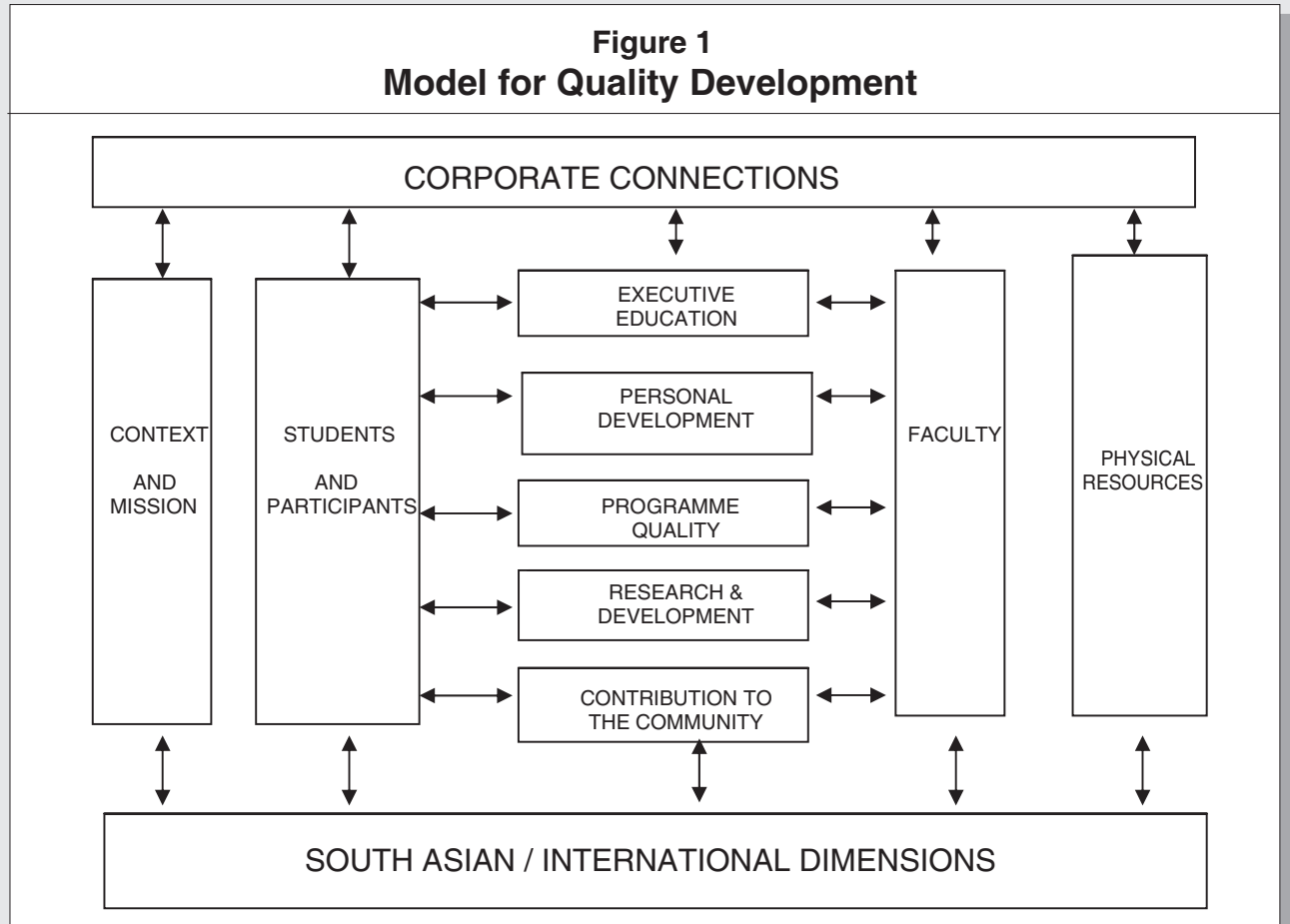
VI. THE SELF-ASSESSMENT REPORT

The final format of the Self-Assessment Report must ultimately be a decision for the School. However, the following comments are relevant.

Length	100 – 150 pages plus supporting documents
Format	<p>There is no fixed format, but the main areas in the SAQS Quality Criteria document must be covered.</p> <ul style="list-style-type: none"> □ These can be treated as required chapters, but the order is left open as is the internal organisation of each chapter. □ The report should provide answers to the questions posed in the SAQS Criteria document. However, the internal team will need to distinguish between the depth of detail required to comprehensively review all areas of performance during the process of Self-Assessment and the summative nature of the Self-Assessment report. □ The items in the SAQS Criteria document are formulated in qualitative terms. However, the information provided by the School should allow an assessment of the quantitative positioning of the School in relation to each criterion. Schools should pay particular attention to the indicators or evidence they use to position themselves in relation to the different criteria. □ An Executive Summary should be included at the beginning of the report.
Summary Information	<p>The report should be presented with cover information to include the following:</p> <ul style="list-style-type: none"> □ Name of the School □ Name of the Dean or Director of the School □ Name of parent School (if applicable) □ Contact details - postal address, telephone, fax, e-mail □ Date of submission of the Self-Assessment Report, Name and coordinates of the individual to contact for questions related to the Self-Assessment Report □ Summary list of all degree qualifications and main programmes offered by the School □ Details of the internal review team and process used to produce the Self-Assessment Report □ Statement confirming the accuracy of the report signed by the Head of School and by the parent School (where appropriate) □ An updated version of the Data Sheet.
Annexes and Supporting Documents	<ul style="list-style-type: none"> □ Annexes should be contained in one single volume no longer than the main report, and should be limited to materials strictly necessary for a proper understanding of the report □ Bulky documents and non-essential material should be placed in the base room for consultation during the visit of the Peer Review Team □ The report should serve as a useful internal reference document.
Authorship	<ul style="list-style-type: none"> □ The overall report should be a unified piece of work, rather than a collection of separate individual reports □ The details must be entered under the supervision of a senior member of the School. The report must be counter-signed by the most senior representative of the parent School (where applicable), as well as the Dean and Director of the School, whose titles must be made explicit.
Conclusion	The report should lead to a conclusion in which the School makes a case for SAQS accreditation. This Self-Assessment Report should in no way be presented or used as a promotion document.

VII. GUIDE TO THE PREPARATION OF THE SELF-ASSESSMENT REPORT

The SAQS criteria are based on the EQUIS Dynamic Model for Quality Development (Fig.1) which consists of **eleven** separate areas for assessment or **domains** as **shown in the table**.



The model is input-process-output based, but it is also a matrix structure. All of the domains are inter-related, but the relationship with the Corporate World (9) and the International Dimension (10) are given special attention because of the nature of international management education Schools, the target group for the SAQS system. Features of both these domains should pervade every aspect of the School's activities.

In drawing up the framework for the Self-Assessment itself and the structure of the report, it is important to emphasise that the School should adjust the model to meet its specific circumstances. The overarching domains of the Corporate and International dimensions could, for example, be combined as a single chapter cross-referenced to the relevant sections elsewhere in the report, **or** could be discussed within a separate section for each of the key domains.

1. CONTEXT AND MISSION

The purpose of this section is to situate the School's identity, mission and strategic objectives within the national and international context in which it operates. In effect this section should provide a concise but comprehensive summary that demonstrates how the mission is translated into the main activities of the School, in particular its programme design.

Because the SAQS process is mission-led, the importance of this section cannot be underestimated. It should form the foundation of the whole report and convey to the reader a concise but comprehensive summary of the organisation, placed in the local context.

I The Environment

- a) Provide general information on the environment in which the School operates, e.g., the national educational system within which it recruits students and grants degrees.

Detailed information may be provided as a separate document if available

- Programme features pre-determined by the national system and environment
 - Student selection requirements within the national system
 - Legal and regulatory framework
 - Degree certification procedures and the status of the degrees granted by the School within the existing hierarchy of existing national degrees.
- b) Describe briefly the history of the School since its creation. It is often helpful to provide a summary table illustrating the evolution and key events in the development of the School e.g., main events, creation of programmes and teams, student numbers, teaching staff, support staff, facilities and premises, budgetary details etc.
- c) Provide a description of the national market and the nature of competition within the national system to include statements on
- key stakeholders, funding agencies and competitors
 - the interface of the School with the job market for which it trains graduates
 - the prevailing quality norms within the national system.
- d) Summarise the constraints which the national environment imposes on the School's activities, particularly in terms of
- the degree of freedom to innovate
 - access to resources and support (funding, faculty)
 - access to students.

II Statutes & Governance

- a) Identify the School's principal stakeholders and assess their impact on major issues such as strategic planning, autonomy and funding.
- b) Provide a clear explanation of the School's legal status and affiliation within its national system to include:
 - Type of organisation (public, private, regulated/non-regulated, profit/not-for-profit, business School within a wider university framework)
 - Parent organisation
 - Legal status and bylaws
 - Relation to the national or South Asian educational and accreditation bodies
 - Sources of funding which derive from the above.
- c) Describe the School's organisational structures and decision-making processes. Evaluate these in terms of their effectiveness in contributing to the overall mission.
- d) Explain how the School is able to demonstrate operational autonomy within this context. This should include a description of the organisation of the School.
- e) Summarise, on the basis of the above information, the key factors which underpin the School's legitimacy within its own national context.
- f) Explain the processes used to monitor overall performance. Provide a brief description of the formal mechanisms for quality assurance.

III Vision & Mission

- a) Define the School's mission and explain how this relates to its identity and legitimacy as described in the previous section.
- b) Describe the internal process by which its mission is defined and converted into strategic and operational plans. Particular attention should be paid to the ways in which the coherence of the mission is maintained through all levels and activities.
- c) Demonstrate how the mission has been translated into strategic objectives as shown by the
 - Mix of programmes
 - Choice of activities
 - Establishment of priorities
 - Summary of key activities in tabular form linked to revenues and expenditure with an explanation of the rationale for such an allocation.
- d) Describe the relationship between the School's strategic objectives and the availability of resources, identify the key constraints which limit future performance.
- e) Describe the recent achievements in pursuit of these strategic objectives.

IV Strategic Positioning and Objectives:

- a) Provide a clear description of the School's strategic position in its national and international market, i.e.

- Identify the strategic group to which it belongs and identify key competitors
 - Describe how its strategic position has changed over the past five years
 - Provide its current strategic plan and explain how this relates to the mission and strategic positioning of the School. How has the overall resourcing and financial viability altered?
 - Describe the processes by which its strategic plan is developed, managed and evaluated.
- b) Summarise the evidence that the corporate dimension is reflected in every aspect of its sense of mission, strategic planning and current operations (see Section 9).
- c) Summarise the evidence that the South Asian and International dimensions are reflected in every aspect of mission, strategic planning and current operations (see Figure 1).

2. STUDENTS AND PROGRAMME RELATED

The purpose of this section is to describe the type of students the School is seeking to develop and the use of selection processes, course support and career planning to maximize the School's contribution towards individual development. Particular attention should be paid to the role of the School in developing the international management profession. This should include a description and evaluation of performance in this area over the past five-year period and the objectives and plans for the next five-year period.

I Target Profile

- a) Describe the target profile for graduating students in terms of managerial skills, professional competencies, and entry level into corporate employment. How do intake profiles relate to the target profile in the School's different programmes?
- b) Describe the main types of students and corporate clients served by the School. Identify the main trends shown over the last 5 years. Discuss how these trends have contributed to the achievement of its mission and strategic plan.
- c) List the main actions taken in the past and planned in the future to improve the match between intake profiles/career routes and the mission and programme objectives.
- d) Provide evidence for the South Asian and international nature of the student body, e.g.,
- Marketing of the programme
 - Admissions procedure
 - Mix in programmes
 - Placements.
- e) Assess the readiness of the School's graduates to manage in a South Asian and international dimension of the overall mission and programme objectives. This should include an analysis of the relationship between applications, admissions and enrolments.

- f) Explain how the School assesses the readiness of potential students to manage in an international context and evaluate the School's effectiveness in this area.
- g) Identify problems in recruitment, along with a summary of the actions taken to deal with these.
- h) Describe corporate involvement in the admissions process and evaluate its contribution to programme success.

II Course Preparation and Progression

- a) Provide a summary for each of the main programmes of completion rates and wastage. This should be accompanied by an explanation of these trends and the action taken to respond to them.
- b) Describe the processes used in course preparation and monitoring and evaluate their success in maximizing student progress.

III Career Placement and Support

- a) Provide summary information which describes the main destination of graduates
 - Main destinations (companies, organizations, functions)
 - Level of employment
 - Salary levels
 - Key employers
 - Key trends
 - Recent action taken.
- b) Explain how these employment trends meet the stated programme objective. Describe how different stakeholders are involved in the evaluation process - students, alumni and companies - and summarise their contribution towards improving the effectiveness of selection, course monitoring and career support.
- c) Describe the arrangements for career development support on campus and for the alumni.
- d) Describe the interface between the School and corporate world for employment and career support, e.g., corporate representation and support on campus, career days, forums, links to international companies.

IV Programme Quality

The purpose of this section is to provide evidence for high standards in the quality of programmes and their contribution towards the School's international mission. This should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

V Programme Design

- a) Provide summary information on current provision of programmes. Explain the link between the main types of programmes offered by the School and the overall mission.
- b) Describe the process for managing the programme design. Explain how the School ensures that programmes meet the needs of the market and of participants.
- c) Identify the key changes in programme design that have occurred in the last 5 years, together with an identification of key problems in the resourcing or design of current programmes.
- d) Summarise the main projections or forecasts on the design of new programmes. Explain how these have been taken into account in the strategic plan.

VI Programme Content

- a) For each programme:
 - Provide a summary of key programme objectives, content and format.
 - Define the pedagogy adopted, core content, options offered and the possibilities available for certification.
 - Describe the course philosophy, type of work involved and details of extracurricular or special activities involved in the programme.
 - Describe the nature of the award, its degree of recognition in a national and international context, together with details of equivalencies against other qualifications.
- b) Evaluate the contribution of these programmes to the School's mission and to the international management community.

VII Programme Delivery

- a) Describe the teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project-based learning, tutorial...).
- b) Explain the School's policy as regards pedagogical innovation and the use of new technologies in the educational process
- c) Describe the mechanisms for maintaining quality control on an on-going basis. Explain how the criteria and processes used to monitor programme quality relate to the programme objectives.
- d) Describe process for the allocation of staff to programmes and relate these to the process for achieving the School's mission.
- e) Identify the main constraints which limit the range or scope of teaching methods and materials employed in the School's programmes.

VIII Student Assessment

- a) Describe the processes used to evaluate the assessment regimes used on programmes.
- b) Identify any recent or proposed innovation in the assessment of students and explain how this meets the School's mission and programme objectives.

IX Programme Evaluation

- a) Describe the process for the evaluation of programmes. Explain how the School ensures that programmes meet the needs of the market and of participants and includes key stakeholder groups in the process.
- b) Summarise the evidence for satisfaction on the part of key stakeholder groups with regard to programme design. Relate this to the School's mission, strategic plan and programme objectives.

X Compatibility with other South Asian Systems

- a) Describe the current arrangements with other business schools and academic networks for joint delivery of programmes, exchanges, credit transfer and the award of qualifications.
- b) Evaluate the impact of such arrangements against the mission and strategic plan.

3. PERSONAL DEVELOPMENT

The purpose of this section is to describe the role of the School in developing skills in individuals appropriate to a role in international management and consistent with the School's mission and individual programme objectives. This should include a description and evaluation of progress in this area over the past five-year period and the objectives and plans for the next five-year period.

I Development Processes

- a) Describe the processes used to provide learning support for students throughout their courses. Explain how these contribute to individual personal development, the diagnosis and correction of learning needs, and career development.
- b) Describe the changes in learning support for students made in the past five years and proposals for the future, together with a justification for these changes.

II Personal Effectiveness Support

- a) Identify the key personal skills which the School aims to develop in individuals. Relate these to the School's mission and the potential contribution of programmes towards a role in international management.
- b) Explain the role of any special techniques and tools in diagnosing the personal qualities of individual students.

- c) Discuss the School's policy and practice towards business language and intercultural skills.
- d) Summarise the evidence that the School is successful in developing these qualities in students.

III Direct Application of Skills

- Summarise the key practical skills which the School promotes in students and the methods used to achieve them. Discuss the role of practical work and projects in developing these skills, in integrating skills across different subject areas and in contributing to the mission and individual programme objectives.

4. RESEARCH AND DEVELOPMENT

The purpose of this section is to describe the contribution of the faculty's research and development activities towards the School's mission and individual programme objectives. This should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

I Research Activities

- a) Describe the School's overall research policy and the mechanisms for determining research policy and priorities. Explain how research and development is interpreted within the national context.
- b) List the facilities and expertise secured for research work in the last 5 years. Identify the methods used to attract key staff to the School in the last 5 years. Explain how these trends have contributed to the mission and general teaching ability.
- c) Summarise the research carried out over the past five years to include
 - main sources of funding
 - special facilities and resources
 - staff expertise and general areas of expertise
 - research carried out by teams
 - existence of self standing research centers.

The School should list in the appendices details of recent publications, research grants, applications for research and sponsorship.

- d) Describe how current research policy relates to the mission and contributes to the strategic objectives. How is research developed as a key activity to increase the intellectual capital of the School and faculty members?
- e) Describe how research contributes to programme innovation and the quality of teaching.

- f) Describe how research activity is integrated into the workload of individual faculty members
 - a. What priority level?
 - b. Time allowed
 - c. Recognition and evaluation. Is research a requirement for promotion and retention?
 - d. Link between the faculty developmental budget and research policy.

II Development

- a) Describe the School's overall policy for promoting innovation and the mechanisms for determining policy and priorities in this area. Explain how the School interprets innovation within the national context.
- b) Summarise the key areas of innovation for the School, including the development of new courses, materials, teaching and delivery methods.
- c) Describe any current and proposed activities designed to develop new tools for management or to increase the impact of the organisation in corporate and international terms.

5. CONTRIBUTION TO THE COMMUNITY

The purpose of this section is to describe the School's role within the wider community in which it operates. It should evaluate its contribution to the local, national, South Asian and international community in the past five-year period and describe plans in this area for the next five-year period.

I External Relations

- a) Describe the role of the School in the local, national and international communities. In seeking to operate at an international level, there are necessarily tensions between the positioning of the School in a wider forum, and responsibility to other levels in the community. Explain how the School establishes a balance between its responsibilities as a member of the international, the national and the local communities.
- b) Describe how the School manages external relations. Identify the staff and resources devoted to these activities.
- c) Explain the impact of past/current external policy on the School's environment and activities e.g. the nature of established programmes, long-standing customers, values, competencies and the evolution of programmes, key activities and research.
- d) Describe key activities which lie outside of normal teaching or research over the last 5 years and proposals for the future. Explain how these contribute to the mission (**reference should be made to the financial plan and information provided elsewhere**).

II Social and Economic Contribution

- a) Summarise the School's overall contribution to the local and national environments, its role in developing the community or acting as a catalyst for initiatives, for example:
 - contribution from the management education profession to the local educational environment
 - contribution to the business community, for example, the development of small enterprises
 - role in providing an active forum for debate and the dissemination of knowledge.
- b) Consulting
Describe the School's policy towards faculty involvement in consulting activities in the service of the business community and as a tool for faculty development.

III Extra-curricular Activities and Services to Education

- a) Describe the non-profit activities supported by the School. Explain the rationale behind this work in supporting the community role of the School, the personal experience of students, and the School's overall mission.
- b) Describe the role of the faculty in supporting extra-curricular activities. Explain the policy and practice of the School towards the support of such activities.
- c) Describe the School's policy towards faculty participation in academic and professional organizations.

6. FACULTY

The purpose of this section is to evaluate the overall effectiveness of faculty resources, faculty management processes and faculty development in meeting the School's mission and individual programme objectives. This section should include a description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period.

I Faculty Size and Composition

- a) Provide a basic description of the current faculty, identify the key areas of expertise and level of qualification within the faculty. Curriculum vitae for all full-time staff should be included in the appendices or in a separate volume, including a definition of full time faculty within the national environment. Include a definition of what is understood by "full-time" faculty in the national environment.
- b) Justify the current size, composition and qualification of the faculty against the School's mission, its strategic objectives and the requirements of the SAQS criteria.
- c) Describe the School's current deployment of teaching resources, including both full-time and part time faculty, within its different programmes. Give appropriate ratios pertaining to student numbers, full-time faculty and part time faculty.

- d) Summarise the key changes in faculty structure that have occurred in the last five years. Identify the key areas of shortfall in faculty expertise and the actions being taken to address these problems.
- e) Describe the staffing plans for the next 5 years with an explanation of how these match the strategic plan.

II Faculty Policy and Management

- a) Explain how current policy and practice regarding the recruitment, selection, induction, monitoring and developing of faculty members support the mission and strategic plan for the School. Provide figures of staff mobility (promotion/mobility/new staff) and list the key areas of expertise brought in over the last 5 years.
- b) Describe the School's policy in establishing the balance between teaching, research, consulting, counseling, programme development and management.
- c) Describe the management processes governing the operation of the faculty.
- d) Evaluate the structures and processes used to allocate responsibilities and monitor performance across the organisation and programmes.

III Faculty Development and Education

- a) Describe current policy for the development of faculty and explain how this meets and supports the mission and strategic plan of the School.
- b) Summarise the strategic plan for the development of the faculty. Identify the key priorities for the future and the budgets involved.

7. RESOURCES

The purpose of this section is to evaluate the adequacy of physical resources and the associated management systems in meeting the School's mission and programme objectives. This should include a description and evaluation of performance over the past five-year period and the objective and plans for the next five-year period.

I Financial Management

- a) Summarise the financial performance of the School over the past 5 years.
- b) Describe the processes for the management of physical resources within the School. Evaluate the effectiveness of these processes in meeting the demands of the School's mission and individual programme objectives.

II Premises and Equipment

- a) Provide a summary of premises, including the identification of any premises shared with other parts of the host School (if appropriate).
- b) Evaluate their overall adequacy to meet the demands of the School's mission.

III Library and Research Facilities

- a) Describe the library and research facilities available and evaluate their contribution towards the mission of the School and individual programme objectives.
- b) Identify any special relationships with libraries and research activities.

IV New Technology Infrastructure

Describe the facilities available (e.g. language laboratories) and evaluate their contribution towards the mission of the School and individual programme objectives.

8. CONNECTIONS WITH THE CORPORATE WORLD

This section should aim to describe the School's relationship with the national and international corporate world and evaluate its impact on the School's mission, strategic plan and current operations. It should include a description and evaluation of performance in this area over the past five-year period.

- I Describe the key processes used to manage the School's relationships with the corporate world. List key relationships with corporate partners.
- II Summarise the evidence that the corporate dimension is reflected in every aspect of its mission, strategic planning and current operations.

CORPORATE DIMENSION

Context and mission	Policy for corporate relationships Reflection in the mission Involvement of companies in activities Involvement of company staff in governance
Students and Participants	Company involvement in selection
Programme design and delivery	Joint programmes Customised learning materials Involvement of companies in curriculum design Case study work Projects and internship Existence of in-company programmes
Relationship Development	Involvement of companies in career development support Alumni associations Programme support designed to equip individuals for their chosen professional life
Research and Development	Joint research programmes Company sponsorship
Contribution to the Community	Level of consultancy provided Involvement in corporate networks

Faculty	Exchanges and secondments of staff to and from industry Existence of sponsored Chairs Staff involvement with companies Visiting faculty from companies
Resources	Company donations / contributions
South Asian/International Dimensions	Scope of international company involvement Scope of international executive involvement

- III Evaluate the key changes in the corporate involvement in the affairs of the School that have occurred in the past 5 years.
- IV Identify future proposals for the involvement of corporate partners that will support the School's mission.

9. SOUTH ASIAN AND INTERNATIONAL DIMENSIONS

- I The School should have a clearly articulated policy for national, South Asian and international commitments both for its students and its faculty. The School should demonstrate that it can educate students and participants on South Asian and international environment in terms of the following factors:
 - Recruitment of students from other states in the case of India and Pakistan, and possibly from other countries for all South Asian countries. There should be a concern for student exchange and the general atmosphere of welcoming students from countries outside South Asia also.
 - Recruitment of faculty. There should be a pronounced policy for recruiting faculty from other states and there should also be a strategy to involve academicians at least as visiting faculty, from other regions and noted business schools in which South Asians are employed. Evidence should be produced where there are collaborations with universities and business schools abroad as well as Visiting Professorships.
- II Describe the key processes used to manage the School's international policy and relationships. List key relationships with international organizations.
- III Summarize evidence that the South Asian and International dimensions are reflected in every possible aspect of the School's mission, strategic planning and current operations.

SOUTH ASIAN AND INTERNATIONAL DIMENSIONS

Context and mission	Policy for international cooperation Reflection in the mission Consortial alliances Existence of international campus
Students and participants	Student selection and mix International alumni associations Foreign work experience of participants and student placements abroad
Programme design and delivery	Student exchange visits Joint programmes with foreign schools International programmes Curriculum content International contracts and franchise arrangements with foreign organizations International learning materials translated or customized
Personal development	Foreign languages and Business skill development Development of multicultural skills Exchanges, participation in international activities, alumni
Research & development	Joint international research programmes Sponsorship by foreign organizations
Contribution to the community	Participation in the international networks
Faculty	Faculty composition – participation from abroad, including visiting faculty Allocation of the staff responsibilities for international relations Deans and Directors participation in international associations Exchange visits Existence of intercultural teams
Resources	Language tuition and facilities Foreign journals and books in the library Internet availability and usage
Corporate relations	Links to the international corporate world Involvement of foreign companies

IV Evaluate the key changes in the South Asian and international operation of the School that have occurred in the past 5 years.

V Identify future proposals that will support the School's mission.

10. EXECUTIVE EDUCATION

Executive Education has an important role to play in the improvement of managerial performance and the overall competitiveness of organizations as well as in the development of the School's faculty and academic resources. The Schools should therefore be committed to changing the cultures of their customers organizations for better performance, by providing a forum for the professional and personal development of managers.

They should be able to demonstrate a clear sense of mission involving a focus on the mutual learning process itself, and the transfer of best practices to organizations and their managers.

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

I Key Questions

Executive Education within the School's overall Structure and Organization:

- How does executive education fit into the School's overall mission and its portfolio of activities? Does the School display a keen awareness of the role of executive education in relation to its strategic plan?
- Has a centre been set-up for this purpose? What specific strategic objectives are assigned to the Centre? Can it show that its current programme offerings in executive education contribute to the School's strategic objectives? Is the Centre integrated within the wider framework to offer a coherent service and not just as a scheme to generate income?
- What is the Centre's 'core competence' in terms of what it can offer to the business community? In what areas is it seen to offer 'leading edge' thinking?
- What is the framework for managing executive education in the context of the whole School? How is this different from the way other activities are managed?
- How are the resources required to offer high quality executive education protected but integrated within the total operating environment for the School?

II Product Portfolio

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

- Type of programmes - open/ customized, residential/non-residential/ distance learning
- Duration: short/ medium/ long/ modular
- Programmes linked to a formal qualification, diploma or degree
- Programme content (functional/general management skill-based, issue-based, action oriented, etc.)

In what ways are programmes differentiated with respect to similar programmes at other Schools? Are the features of programme design and content consistent with the School's mission and strategic plan?

III Marketing

Is the existing provision clearly focused on an understanding of market needs? How does the Centre actually identify these needs?

- What is the composition of the Centre's customer base?
- Nature of companies (market, sector, size...)
- Level of managers (senior executives/middle managers/specialists, technical staff and lower-level managers)
- Local, national, South Asian and international

Is the Centre selective in terms of the market it serves? What are the criteria for accepting or refusing a contract with a company or including an individual on a programme? How many out of total applying are turned down, and on what basis?

Does the Centre have a strong customer service orientation in all aspects of its work?

Does the approach adopted towards the management of the customer base support the aims and service orientation of the Centre? How well qualified are the centre's business development and sales staff? Are staffs at all levels and in all support areas able to contribute to this service orientation?

How is the Centre's marketing effort organized? To what extent are faculty members involved in the marketing of the Centre's programmes?

How rapidly can the Centre respond to a request for a customized programme?

Does the Centre have a pricing policy that is consistent with its market positioning and strategic intent?

IV Customers and Participants

How does the School approach the Executive Education market? How does it develop commercial partnerships? How would the Centre define the total approach which it adopts towards the development of its individual and corporate customers?

What evidence is there that the nature of relationships with customers is not a purely commercial one? How obvious is the commitment to invest time and energy in the two-way exchange of knowledge and experience between the Centre and its customers?

Does the Centre make a clear distinction between customers as organizations and customers as individual participants in its programmes?

How extensive is the Centre's experience in dealing with the senior executives?

How different is the Centre's approach towards learning from that in the School's mainstream programmes? Is the design of the adult learning process clearly understood? How does it differ between open and customized programmes? Who drives the learning process? How do individual faculty members see their role in this process? Is everyone involved in the process (including support and hotel/catering staff) aware of their role?

Is the Centre sensitive to the need to balance support for development aimed at organizations (organizational learning) and development aimed at individuals (adult learning)? Is the Centre able to articulate the role of organizational development in its programme? How is this communicated to individual participants in programmes? How does the Centre deal with the sometimes conflicting demands made by companies and individuals in programmes?

Does the Centre employ a rigorous quality approach towards its customer relationships at all stages of the process from initial contact to completion of the programme? What evidence is there for this in terms of the level of preparation, planning and monitoring that takes place throughout the process? How close is the Centre to its clients?

Does the Centre provide a comprehensive and integrated package of support for its customers? What provision is there for coaching, lifelong learning and networking, and for the longer-term development of individual/corporate customers? What is the role of the Centre's alumni and executive associations?

What processes have been put into place for preparing participants for the experience in one of the Centre's programmes? How does it personalize the learning process for individuals? How does it foster personal development? Is this supported by a modular approach to programmes?

Does the Centre provide opportunities for action learning?

Does the Centre provide support for the longer-term professional development of participants?

How does the Centre evaluate the impact of its programmes on the performance on individuals and companies?

What steps does the Centre take to ensure a close fit between participants and the aims of individual programmes? Is the Centre selective regarding the participants it admits to its open and customized programmes? Does it cooperate with its corporate customers in selecting participants?

Do language/communication skills and international experience figure among the criteria for acceptance into programmes?

V Programme Quality

What is the Centre's core competence in terms of intellectual capital? What are the Centre's key areas of expertise in terms of subject and adult learning methodologies? What key issues are addressed by its portfolio of programmes?

Does the Centre have effective processes to ensure that programmes are constantly kept up-to-date? How often is the Centre's catalogue reviewed/updated/renewed?

In the case of open programmes, how is the range of offerings determined? On what basis does the Centre introduce new programmes and remove the existing programmes?

In the area of customized and in-house programmes, how is the design process managed? How are customer's requirements diagnosed prior to designing programmes? How do they proceed from the diagnosis to the programme design stage? How is the faculty involved in

this process? How rapidly can the Center adjust programmes? What access to additional and up-to-date professional expertise is it able to use creatively for the design of the programme? How does it approach the issue of the tension between offering flexibility and maintaining uniformity and standards?

How much genuine innovation is there in the Centre? What approaches does the Center adopt for the development of conceptual frameworks, management theory, analytical techniques and instruments to support and lead innovative management practices? How are these reflected in the Centre's overall customer orientation and leading edge programmes? How rigorous and innovative, how well researched are these approaches?

What processes are in place for the regular evaluation of programmes and the longer-term review of programmes? How do they deal with customer complaints and service issues?

Is the quality of teaching and support materials consistent with the Center's image?

What level of innovation in delivery is actually taking place?

How is quality defined in the Centre's programmes? Does the Centre have a clearly defined approach for managing the quality of executive education?

What are the key processes for managing quality? Is the Centre able to define its role in improving the currency and marketability of individuals?

VI Faculty

What proportion of the faculty is significantly involved in executive education?

Does the faculty as a whole have a clear understanding of the strategic role of executive education within the School's range of activities?

Does the Center have a clear understanding of its core competence in the field of executive education and the contribution of individual faculty members towards this?

Does the Center operate an effective process for managing the structure and operation of faculty? Does this match the range and complexity of the programmes and services provided? Is there sufficient diversity of individual profiles to provide a wide coverage of subjects? What proportion of the faculty has relevant professional and commercial experience? What limits to growth are set by the current composition of the faculty and its range of expertise?

Does the faculty have a clear sense of mission and culture that reflects its role in executive education? Where the School relies on the support of a high proportion of practicing professionals how is teamwork and a shared culture promoted in this 'virtual' faculty? How are part-time staff and full-time staff from other departments involved and nurtured into the culture of organization? How is their contribution evaluated? How many non-permanent staff take on an active role in programme directorship, programme design or key activity management? What is the contribution of visiting faculty?

How is teaching on executive education programmes integrated into the general contractual obligations of the faculty? How does the Center balance the workloads required to serve

teaching and other demands made by the Centre? How is executive education managed within the framework required to meet the overall workload for the wider School?

What are the processes for the identification and allocation of staff or subject experts to serve their programmes? Can the Centre draw on a bank of out-of-state and international experts to further its work?

Does the Center have effective processes for evaluating the contribution of individual staff (full-time, part-time, visiting faculty and support staff) to the work of the Centre?

VII Research, Development and Innovation

Does the Center have a well-defined approach towards research, development and innovation relating to executive education? How does the Center facilitate the transfer of the School's wider research capability into executive education? How rapidly is the Centre able to transform basic knowledge into applied knowledge for the benefit of its customers?

Does the Center have effective processes in place for the recycling its organisational experience into programmes and key activities?

What steps does the Center take to maximize the role of participants in providing expertise? To what extent does it act as a broker in promoting the exchange of expertise within its customer base?

How open are staff to the application of new ideas and frameworks to their work? How is this reflected in its programmes? What are the key areas of innovation for the Center? How is part-time staff involved in this development? How flexible is the faculty on the whole?

How is the issue of consultancy work dealt with? Is the Centre able to clearly manage the staff in this area to meet the needs of the wider School, or is staff free to secure their own consultancy work?

VIII Resources

Does the Center offer a well-designed learning environment with sufficient dedicated facilities and resources to support high quality executive education? How well conceived is the layout in terms of classrooms, meeting rooms, reception areas and associated facilities such as refreshments and catering? What is the role and impact of the technology in the Centre's provision? Does the Center provide adequate computer facilities?

Does the Center make use of electronic networking facilities and distance learning techniques in the delivery of its programmes?

Does the Center have a keen eye for detail when it comes to the total image presented to customers? Do they pay attention to all the accessories and important details that can affect a programme's image (e.g supporting materials, conferencing and accommodation facilities, etc)? How strong is the Centre's corporate identity and brand image?

IX South Asian and International Dimensions

Are the South Asian and International dimensions reflected in various components of Executive Education? Summarise evidence.

11. CONSULTANCY

The School should demonstrate how it promotes this important activity for continually developing institutional and individual capability for providing relevant strategic advice and problem-solving in organisations. The following aspects may be elaborated as applicable:

- I School's policy, strategic frame-work and incentives for promoting Consultancy
- II Consultancy coordinating unit, its composition, role, functions
- III Types of Consultancy assignments undertaken; subject area; type of organisation; number of faculty involved, duration, income from each of the assignments below:
 - a) Local
 - b) National
 - c) International
- IV Future Plans and likely areas.

ANNEXURE - I: SAQS QUALITY STANDARDS

To achieve SAQS accreditation, Schools must be able to demonstrate that they satisfy quality criteria in three equally important areas:

High international standards of quality in all of the areas defined in the SAQS model;

A significant level of internationalization as defined within the SAQS model; and

The needs of the corporate world well integrated into programmes, activities and processes.

I. General Quality Criteria

National Standing

Where appropriate, the School should be officially recognized by the public authorities in its national environment and should be regarded as a major quality School by the marketplace (i.e. participants, clients and competitors)

Mission

The School should have a clearly articulated sense of mission which is understood and shared throughout the School and recognized as legitimate by the marketplace.

Governance

The School should have an effective and integrated organization for the management of its activities, with a significant degree of control over its own destiny.

Scope

The School should have substantial presence in one, and preferably more, of the following areas of educational activity:

First degree programmes;

Postgraduate degree programmes (including MBA); and/or

Executive education.

Strategy

The School should have a defined, credible and coherent strategy, realistically reflecting its resources and constraints.

Resources

The School should be able to demonstrate financial viability, sustainability and continuity, with physical resources and facilities to provide a high quality learning environment.

Faculty

The School should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise.

Students

The School should recruit and select high quality students in its national/international environment, and should be able to demonstrate the quality of placement of its graduates.

Student Services

The School should provide effective professional student services in such areas as Admissions, International Linkages, Careers, Counselling, etc.

Personal Development

The School should explicitly and effectively support the personal development of its participants beyond the acquisition of knowledge into such areas as managerial skills, values, ethics, and leadership.

Programmes

There should be coherent programme design, staffing, administration and evaluation, incorporating client and student feedback, and rigorous assessment processes for monitoring student progress.

Research

The School should have a clearly defined research and publication policy, through which faculty are encouraged to develop distinctive areas of expertise.

II. South Asian & International Issues

It is important that business schools should have both South Asian and international perspectives so that their students will be able to enter international job markets. Countries like India and Pakistan have enough diversity within themselves, but even in these countries there should be a striving for reaching across the borders.

III Connections with the Corporate World

The School should have a clearly articulated policy with regard to its relations with the corporate world.

The School should be able to demonstrate a strong customer orientation, particularly in relations with corporate clients.

Whenever possible given the statutory constraints under which the School operates, members of the corporate community should participate in its governance.

The School should manage a portfolio of contacts with the corporate world, a substantial part of which should be with leading companies in its national/international environment.

The needs of the corporate world should be inherent in programme design.

The School should monitor the degree of recruiter satisfaction with the quality of its graduates.

Programmes should incorporate structured opportunities for participants to gain direct experience of the corporate world, through internships, field work, and campus visits by company representatives.

Programme delivery should include input from practitioners.

Faculty should have business experience and keep abreast of current best management practices.

Faculty should have opportunities to engage in consultancy.

ANNEXURE - II: SAQS SELF-ASSESSMENT CHECKLIST

Note: For details on information required on sub-items under each section, please refer to the relevant page(s).

1. Context and Mission

- I Environment
- II Statutes and Governance
- III Vision and Mission
- IV Strategic Positioning and Objectives

2. Students

- I Target Profile
- II Course Preparation and Progression
- III Career Placement and Support
- IV Programme Quality
- V Programme Design
- VI Programme Content
- VII Programme Delivery
- VIII Student Assessment
- IX Programme Evaluation
- X Compatibility with other South Asian Systems

3. Personal Development

- I Development Process
- II Personal Effectiveness Support
- III Direct Application of Skills

4. Research and Development

- I Research Activities
- II Development

5. Contribution to the Community

- I External Relations
- II Social and Economic Contribution
- III Extra-curricular Activities and Services to Education

6. Faculty

- I Faculty Size and Composition

- II Faculty Policy and Management
- III Faculty Development and Education

7. Resources

- I Financial Management
- II Premises and Equipment
- III Library and Research Facilities
- IV New Technology Infrastructure

8. Connections with the Corporate World

- I Description of Key Processes
- II Evidence of Corporate Dimension in all aspects as detailed in Figure 1
- III Evaluation of Key Changes
- IV Identification of Future Proposals

9. International Issues

- I Policy for National, South Asian and International Commitments with respect to students and Faculty
- II Key Processes
- III Summary of Evidence
- IV Key Changes
- V Future Proposals

10. Executive Education

- I Answers to Key Questions
- II Product Portfolio
- III Marketing
- IV Customers and Participants
- V Programme Quality
- VI Faculty
- VII Research, Development and Innovation
- VIII Resources
- IX South Asian and International Dimensions

11. Consultancy

- I Policy
- II Coordinating Unit
- III Assignment Details
- IV Future Plans



South Asian Quality Assurance System (SAQS)

Association of Management Development Institutions in South Asia (AMDISA)

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First Edition : 2003, Revised Edition : 2008

Revised Edition: Reprinted: 2010