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"An educated people can be easily governed"

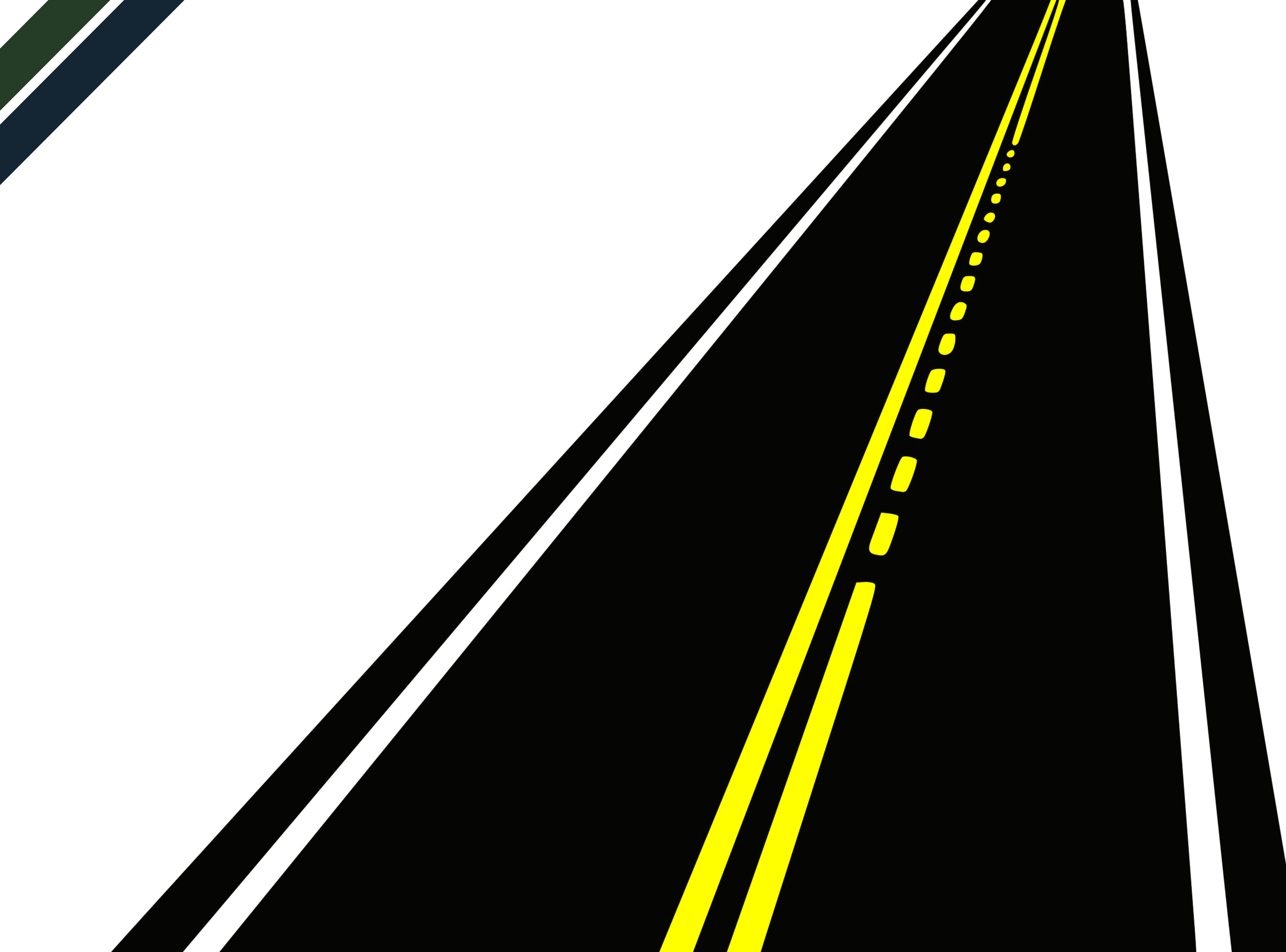
Frederick the Great, King of Prussia



The Prussian education model became adopted worldwide









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"BGA's mission is to ensure that Business Schools innovate and venture beyond conventional means of teaching, where the impact and results of that teaching are stressed in our quality assurance process"



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Positive Impact
Responsible Management
Lifelong Learning



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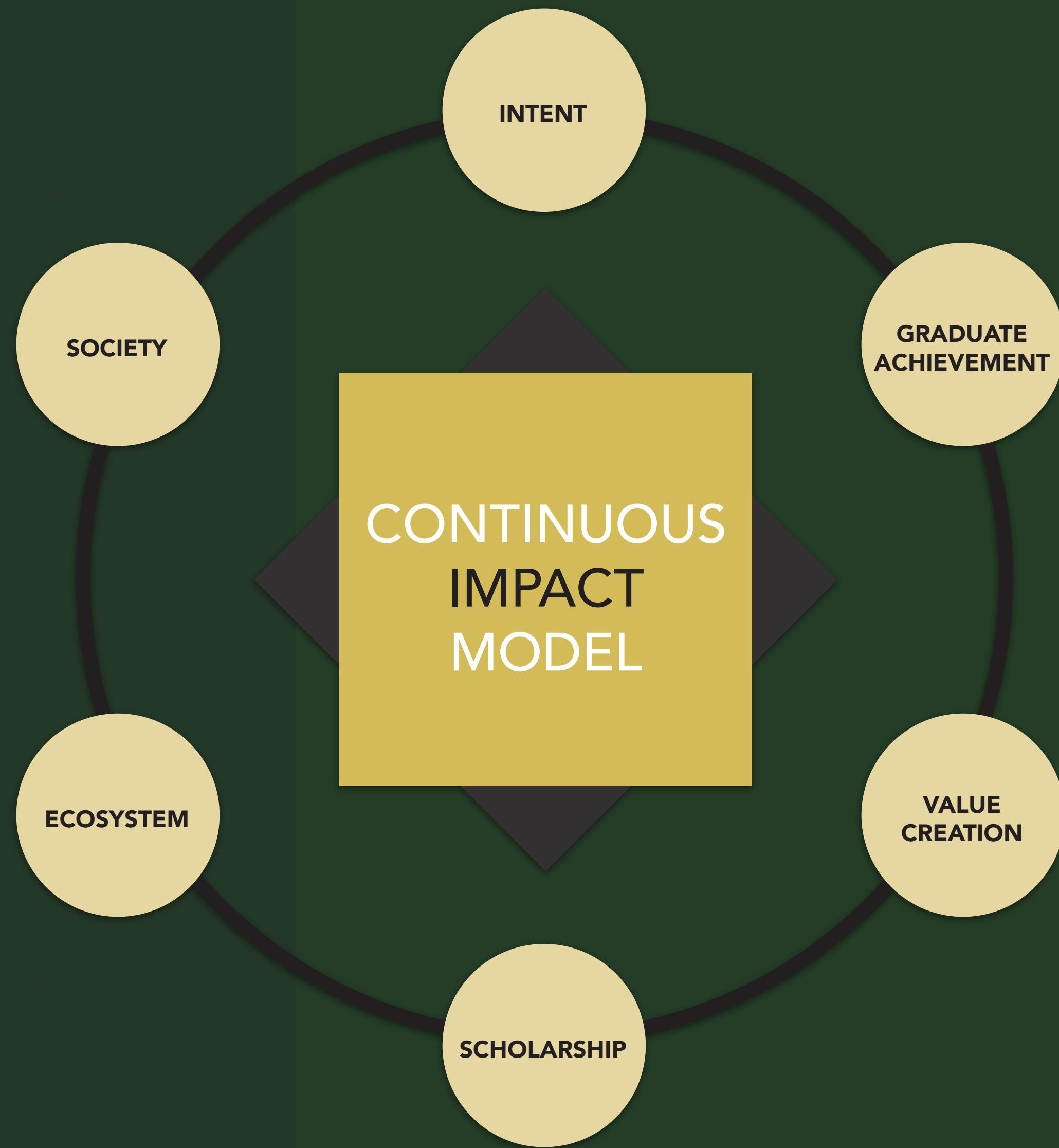
What are the core strengths of the Business School?



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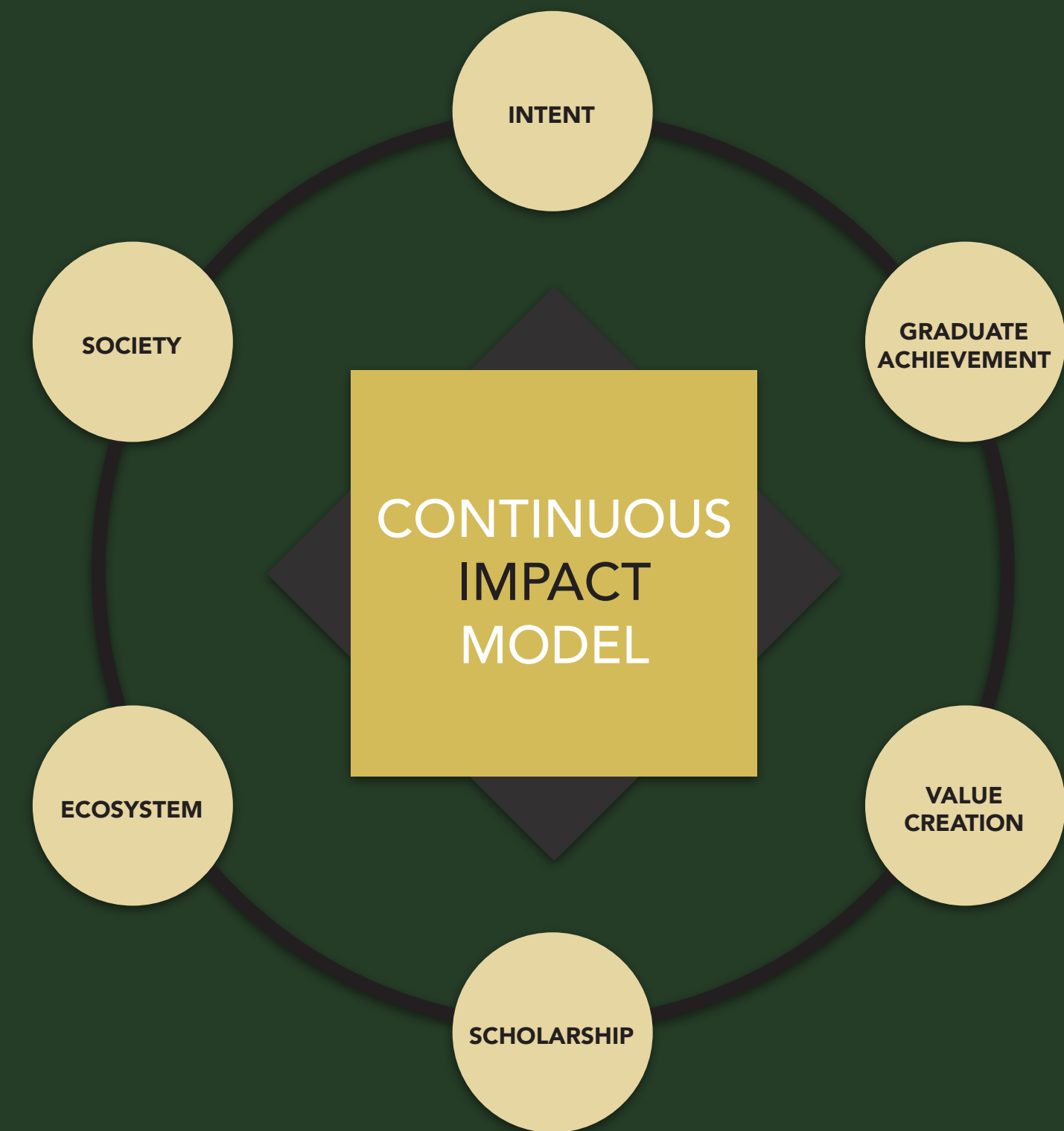
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Example

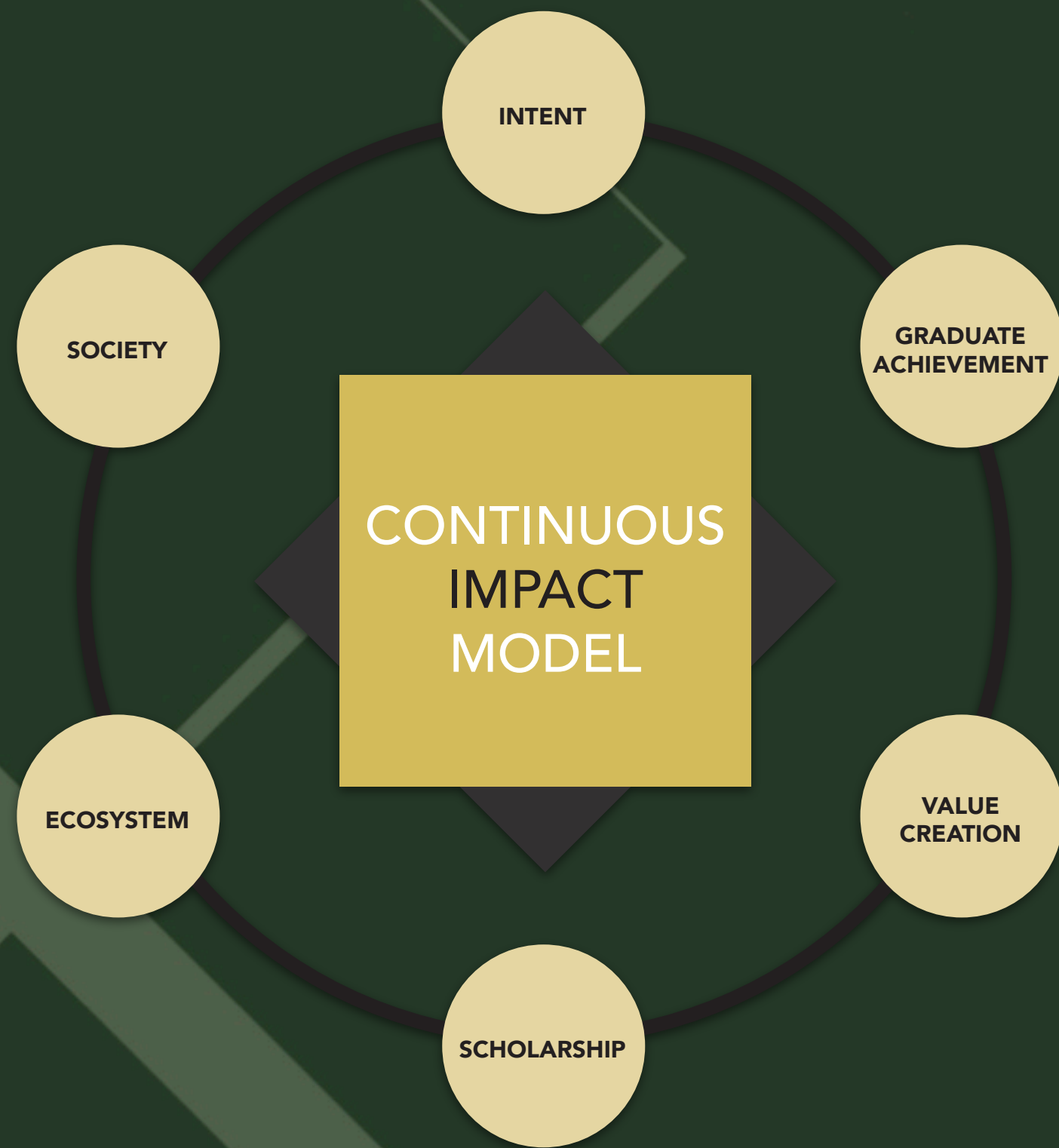
- Bite-sized courses
- No traditional degree programmes
- Very small cohorts
- Few academics on faculty. Mostly practitioners



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1 NO POVERTY 	2 NO HUNGER 	3 GOOD HEALTH 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 RENEWABLE ENERGY 	8 GOOD JOBS AND ECONOMIC GROWTH 	9 INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE AND JUSTICE 	17 PARTNERSHIPS FOR THE GOALS 	 THE GLOBAL GOALS <small>2017-2030</small>

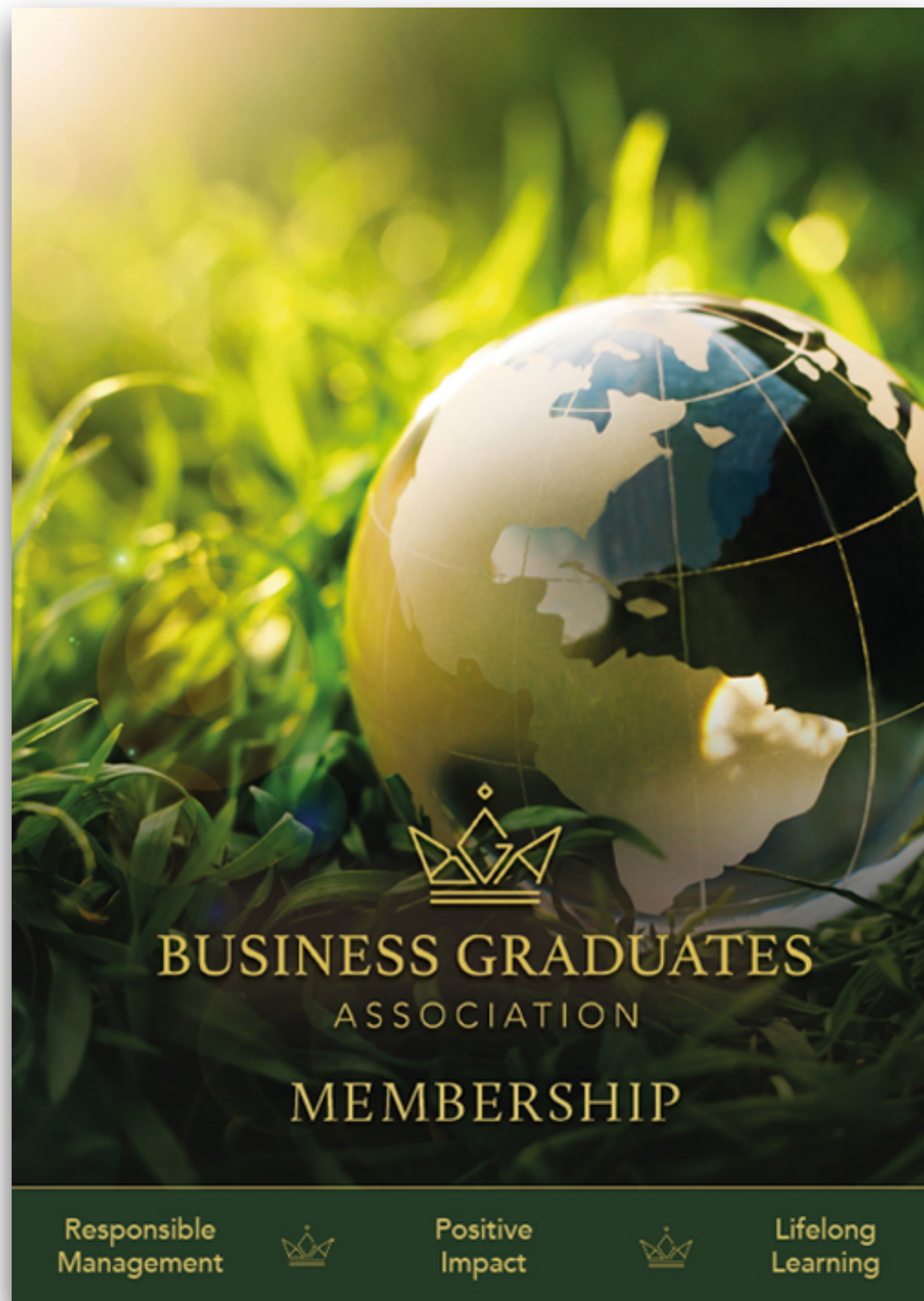


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AMBA Accreditation

The Criteria, Eligibility and Process



The AMBA 300-cap

Type of Accreditation

- Accreditation of three types of postgraduate management education programmes:
- MBA programmes (post-experience);
- MBM programme (generalist, pre-experience Master's level commonly referred to as MSc or MiM);
- DBA programmes (as distinct from PhDs)

Type of Accreditation

- MBA programme must be accredited as a portfolio.
 - Every MBA awarded by the degree-awarding institution must be submitted for accreditation.
 - A business school cannot pick and choose which MBAs are submitted for accreditation.
- If a school has an MBA programme(s), it must be part of its AMBA-accredited portfolio.
 - A School cannot seek MBM-only accreditation if it already awards an MBA programme
- All MBA programmes must meet the AMBA criteria

MBM & DBA Accreditation

- No requirement to submit all pre-experience MSc programmes for MBM accreditation.
- Only generalist MSc Management (e.g. MiM) programmes accepted for MBM accreditation.
- Shorter criteria for both MBM and DBA accreditation.
- If a School has an MBA, it cannot seek MBM-only or DBA-only accreditation.
- Schools without an MBA programme can apply for MBM-only or DBA-only accreditation.

The AMBA MBA Criteria

- Largely qualitative, embracing the diversity of international postgraduate management education delivery.
- These cover governance, strategy, programme management, careers support, alumni relations, purpose and outcomes, graduate attributes, curriculum and assessment, amongst others.

**5 Key
quantitative
criteria**

1. Demonstrating viability

- “An institution must have been graduating MBA students for a minimum of three years in order to be eligible for accreditation.” (AMBA MBA criteria, p3)
- AMBA needs to know that the institution can demonstrate being able to maintain sustainable numbers of students on its MBA programmes, and that those students complete.
- Note that the requirement is for three years, rather than three intakes (important for Schools with multiple annual entry points).
- Note that the requirement is for graduating rather than recruiting.
- For example, if a School seeks accreditation in Autumn 2020, and recruits once a year to its 24-month part-time MBA programme, this programme will need to recruited its first cohort in 2016.

2. Faculty: The 50% and 75% Rules

- “Faculty teaching at MBA level must be appropriately qualified and credible. Therefore at least 75% of the institution’s teaching staff should have a relevant postgraduate degree. It is expected that the majority of faculty will hold a Doctorate.” (AMBA MBA criterion 3.4)
- In other words, 50% of the entire School faculty must hold a PhD. Note that this is the whole School faculty as a pool from which MBA teachers may be drawn, rather than a School’s current MBA teaching team.
- Also note that it is not mandatory for faculty to be research-active, and provided that more than 50% of the School faculty has a PhD, AMBA welcomes the use of practitioner, professional, visiting and adjunct faculty in the delivery of an MBA.

3a. Students: Quality

- “Students are expected to have a minimum of three years appropriate and relevant postgraduate work experience upon entry and the student body as a whole should average at least five years of such experience.” (AMBA MBA criterion 5.3)
- An AMBA-accredited MBA is a post-experience MBA.
- “The MBA is intended for a variety of able candidates, primarily
- graduates from any discipline; and/or, holders of an equivalent
- professional qualification. Exceptionally, mature and
- experienced managers with the potential to meet the learning
- requirements of the MBA may also be considered as candidates.”
(AMBA MBA criterion 5.2)
- Exceptionally = maximum of 10%.

3b. Students: Quantity

- "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."
- This is generally viewed as the most critical criteria, rooted in AMBA's mission to ensure an MBA is an appropriate, Masters-level, post- experience academic programme.
- Emphasis on core curriculum classes.
- Must maintain this number of students (implications for withdrawals, deferrals etc).
- In other words: if a School cannot demonstrate it has at least 20 appropriately qualified and experienced students in all of its MBA core curriculum classes, it is not accreditable.
- • This criterion is the reason behind the vast majority of withdrawals of AMBA accreditation.

4. Exemption: 20:20

- “Cohesion and integrity of the student cohort is a key component of the MBA in order to maximise the learning experience. As such, admission with credit, advanced standing and/or exemptions in any form is not encouraged, and, exceptionally, should be limited to no more than 20 percent of the course of study. This can be increased to 33 percent for students from an accredited MBM programme. Additionally, no more than 20 percent of a student cohort may be admitted with any level of credit, advanced standing and exemptions.” (AMBA MBA criterion 5.5)
- This has implications for School’s that draw a large number of students from one industry or trade.

5a. Contact Hours

- “The total number of contact hours is expected to be at least 500.” (AMBA MBA criterion 9.4)
- “Contact hours are defined as compulsory interaction between the learning group and faculty, which in traditional delivery modes would be delivered completely synchronously.” (AMBA MBA criterion 9.4)
- “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.”

5b. Synchronous vs asynchronous

- AMBA defines synchronous delivery as “real-time interaction, traditionally face-to-face but can be enabled through the use of appropriate technology.” (AMBA MBA criteria p12)
- AMBA defines asynchronous delivery as “interaction that is not in real-time. This can be enabled through effectively managed and monitored interaction through discussion boards, for example.” (AMBA MBA criteria p12)
- If any of the MBA programme curriculum is delivered using distance or blended learning technology, it must conform to the AMBA definitions of both contact hours, and either synchronous or asynchronous.

5c. Total Learning Hours

- “An MBA 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.” (AMBA MBA criterion 9.3)
- This total should include the 500 contact hours.
- This will largely be determined by an institution’s own calculation of
- contact:additional hours.
- “The design of the programme must ensure that this can be achieved within the standard set duration, accounting for other responsibilities that students will have outside of the study environment.”
- Generally speaking, a programme that claims to require >1,800 hours’ effort in less than 12 months’ full-time study or 24 months’ part-time study is unlikely to be seen as realistic or credible.

A Generalist Curriculum

- 5 Key Principles
- Must be covered and assessed in an MBA core curriculum
- No requirement for each topic to have its own module (course);
- MBA graduates are rounded leaders, not specialised experts;
- “Specialised” MBAs OK if catered to by a range of specialised elective modules additional to a generalist core curriculum;
- For those Schools wishing to provide an accredited, “specialised” MBA, the “Core-with-Electives”, “Pathway”, or “Track” model is most likely to lead to successful accreditation.

Seeking AMBA Accreditation

- School should apply for BGA membership first.
- Conduct Programme Consultancy Review to review MBA portfolio against AMBA accreditation criteria and BGA accreditation criteria
- Based on results, school will be given a chance to be part of the waiting list (no fees associated to this)
- Should a school join the waiting list, no guaranteed time can be given on when the school will be able to formally apply for AMBA

BGA Accreditation

The Criteria, Eligibility and Process



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No cap to BGA accreditation



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Type of Accreditation

- Full-school accreditation
- Examines the school's positive impact on stakeholders, alignment to responsible management principles, and lifelong learning initiatives
- Covers all programmes but pays special detail to two sample programmes (typically the flagships of the business school)
- Rewards differentiation, innovation, responsible management initiatives, and stakeholder impact



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Eligibility

- School must have been in continuous operations for at least five years
- One of the school's programmes must have graduated at least three student cohorts/learning groups
- The school must be in good financial health
- The school must either possess degree awarding powers or evidence its market recognition



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The BGA Accreditation Criteria

- 5 Key Principles
 - Institution
 - Faculty
 - Students
 - Programmes
 - Impact



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Application Stage

one month

Development Stage

one to two years

Assessment Stage

six months



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Application Stage

- Accreditation application form.
- Letter of intent.
- Signed cost of assessment.



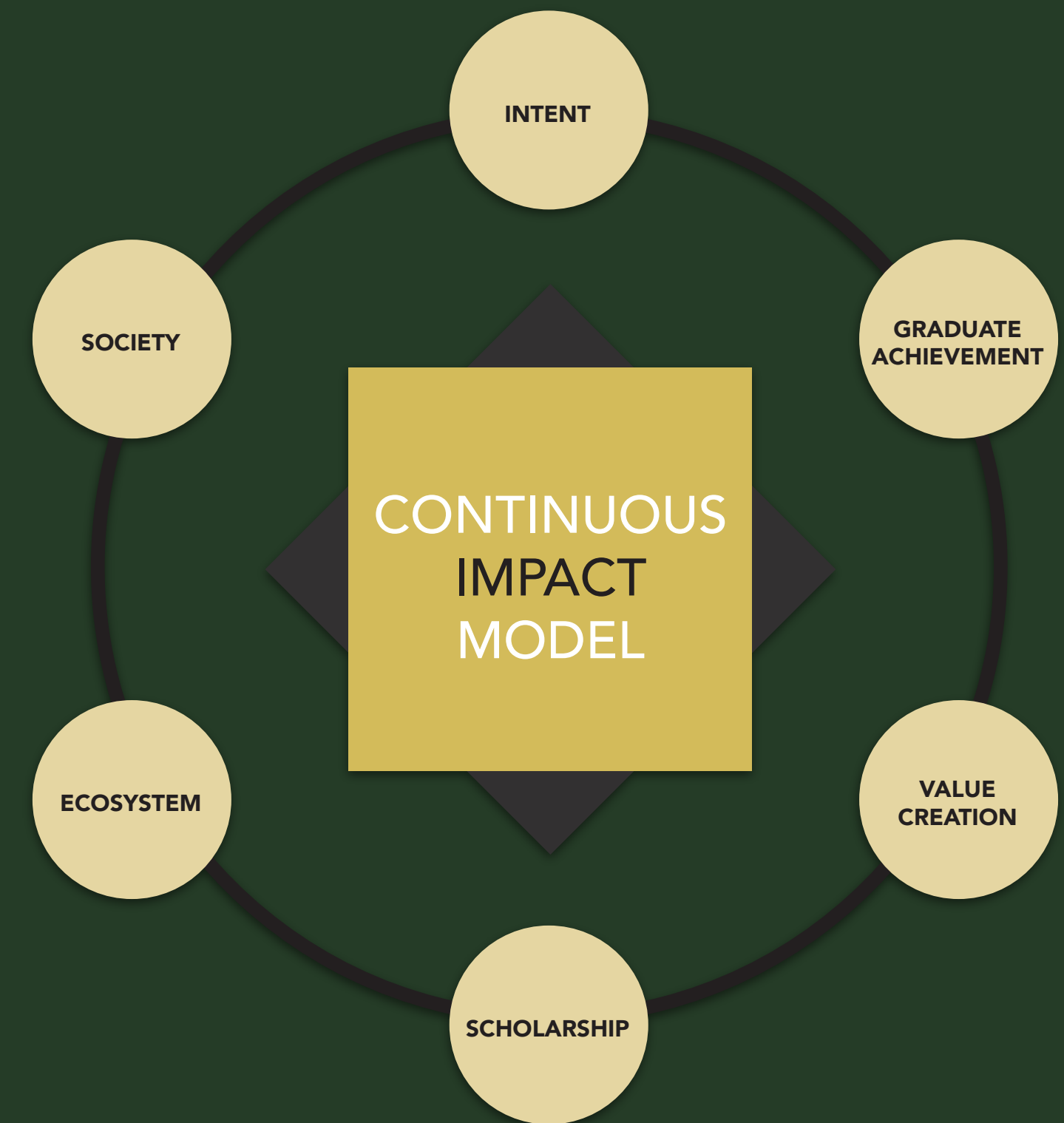
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Development Stage

- Mentor selection.
- Define objectives and KPI's of the business school.
- Initiate work on 10 impact metrics using the Continuous Impact Model (CIM).
- School must develop feedback loops for continuous improvement.
- Two of the metrics must align with the UN Sustainable Development Goals.



INPUT -> ACTIVITY -> OUTPUT -> OUTCOME -> IMPACT



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Year	Input	Activity	Output	Outcome	Impact
2018	\$150,000 relationship building budget	Travel budget used to meet 38 corporations. - \$120,000. Joined 3 events to market school -\$30,000	School gained interest from 34 corporations. School received contact details from 12 corporations.	30 corporations given tailored executive education for their employees.	28 corporations signed up to multi-year executive education training. 97% satisfaction rate
2019	\$150,000 relationship building budget	Travel budget used to meet 33 corporations. - \$100,000. Hosted four small workshops for corporations. -\$50,000.	School gained interest from 32 corporations. School gained interest from 16 corporations through workshop events.	40 corporations given tailored executive education for their employees.	38 corporations signed up to multi-year executive education training. 1.5x increase in income 97% satisfaction rate
2020	\$220,000 relationship building budget	Travel budget used to meet 46 corporations. - \$120,000. Hosted 8 small workshops for corporations. - \$100,000	School gained interest from 35 corporations. School gained interest from 36 corporations through workshop events.	58 corporations given tailored executive education for their employees.	52 corporations signed up to multi-year executive education training. 1.5x increase in income 97% satisfaction rate



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Assessment Stage

- Completion and submission of Self-assessment form (SAF)
- Completion and submission of Self-Audit Report (SAR)
- Assessment panel chosen
- Assessment visit carried out
- Two day visit at School campus
- Results given on the day



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ACCREDITED



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**BGA
ACCREDITATION
CRITERIA**



**BGA
ACCREDITATION
GUIDANCE**



**BGA
ACCREDITATION
CONTINUOUS
IMPACT MODEL**



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MEMBER



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VALIDATED



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ACCREDITED



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BGA Validation

- Light-touch quality assurance process.
- Approximately 6 months in length.
- A fraction of the cost of accreditation.
- Helps the business school identify key improvement areas.
- Excellent for schools unfamiliar with international accreditation.
- Preparation for BGA accreditation.
- Does not involve an assessment visit.



How does one proceed?



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BGA Membership

- Programme consultancy reviews for AMBA or BGA accreditation compliance and industry benchmarking.
- Optional mentorship by an AMBA & BGA assessor.
- Discounts to all AMBA & BGA events and conferences.
- Access to all AMBA & BGA thought leadership and research.
- Free student membership - access to the BGA Career Development Centre and career workshops.
- Ability to publish and promote research and activities via BGA's workshop webinars and Business Impact magazine.
- Facilitated networking opportunities with schools and sponsors
- Promotion of the Business School in the AMBA & BGA network



Internationalisation



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Internationalisation

- Ministry of Education in Kazakhstan aiming to draw students from all across Asia and Eurasia - 2.5 billion people.
- Year enrolments expected to grow from 623,000 to 1 million by 2030.
- Mr Nurbek's visit to the UK was to encourage UK universities to set up campuses in Kazakhstan.
- Cutting red-tape and sweetening deals.
- Modelling after UAE (Dubai and Abu Dhabi).
- Six campuses due to open in Kazakhstan from 2023 - 2024.



Student Network

- 65,000+ students and graduates
- All studying or have completed programmes at leading business schools
- Career Development Centre
- £4/2,200 KZT per student if the school has 1,000 students.



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CV360

Helping you optimise your CV for humans and machines

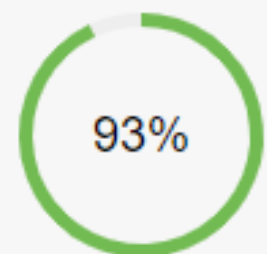
Irrespective of whether you use a job board, CV database, recruiter or apply directly to a company, it's highly likely that your CV or resume will be analysed by a machine before a human sets eyes on it. And even then, it may only reach a person if the system deems it a good match for their search. These machines, commonly known as Applicant Tracking Systems (ATS), make life easier for hiring managers but potentially a lot harder for you.

CV360 scores your CV against more than 50 checks that commonly trip up an ATS, annoy a hiring manager or get your CV deprioritised. You get instant, detailed feedback so you can optimise your CV and significantly boost your chances of getting to interview.







Mellissa Oliver CV

Score: 05 Jan 2023



[View Feedback](#)

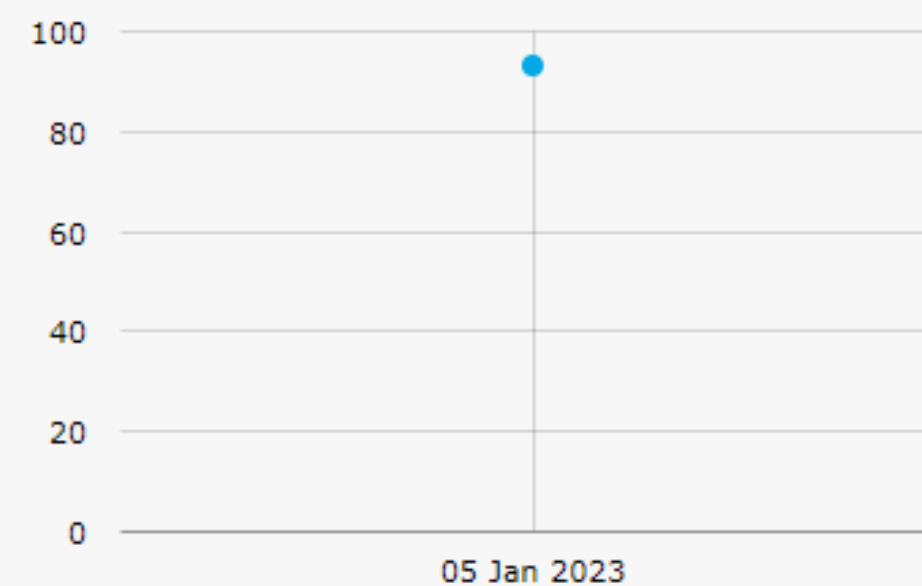
[Re-Score](#)

-  Checks: 59
-  Passed: 55
-  Dismissed: 0
-  Failed: 4

That's great! Your CV is in the green zone. It might be ready to submit for review or even to an employer. However, if there are any checks your CV did not pass, look at the feedback and see what you can do to push your score even higher. When you're as good as you are you should be aiming to pass every check!



Highest Score: 93%



Previous Score: N/A







[Score History](#)



 **File** 

 **Presentation** 

 **Structure** 

 **Content** 

 **Skills** 

 **Language** 

AI CV Interview Take an interview based on the actual content of this CV.

[Take Interview](#)

Repeated sections [Dismiss](#)

We found the following duplicate sections in your CV:

SKILLS: Key Skills, It Skills

If the only sections highlighted here are skills or work history related, please check you're happy with the 'duplicate' sections and, if you are, dismiss this check.

[Something not right?](#)

Generally you should only have one version of each section as multiple versions can confuse both humans and machines. However, it may make things clearer for some applications to have more than one section when it comes to skills and work experience, for example.



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INTERVIEW360 / MOCK INTERVIEWS

Select one of the mock interviews below to get started.

AI CV Interview

Take an interview based on the actual content of your CV

Take Interview

Auto-generated Interview

We automatically select the interview questions for you

Take Interview

Custom Interview

You select the interview questions to create your own mock interview

Create Interview

Your confidence: **1/10 (below average)**



Benchmarked against thousands of users

Questions

5

Time Spent

3 min

Video Quality

High

BODY LANGUAGE

TIPS & ADVICE



Perceived emotion

Calm & Enthusiastic



Eye movement

High



Smile frequency

No smiling

COMMUNICATION & SPEECH

TIPS & ADVICE



Speech Rate

Too fast



Speech Clarity

Ok



Filler words

Some (View)

CAMERA POSITION

TIPS & ADVICE



Central position

Off-centre



Eyeline

Too low



Camera distance

Too far



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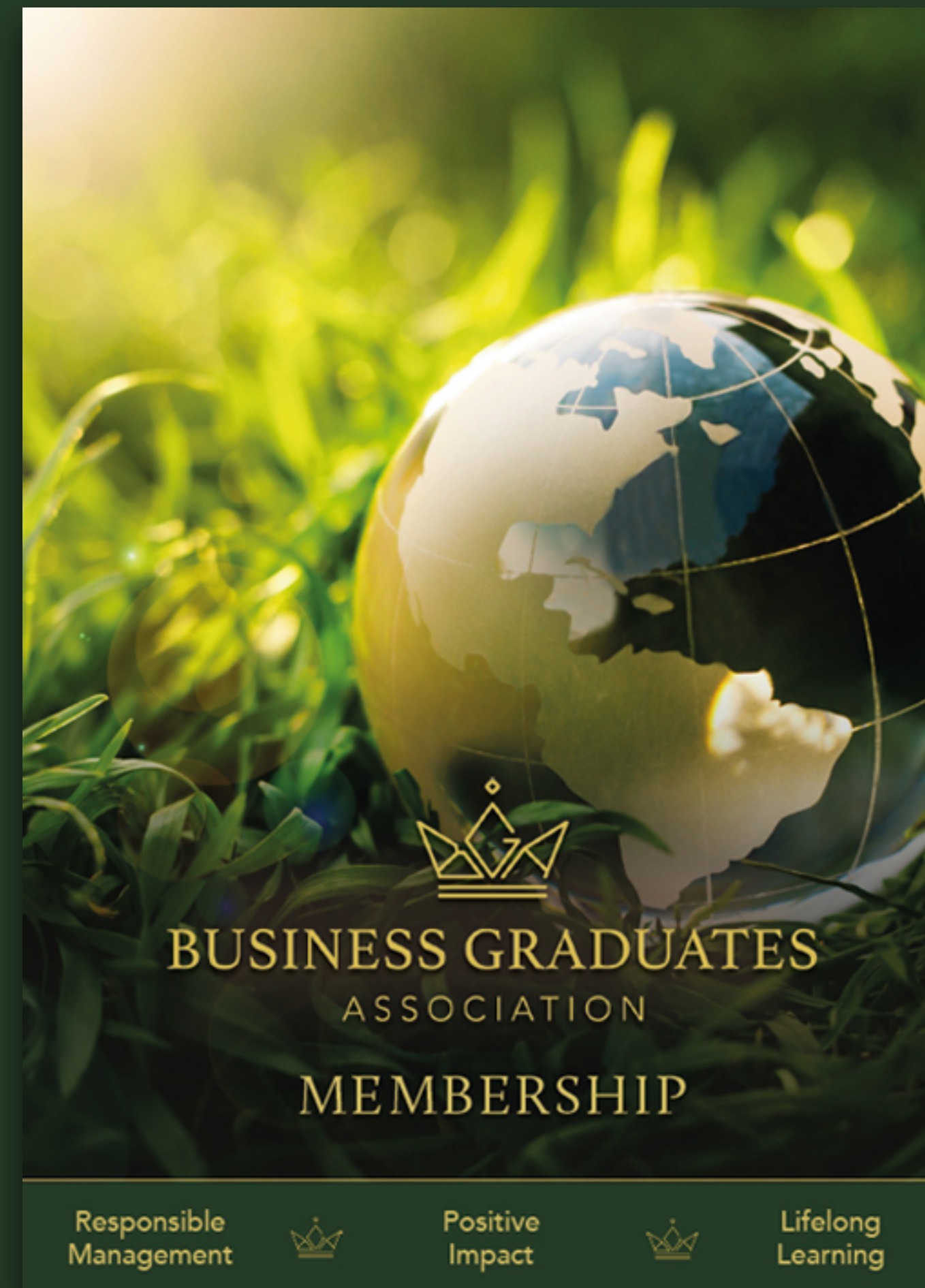
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