

EQUIS Institutional Profile Sheet

Meets Standard: The institution satisfies the EQUIS standard in this area as defined in the Criteria Framework. Most positive assessments are expected to fall in this broad category. It is not to be interpreted as meaning that the institution is mediocre or that it barely qualifies at a minimum level.

Above Standard: The institution demonstrates outstanding quality, well above the level required to satisfy the EQUIS standard in this area, where it can be considered a model of excellence.

Below Standard: The institution is judged to be below the threshold of the EQUIS standard in this area.

N/A: not considered applicable and/or relevant to the institution concerned.

		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 1	Mission/Governance/Strategy				
1.1	Autonomy				
1.2	External governance				
1.3	Internal governance				
1.4	Coherence between internal and external governance				
1.5	Sense of mission				
1.6	Credibility of present strategic positioning				
1.7	Culture and values				
1.8	Clarity and coherence of future strategy				
1.9	Marketing, PR, communication				
1.10	Corporate involvement in the school's governance				
1.11	International credibility of the institution				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 2	Students and Participants				
2.1	Quality of incoming students – first degree				
	Quality of incoming students – post graduate degree				
2.2	Quality of the student selection processes				
2.3	Quality of the admissions office				
2.4	Student placement				
2.5	Quality of the careers office				
2.6	Quality of the other support services (i.e. counselling, international office etc.)				
2.7	Alumni association				
2.8	Corporate involvement in the recruitment and placement processes				
2.9	Internationalization of the student body				
		ABOVE standard	MEETS standard	BELOW standard	N/A

Chap 3	Programme Quality				
3.1	Coherence of the school's portfolio				
3.2	Programme design				
3.3	Programme content and coverage				
3.4	Programme delivery				
3.5	Programme innovation				
3.6	Integration of new technologies				
3.7	Balance between the academic and the managerial dimensions				
3.8	Focus on learning				
3.9	Quality of the course material				
3.10	Programme monitoring, evaluation and review				
3.11	Student assessment regime				
3.12	Programme administration				
3.13	Responsiveness to corporate needs				
3.14	Compatibility with other European systems				
3.15	Availability of courses in English				
3.16	International content of the programmes				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 4	Personal Development				
4.1	Focus on personal development				
4.2	Individualized learning support				
4.3	Project-based work, internships, action learning				
4.4	Managerial skills				
4.5	Skills for international management				
4.6	Opportunities for study abroad				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 5	Research, Development and Innovation (RDI)				
5.1	Clear policy				
5.2	Distinctive expertise				
5.3	Quality of research output				
5.4	Time devoted to research				
5.5	Innovation and development				
5.6	Relevance of RDI to companies				
5.7	International scope and recognition of RDI				
5.8	Contribution of RDI to teaching				
5.9	Contribution of RDI to faculty development				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 6	Contribution to the Community				

		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 7	Faculty				
7.1	Adequacy in terms of size and profile				
7.2	Qualification				
7.3	Faculty management				
7.4	Faculty exposure to the corporate world				
7.5	Internationalization of the faculty				
7.6	Quality of faculty up to international standards				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 8	Resources and Administration				
8.1	Quality of the learning environment				
8.2	Library, data bases, computer access, etc.				
8.3	Effectiveness of financial management systems				
8.4	Financial viability				
8.5	Quality of administrative staff				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 9	Connections with the Corporate World				
9.1	Clarity of policy				
9.2	Overall customer orientation of the school				
9.3	Adequacy of corporate links (local, national, international)				
9.4	Quality of corporate partners and clients				
9.5	Input from practitioners				
RECAPITULATION OF CORPORATE CONNECTIONS ITEMS FROM PREVIOUS CHAPTERS					
9.6	Corporate involvement in governance (see 1.10)				
9.7	Corporate involvement in admissions and placement (see 2.8)				
9.8	Responsiveness to corporate needs (see 3.13)				
9.9	Relevance of RDI (see 5.6)				
9.10	Faculty exposure to the corporate world (see 7.4)				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 10	Internationalization				
10.1	Clarity of policy				
10.2	Quality of the school's international partners, alliances and exchanges				
10.3	International corporate partners				
10.4	Overall culture				
10.5	Governing body				
RECAPITULATION OF INTERNATIONALISATION ITEMS FROM PREVIOUS CHAPTERS					

10.6	International credibility of the institution (see 1.11)				
10.7	Internationalization of the student body (see 2.9)				
10.8	Compatibility with other European systems (see 3.14)				
10.9	Availability of courses in English (see 3.15)				
10.10	International content of the programme (see 3.16)				
10.11	Skills for international management (see 4.5)				
10.12	Opportunities for study abroad (see 4.6)				
10.13	International scope and recognition of RDI (see 5.7)				
10.14	Internationalization of the faculty (see 7.5)				
10.15	Quality of faculty up to international standards (see 7.6)				
		ABOVE standard	MEETS standard	BELOW standard	N/A
Chap 11	Executive Education				
11.1	Integration of executive education into mission and strategy				
11.2	Coherence of the executive education portfolio				
11.3	Organization and resources of the executive education center				
11.4	Quality of open programmes				
11.5	Ability to deliver tailored programmes				
11.6	Understanding of the adult learning process				
11.7	Management of the customer base. Quality of the client relationship				
11.8	Measurement of the impact of learning				
11.9	Faculty involvement in executive education				
11.10	Integration of RDI into executive education				
11.11	Marketing				
11.12	International development of executive education				