



**South Asian Quality Assurance System
Association of Management
Development Institutions in South Asia**

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**Supplementary
Material - 3**

SAQS ACCREDITATION

BRIEF FOR MENTORS

The South Asian Quality System (SAQS) is designed to help Management Schools in the South Asian Region to achieve and sustain quality in management education. SAQS has evolved through an intense process of discussion and adaptation over five years and is influenced mainly by EQUIS, which is the quality arm of the European Foundation for Management Development (EFMD). Association to Advance Colleges and Schools of Business (AACSB), which is the American accrediting body, also helped in refining SAQS. It is the aim of AMDISA to take advantage of the best practices elsewhere in the world and evolve a quality system to suit the context, environment, and genius of the South Asian Region.

While the eligibility of Management Schools to enter SAQS Accreditation process takes care of certain basics which are essential to qualify, the process of preparing Self-Assessment Report for Accreditation is complex and demanding. A School may require help of an expert, an experienced management professional called Mentor, who has participated in the accreditation process or has undertaken formal accreditation and Peer Review training in the AMDISA-EFMD Projects, Regional Workshops. The Mentor is essentially an advisor, not a member of the School team which prepares the Self-Assessment Report and chalks out steps for Peer Review and Accreditation. There are two relevant publications by AMDISA. The first is Guide to Self-Assessment (Booklet-III) and the second is Guidance Handbook on SAQS Quality Criteria (Booklet-II).

It is expected that the Schools do their own home work by constituting an Internal Committee headed by a senior academician and assigning its members to draft a chapter or section as indicated in the Guide to Self Assessment. A School needs to highlight its research activities, its contribution to executive education, consulting, partnership with industry, and assistance to the community. These are essential components which enable a School to acquire accreditation. Once the Internal Committee has outlined the structure of the Self-Assessment Report, the Mentor can be invited to interact with the School's Director/Dean, the Internal Committee and the Faculty, as appropriate.

The Role of the Mentor will be as follows:

The Mentor is like a friend, philosopher and guide to the Internal Committee working on the Self-Assessment Report. The Mentor will be available for consultation until Self-Assessment Report is ready for submission. However, there is funding for only two formal visits to the School by the Mentor – one in the beginning and another when the Self-Assessment Report is ready for submission. The Mentor, identified by AMDISA and communicated to the School, will visit the School on invitation at mutually convenient dates.

During the first visit, the Mentor will brief the Dean, Internal Committee as also the Faculty about SAQS Accreditation System in the context of other global accreditation systems. He will also explain the SAQS emphasis on the process by which a School institutionalizes admission, delivery and quality norms, and whether the School has well-defined systems and processes for its various activities from admission to placement, Faculty recruitment to research and extension. It is not enough to catalogue achievements; it is important to spell out the underlying processes. The SAQS Quality Criteria

Handbook (Booklet-II) gives relevant insights. The focus on systems and processes ensures that the School has graduated from entrepreneurial orientation. The second visit of the Mentor usually takes place after the School has prepared the draft report. Here, the Mentor will attempt to locate gaps and suggest additional work if any required to meet minimum stipulations of SAQS. It should however be known that the Mentor is not responsible for the ultimate quality of the Self-Assessment Report. The responsibility squarely lies on the Director/Dean and the Internal Committee.

The Mentor's travel expenses for the two visits will be met by AMDISA. Local transport, room, board etc., will be provided by the School. Each visit is ordinarily expected to be for two working days. Any additional days or visits have to be arranged by the School.

The Mentor is expected to send a report to AMDISA Executive Director / SAQS Director on each of his visits. The job of the Mentor concludes once the Self-Assessment Report is submitted.

