

MBM ACCREDITATION CRITERIA



OVERARCHING THEMES

Since its inception, AMBA's mission has been to promote and protect postgraduate management education internationally. AMBA aims to encourage students to enrol on international quality programmes in reputable Business Schools, and employers to recruit from such Schools. The MBM – a blanket term to describe any postgraduate general management programmes that do not meet the post-experience requirements and outcomes of an MBA – is an important component of AMBA's portfolio as a Masters-level qualification preparing high potential career entrants for a successful management career.

AMBA's accreditation scheme is designed to provide a quality assurance and quality enhancement mechanism for Business Schools and MBM programmes worldwide, in order to ensure the value of this qualification for potential students, graduates, employers and society. With many competing programmes, accreditation informs prospective students and employers about Business Schools and programmes that meet the Association's international quality standards.

Accreditation is holistic in nature, using the criteria as a benchmark for assessing the overall quality of an Institution and its MBM programmes. Accreditation assessments seek to balance the requirements for comparable international standards with the need to recognise local legislative and cultural differences. AMBA will not necessarily rule out for consideration any deviations where the Institution and its MBM programmes are of genuine international quality, with career outcomes demonstrably equivalent to those seen at other accredited Institutions.

MBM Definition

The MBM is a generalist, postgraduate, and predominantly pre-experience degree designed to provide a thorough grounding in the theoretical fundamentals of management – accompanied by substantial practical interventions – in order to enable graduates (usually from any discipline) to successfully begin a management career within a variety of different organisational settings, through the development of integrated knowledge, skills and values.

MBM Attributes

MBM graduates will be able to utilise the broad theoretical knowledge, skills and practical experience gained during their studies to:

- Think critically and formulate reasoned opinions based on complex information.
- Integrate functional knowledge and apply strategic management skills at a junior level in changing business environments.
- Understand organisations and their stakeholders.
- Operate effectively in cross-cultural settings, understanding the nature of globalisation.
- Understand the importance of business ethics in a global environment and act with integrity.
- Analyse complex data, understanding the financial implications of managerial decision-making.
- Work effectively within a diverse team environment.
- Develop a management career and a commitment to lifelong learning.

Key Principles

1. The MBM Portfolio – While the Institution may choose the programmes that it wishes to submit for MBM accreditation, in order to ensure clarity and transparency in the marketplace, all programmes that bear the same title, irrespective of delivery mode or location, must be assessed.
2. Institutional Integrity, Sustainability & Distinctiveness – The Institution offering an MBM must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity which provides the basis for a high quality and successful MBM portfolio.
3. Faculty Quality & Sufficiency – The Institution must be able to provide the MBM portfolio with sufficient and balanced expertise in teaching, research and consultancy that guides the MBM learning experience in a cohesive and integrated way.
4. Programme Design & Leadership – Each MBM programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The MBM should be designed to represent the latest thinking in management education, taking into account market trends and practices.
5. The Student Cohort Experience – The MBM is designed to be a postgraduate, general management qualification for high quality career entrants; the admissions process must be rigorous in ensuring that an appropriate, sustainable and diverse cohort is recruited and maintained.
6. Competences, Graduate Attributes & Learning Outcomes – The MBM should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBM attributes and be aligned to the mission of the Institution.
7. Curriculum Breadth & Depth – The MBM curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.
8. Assessment Rigour & Relevance – The MBM assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.
9. Delivery & Interaction – In order to develop sufficient generalist management knowledge, skills and values, the MBM programme requires substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection.
10. Impact & Lifelong Learning – Graduates should be able to demonstrate significant career growth as a result of their MBM and should be supported in their continual development by the Institution.

CRITERIA

Framework & Eligibility

This document sets out the criteria for MBM programme accreditation. While setting the standards that accredited provision is expected to meet, these criteria are not intended to be so prescriptive as to stifle innovation or to preclude other measures by which quality may be assessed.

At the core of the accreditation scheme is full recognition of the autonomy of individual degree-awarding Institutions to offer MBM programmes and of the need for individuals and employers to have an internationally recognised accreditation process based on external and peer review of MBM provision.

Accreditation assesses the current standards of postgraduate management education offered at an Institution while promoting a developmental philosophy and a commitment to continuous improvement and quality enhancement. Institutions gaining accreditation are expected to maintain and demonstrate this commitment to regular improvement within their own programmes over the duration of each accreditation period.

Assessors will base their recommendation on the overall context of the MBM provision under assessment, taking into account the quality of the Institution offering the MBM.

An accredited MBA portfolio is normally a pre-requisite for the assessment of an Institution's MBM portfolio; however, if an Institution does not offer an MBA, then MBM accreditation may be permitted in exceptional circumstances. In such cases, an Institution must have been graduating MBM students for a minimum of three years in order to be eligible for accreditation. As an assurance of continuity and sustainability of quality provision, an Institution and its MBM provision will have conformed to the majority of the Association's criteria for a minimum period of three years prior to its first assessment.

Principle 1: The MBM Portfolio

While the Institution may choose the programmes that it wishes to submit for MBM accreditation, in order to ensure clarity and transparency in the marketplace, all programmes that bear the same title, irrespective of delivery mode or location, must be assessed.

1.1 The designation 'MBM' can be applied to any management degrees that have a substantial general management component. An Institution may choose the programmes that it wishes to submit for MBM accreditation. The School is responsible for fully identifying and communicating its accredited MBM portfolio to AMBA, as well as to other stakeholders.

1.2 In order to ensure clarity and transparency in the marketplace, all programmes with the same name, irrespective of delivery mode or location, must be assessed. Programmes offered at multiple campuses should each undergo an on-site assessment to ensure the equivalence of experience for students at each site. All Institutions involved in the delivery of collaborative provision should normally expect an on-site assessment visit to assess the quality and equivalence of experience offered on the specific programmes, and partner Institutions with unaccredited MBM provision will be expected to apply for accreditation within the current review cycle of the multi-centre programme. The awarding Institution must assume full responsibility for the quality of collaborative delivery, and is expected to make the initial application for AMBA accreditation where applicable.

1.3 Where an MBM programme is to be awarded jointly by more than one Institution, one (accredited) Institution is to be designated the lead provider and will be responsible for delivery by the partner Institution(s). This also applies to programmes which allow students to undertake exchanges or modules delivered by other Institutions.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution offering an MBM must be sustainable, financially viable, and committed to quality and continuous improvement. It should possess a distinctive market identity which provides the basis for a high quality and successful MBM portfolio.

2.1 The assessment of MBM provision will take account of the Institution offering the programmes. The Institution is generally expected to be the Business School or equivalent unit that offers degree programmes, including the MBM portfolio. Institutions offering accredited MBM programmes should have:

(i) an appropriate mission, explicitly expressed and regularly reviewed, which reflects its key strengths and underpins the design of the MBM portfolio;

(ii) a well-defined, credible and coherent strategy, realistically reflecting its resources and constraints as well as its stated mission, with reference to Masters programmes;

(iii) an effective and integrated organisation for the management and leadership of activities, with a significant degree of autonomy and control over its future;

(iv) a commitment to sustainability, good governance and continuous improvement which impact on the MBM, underpinned by well-defined and implemented policies. The Institution should therefore be able to demonstrate satisfactory outcomes from its own internal, national and possibly international audit processes, and should provide evidence that it has responded successfully to any recommendations resulting from these processes;

(v) market legitimacy, secured financial viability and Institutional continuity;

(vi) a discrete identity and an appropriate degree of autonomy (e.g. from the wider University) for decision-making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources, which support the MBM;

(vii) identified its target population and have a developed sense of the market for its products, understanding the specific needs of the MBM portfolio;

(viii) a clearly articulated and effective policy with regards to its relations with the organisational and managerial world, with demonstrable impact on the MBM, including means of regular access to employer opinion and a well-developed customer orientation; and

(ix) a clearly articulated strategy for partnerships with other academic Institutions, which enhances a range of opportunities for the benefit of the MBM portfolio.

2.2 Institutions should demonstrate that the level of overall resourcing is appropriate for postgraduate students. Library, computing and research facilities must be of a high standard and should be accessible, at least electronically, out of normal working hours and at weekends. Access to industry-standard hardware and software is important, as is the availability of business databases and literature search facilities. Sufficient resources should be dedicated to innovation, improvement and the development of the MBM.

Principle 3: Faculty Quality & Sufficiency

The Institution must be able to provide the MBM portfolio with sufficient and balanced expertise in teaching, research and consultancy that guides the MBM learning experience in a cohesive and integrated way.

3.1 In order to provide suitably resourced and high quality faculty available for the MBM, it is expected that the Institution will have an explicit, mission-led faculty strategy as well as an efficient organisational structure.

3.2 The MBM teaching faculty should be of a size which can, with regard to the overall supervision and number of participants, fully resource the provision to the required standard for which accreditation is being sought.

3.3 The Institution should have a thorough and inclusive faculty development and recruitment policy to ensure that staff are suitably diverse, innovative, reflect the Institution's commitment to continuous improvement and continue to meet high standards.

3.4 Faculty teaching at MBM level must be appropriately qualified and credible. Therefore at least 75 percent of the Institution's teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate. The Institution must also be able to provide relevant evidence of the quality of teaching from within its faculty, and that those teaching on the MBM possess the highest teaching standards. The Institution must demonstrate that high quality faculty are selected for the MBM in a balanced manner.

3.5 The Institution should be able to demonstrate high levels of quality across its faculty as evidenced by relevant management research, scholarship and consultancy. The majority of the MBM teaching team should be actively involved in all three activities, and the Institution should be able to demonstrate that there are effective mechanisms by which results from research, consultancy and contact with the corporate world are regularly incorporated into the MBM provision.

3.6 To ensure that MBM learning is cutting-edge and innovative, research quality should be of a high standard in some areas of activity and show evidence of an international dimension. It is expected that a reasonable proportion of research output is relevant and demonstrably contributes to organisations and to society.

3.7 The Institution should formally address the issues of collegiality and integration of staff into the total teaching and learning environment of the School, including part-time faculty, faculty from another part of the Institution, staff from other Institutions and practitioners. All members of the MBM teaching team, irrespective of origin, should be fully integrated and subject to the Institution's quality assurance policy.

Principle 4: Programme Design & Leadership

Each MBM programme must be supported and periodically reviewed in a systematic way, with sufficient academic oversight and operational support. The MBM should be designed to represent the latest thinking in management education, taking into account market trends and practices.

4.1 Sustainable academic leadership is essential for a high quality MBM, regardless of the primary faculty teaching model. There should be clearly defined roles relating to the academic leadership and administrative responsibilities for the MBM programmes with individuals identified for each. Those assigned roles of academic leadership should be credible and committed to the programme.

4.2 The Institution should be able to demonstrate a level and quality of professional leadership and support appropriate to the size of the MBM provision.

4.3 Mechanisms must exist to ensure sufficient feedback and response to student reactions to course delivery and content on the MBM.

4.4 MBM programmes must be regularly reviewed to ensure that they continue to meet the needs of the market, taking into account input from all stakeholders. The design and content of the programme should embrace a range of relevant theory firmly linked to the practical world of sustainable business and management. Formal programme re-design is expected to take place on a cycle approximately every five years, based on a re-evaluation of the currency and achievement of learning outcomes.

Principle 5: The Student Cohort Experience

The MBM is designed to be a postgraduate, general management qualification for high quality career entrants; the admissions process must be rigorous in ensuring that an appropriate, sustainable and diverse cohort is recruited and maintained.

5.1 There should be an expectation on the part of the provider that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award. Evidence will be required to show rigour in procedures and standards for admission, for example, standard testing and interviewing. Interviews are expected to form an important component of the admissions process.

5.2 The MBM can be aimed at graduates from any discipline, and any specific admissions requirements must be made clear to all applicants in the admissions procedures.

5.3 It is not necessary to require prior work experience for accredited MBM programmes, and any such admissions requirements must be made clear to all applicants in the admissions procedures, as well as having a clear rationale with regards to the pedagogy of the programme.

5.4 Evidence of language proficiency will be required to a suitable standard for Masters-level learning. Where teaching is in English, standardised evaluation of students for whom English is not a first language will be expected.

5.5 In order to ensure a rounded learning experience for students from a wide range of backgrounds and to maintain cohesion and integrity of the student cohort, admission with credit, admission with advanced standing and exemptions will not normally be accepted for accredited MBM programmes.

5.6 In order to promote mutual learning among peers, students should be selected on the basis of the contribution they may be expected to make as well as the benefit they may gain. Given the important role members of the cohort play in enriching part of the learning process, student diversity across a range of metrics (such as nationality, gender, academic and work background) is expected. To achieve adequate group interaction and diversity, the expected intake on each accredited programme would be a cohort size (distinct learning group) of at least 20 students. Due regard will be given to the following factors: the need for a critical mass of participants; geographical factors which may serve to constrain a local market; and, the combination of cohorts from different entry points (carousel) and modes of delivery – providing that cohort cohesion and integrity is maintained and managed above the 20 minimum threshold in each core class.

5.7 In order to ensure programme diversity and sustainability, individual cohorts should be internationally diverse and balanced where possible.

5.8 Single Company and Consortia MBM programmes should ensure that final decisions on admissions, student progress, curriculum, assessment and award of the MBM remain under the control of the Institution.

5.9 Mechanisms must be in place to ensure that students, especially international students, receive adequate pastoral care and support throughout their course of study. The Institution should also have a formal policy to support students with disabilities. All student policies should be clearly articulated.

5.10 In cases where students have been away from formal education for an extended period of time, explicit help in learning skills should be provided.

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBM should have clearly articulated learning outcomes which can be measured and mapped through to course learning outcomes and assessment. Outcomes should broadly reflect AMBA MBM attributes and be aligned to the mission of the Institution.

6.1 Each individual MBM programme must have clearly stated aims, objectives and learning outcomes, which reflect the mission and strengths of the Institution. Learning outcomes should be clear and explicit

in describing what participants are expected to know and be able to do as a result of the programme. They should make clear the ways in which the Institution recognises and assesses intellectual, analytical, personal and enterprise qualities as well as the specific knowledge developed by the programme.

6.2 Learning outcomes should be mapped and measured against curriculum design and assessment, to ensure that the programme is cohesive and that all intended graduate outputs are achieved.

6.3 MBM graduates will be able to utilise the broad theoretical knowledge, skills and practical experience gained during their studies to:

- (i) think critically and formulate reasoned opinions based on complex information;
- (ii) integrate functional knowledge and apply strategic management skills at a junior level in changing business environments;
- (iii) understand organisations and their stakeholders;
- (iv) operate effectively in cross-cultural settings, understanding the nature of globalisation;
- (v) understand the importance of business ethics in a global environment and act with integrity;
- (vi) analyse complex data, understanding the financial implications of managerial decision-making;
- (vii) work effectively within a diverse team environment; and
- (viii) develop a management career and a commitment to lifelong learning.

Principle 7: Curriculum Breadth & Depth

The MBM curriculum should be comprehensive and integrative, and clearly delivered at the Masters level.

7.1 An MBM is a Masters-level programme of study and is postgraduate in nature. Institutions should be able to demonstrate that Masters-level learning is achieved across the programme, which should be embedded in either national or international definitions. The design and approach of the programme should reflect the nature of students who may not have completed a first degree in business and management, and who may not have any practical managerial experience.

7.2 While all programmes should reflect the general character of the MBM, individual courses may be designed to meet the needs of a specific business function or sector. While it is encouraged that a programme includes some specialisation appropriate to the Institution's resources and strengths, the MBM should retain its generalist, broad character. Where an Institution offers the MBM designation for a programme which is recognisably functional, or specialist in nature, the Institution is expected to provide an explicit rationale for the designation within a general management orientation.

7.3 An MBM programme should encompass relevant knowledge and understanding of organisations, the external context in which they operate, their stakeholders and how they are managed. While a specific module is not expected for each of the below, all programmes should demonstrate that students acquire a significant understanding of the major areas of knowledge which underpin general management, including:

- (i) the concepts, processes and Institutions in the production and marketing of goods and / or services and the financing of business enterprise or other forms of organisation;
- (ii) the concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations;
- (iii) organisation theory, behaviour, HRM issues and interpersonal communications;
- (iv) the processes and problems of general management at the operational and strategic level;

- (v) macro and micro economics;
- (vi) business research methods and consultancy skills;
- (vii) the impact of environmental forces on organisations, including: legal systems; demographics; ethical, social, and technological change issues;
- (viii) explicit coverage of the ability to respond to and manage change;
- (ix) business policy and strategy;
- (x) theories of leadership and entrepreneurship;
- (xi) an understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole;
- (xii) further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management; and
- (xiii) the international dimension to the above, including political risk and contemporary processes of regionalisation, emerging markets, global governance and globalisation.

7.4 To ensure an international dimension to the programme, the curriculum should take care to incorporate an understanding of management styles and practices from different regions and cultures, and to include diversity in examples and / or case studies. Examples should encompass a range from prevalent international business standards to local norms and expectations. International study opportunities are to be encouraged where they enhance the student learning experience.

7.5 An MBM should contain substantial evidence of programme integration. In many cases this is achieved primarily as a final project, which demonstrates each individual student's ability to integrate the functional areas of management. Where included, such a project should be practically based and allow candidates to demonstrate an understanding of theory and its application at Masters level. The expectations, learning outcomes and assessment criteria should be made explicit. Research and consultancy skills training should be provided in preparation for the above. Any other methods of integration are acceptable but evidence that such methods are effective and substantial is expected. Where programmes are designed on a modular basis, the design should, given the importance of a multi-disciplinary approach to management problems, clearly provide means by which the integration of individual subjects is achieved.

7.6 Evidence will be sought that programme design and review has incorporated an understanding of the balance between theory and practice, and between functional and integrative teaching. Given the likely lack of work experience for most MBM students, opportunities for explicit practical learning and work experience during the programme is strongly encouraged.

7.7 The programme should be explicit about the means by which transferable management skills are developed throughout the programme. Such skills include, but are not restricted to: communication; teamwork; dealing with ambiguity; negotiation; problem solving; critical thinking; and ethical values.

7.8 Innovation in MBM programme design and delivery is strongly encouraged, particularly in the ways in which such developments enhance integration, sustainability, personal growth, and the sharing of cohort knowledge and ideas.

Principle 8: Assessment Rigour & Relevance

The MBM assessment strategy must be robust, varied and to standards that are consistently applied at the Masters level.

8.1 The key purpose of student assessment is to enable students to demonstrate that they have met the objectives and achieved the learning outcomes of the programme at the standard required for the award of a Masters degree. The assessment scheme should have detailed criteria and specify the range

and relative weights of the various assessment methods used; it should be comprehensive and consistent across the various subject areas, and underpinned by a suitable assessment strategy.

8.2 The assessment scheme should reflect the particular aims and characteristics of the course. A diverse approach to assessment methods is expected, and individual examinations should play a balanced role in any such scheme since they are seen as testing intellectual rigour under controlled conditions. While innovation in assessment methods is encouraged, particularly where new teaching and learning methods are being used, detailed evaluation by the School of such innovations will also be looked for.

8.3 Assessment should also be used to provide feedback to students in a consistent and timely manner and assist in the subsequent individual and group learning.

8.4 Evidence is required that steps are taken to ensure that the individual's own work is being assessed, with an explicit policy with regards to plagiarism.

8.5 Assessment standards should be consistently reviewed and applied at Masters level across the programme and the portfolio. This includes instances where delivery and assessment is undertaken at partner sites and on student exchanges.

Principle 9: Delivery & Interaction

In order to develop sufficient generalist management knowledge, skills and values, the MBM programme requires substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection.

9.1 The nature of the MBM, combining management theory with an introduction to its practical implications, requires a variety of teaching and learning methods, including lectures, seminars, workshops, action learning, reading, individual and group projects, distance learning, computer-based training and in-company training. Cooperation of employers is to be encouraged and it is expected that some of the learning will be practically based.

9.2 The duration of an MBM programme is expected to be equivalent to at least one year's full-time study and normally at least two years' part-time study. More flexible modes of delivery should be expected to take between two to three years to complete, with a clear and managed progression rate and an upper limit in exceptional circumstances of not more than seven years.

9.3 An MBM programme will correspond to the equivalent of at least 1,800 hours learning effort, which should incorporate suitable time for faculty – cohort interaction (contact time), group work, individual reading and preparation, and reflection. The design of the programme must ensure that this can be achieved within the standard set duration, accounting for other responsibilities that students may have outside of the study environment.

9.4 The total number of contact hours is expected to be at least 300. Contact hours are defined as compulsory interaction between the learning group and faculty, which in traditional delivery modes would be delivered completely synchronously. The minimum requirement for any synchronous element is expected to be 100 hours, usually reserved for online delivery, which can include the use of demonstrably effective technologies that enable synchronous interaction between the student cohort and faculty. In all cases the balance of 300 contact hours must be mandatory interactive student-faculty learning, although this can be delivered asynchronously.

9.5 Acceptable delivery modes range across a spectrum from traditional face-to-face through to fully online, with many blended variations in-between. Innovative approaches to design and delivery are welcomed if they enhance learning opportunities and can maintain the coherence and integrity of the course, while meeting the general standards outlined in this document. It is expected that cohort integration is achieved through programme and delivery design even on the most flexible of delivery modes.

9.6 Some of the learning in an MBM is expected to take place between members of the learning group, and opportunities for collaborative learning should be provided. Such interaction can be face-to-face and / or through the application of a virtual learning environment, as long as this encourages and supports synchronous interaction where appropriate.

9.7 It is expected that all programmes will contain some element of support through an online platform which students can access off-campus and out-of-hours.

9.8 Some programmes may be designed to deliver a significant part – or indeed all – of the learning experience at a distance, ranging along a spectrum from offering one section or module of the course online, to ‘blended learning’, to ‘distance learning’ in its purest sense. In such cases, it is expected that all standards outlined in this document will continue to be met. Programmes delivered by such modes must ensure that students receive an equivalent learning experience to that of students studying on a face-to-face basis. Flexibility may be enabled but should not be to the detriment of the student learning experience, which requires a certain intensity to allow for suitable knowledge transfer and integration to occur. Within this framework, the criteria may be adapted to account for a significant evolution in technology-assisted learning that may occur throughout the lifecycle of this document. Accreditation will therefore focus particularly on examining evidence that there is:

(i) a physical base from which the programme operates, which provides an effective logistical and administrative infrastructure that ensures that all participants engage with the programme as intended, that monitors this engagement, and that consistency is maintained year on year. This should also extend to include local teaching and support facilities where appropriate;

(ii) a specifically designed quality assurance system to ensure the continued quality and currency of all staff, systems and teaching materials, with a systematic process of periodic quality review;

(iii) remote out-of-hours access for all students to the necessary study materials, library resources and software, with dedicated technical support available and readily accessible;

(iv) consistent and accessible academic leadership which provides cohesion for the programme underpinned by appropriate research and scholarly activity, and with responsibility for the review of course content, delivery and academic standards;

(v) a tailored system of programme management and support, ensuring transparent coordination and regular communication between the various departments involved in the delivery of the programme;

(vi) a customised system for regular and responsive student engagement with the Institution, to include access to academic and support staff, student feedback and pastoral care;

(vii) a means to ensure that students studying at a distance receive appropriate career development opportunities, in addition to evidence that the development of transferable skills are addressed explicitly;

(viii) a transparent system to regularly monitor student interaction and progression on the programme, with effective means to remedy any issues that arise as a result of this monitoring;

(ix) a structured, effective and interactive platform to provide, encourage and monitor interaction between the peer group / cohort, and with faculty / tutors, both synchronously and asynchronously, across key elements of the course. This should provide an effective means for group work as well as an opportunity for networking and peer support; and

(x) a robust and secure assessment system, which guards against plagiarism, ensures the correct identity of submitted work, and allows for appropriate feedback to students, both formative and summative.

Principle 10: Impact & Lifelong Learning

Graduates should be able to demonstrate significant career growth as a result of their MBM and should be supported in their continual development by the Institution.

10.1 Facilities should exist to assist in employment for students at the conclusion of their studies, with career entry opportunities and support available irrespective of delivery mode and employment status.

10.2 A well-established and active association of MBM alumni is expected, which provides tangible networking and lifelong learning opportunities for its members.

10.3 An accredited MBM should be able to provide evidence of impact and return on investment for its graduates and other stakeholders. When assessing the overall quality of the programme, consideration will be given to the value added by the MBM programme to career entry professionals and / or entrepreneurs. The views and experiences of appropriate alumni, employers and sponsors will also be sought. An inclusive view of the measurement and articulation of impact and the return on investment of the MBM is encouraged, taking into account the contribution to society and value creation.

10.4 The Institution should have appropriate mechanisms to regularly review the long term success and impact of graduates, and to evaluate the currency and achievement of programme learning outcomes.

GLOSSARY

- **Asynchronous:** interaction that is not in real time. This can be enabled through effectively managed and monitored interaction through discussion boards, for example.
- **Contact Hours:** compulsory interaction between the learning group and faculty. This does not normally include one-to-one interaction, or student group work without faculty support. One contact hour is expected to be 60 minutes.
- **Franchise:** an Institution offering another Institution's programme and degree award, but delivering the majority of teaching.
- **Institution:** the Business School, or equivalent organisational unit offering the programme / portfolio seeking accreditation. AMBA will also consider the relationship between the Institution and any parent body, particularly where any other programmes are offered that may require inclusion into the Institutional portfolio on the basis of market clarity.
- **Master in Business & Management (MBM):** a blanket term to describe any postgraduate general management programmes that do not meet the post-experience requirements and outcomes of an MBA. Programme titles that may be eligible can include, but are not limited to Master in Management, Master in International Business, Master in Finance, Master in Entrepreneurship, Master in Leadership.
- **Masters-level Learning:** many academic Institutions refer to the Dublin Descriptors for the requirements of Masters-level learning.
- **Portfolio:** all programmes bearing the designation 'MBA' awarded by the Institution must be submitted for assessment and pass accreditation standards. In the interest of market clarity, any programmes offered outside of the Institution but bearing the same degree award is also expected to be included in the portfolio, unless agreed by AMBA on the basis of market separation.
- **Student Learning Hours:** total student activity required to complete the programme. While in many respects a notional figure, due to the fact that students learn at different speed and in different ways, this would include contact hours, group work, one-to-one student / faculty sessions (supervision), private study and reflection.
- **Synchronous:** real time interaction, traditionally face-to-face but can be enabled through the use of appropriate technology.

