



BE IN BRILLIANT COMPANY



**BUSINESS
GRADUATES**
ASSOCIATION

LEADERS NEVER STOP LEARNING



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Using Modern Simulations to Enhance the Student Learning Environment



cesim
BUSINESS SIMULATIONS



Omkumar Krishnan

Professor of Marketing Management
IIM Kozhikode



Varun Patil

Country General Manager
Cesim Business Simulations



Veijo Kyosti

CEO
Cesim Business Simulations

Workshop programme

10:00 — 10:30

Registration and refreshments

10:30 — 11:00

▶ **Session 1: Introduction to AMBA & BGA and an Overview of the Management Education Industry**

11:00 — 12:00

▶ **Session 2: Transforming Experiential Learning with AI-Enabled Simulations**

12:00 — 13:00

▶ **Session 3: Integrating Simulations Into Curricula to Enhance Student Learning Outcomes**

13:00 — 14:00

Lunch

14:00 — 15:00

▶ **Session 4: Leveraging AI-Powered Simulations for a Successful Accreditation Outcome**

15:00 — 16:00

▶ **Session 5: Designing your Business School's AI Strategy**

16:00 — 16:30

Refreshments and networking

Andrew Main Wilson
Chief Executive

AMBA & BGA











2024 - BGA IN INDIA

Ahmedabad - Visakhapatnam - Delhi



1. AMBA – Performance & Future Plans
2. BGA – Performance & Future Plans
3. India: Global – Business School Market Data
4. Global – Business School Market Observations

Performance Overview

1. Two more years of record Growth - despite global geopolitical crises
2.  AMBA Accredited Schools Network  297 Schools
3.  BGA Member Schools Network  265 Schools
4.  BGA Accredited Schools Network  42 Schools
5.  AMBA & BGA Student & Graduate Network  67,000 Members



ASSOCIATION
OF
AMBA^S
BE IN BRILLIANT COMPANY



The only specialist Accreditation and Membership brand for Business Schools' flagship programmes and students – the MBA & MBM



Exclusive network – limited to 300 quality Business Schools



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Powerful Global brand for Business Schools and Student & Graduate members



Strong emphasis on Impact, Lifelong Learning and Responsible Management



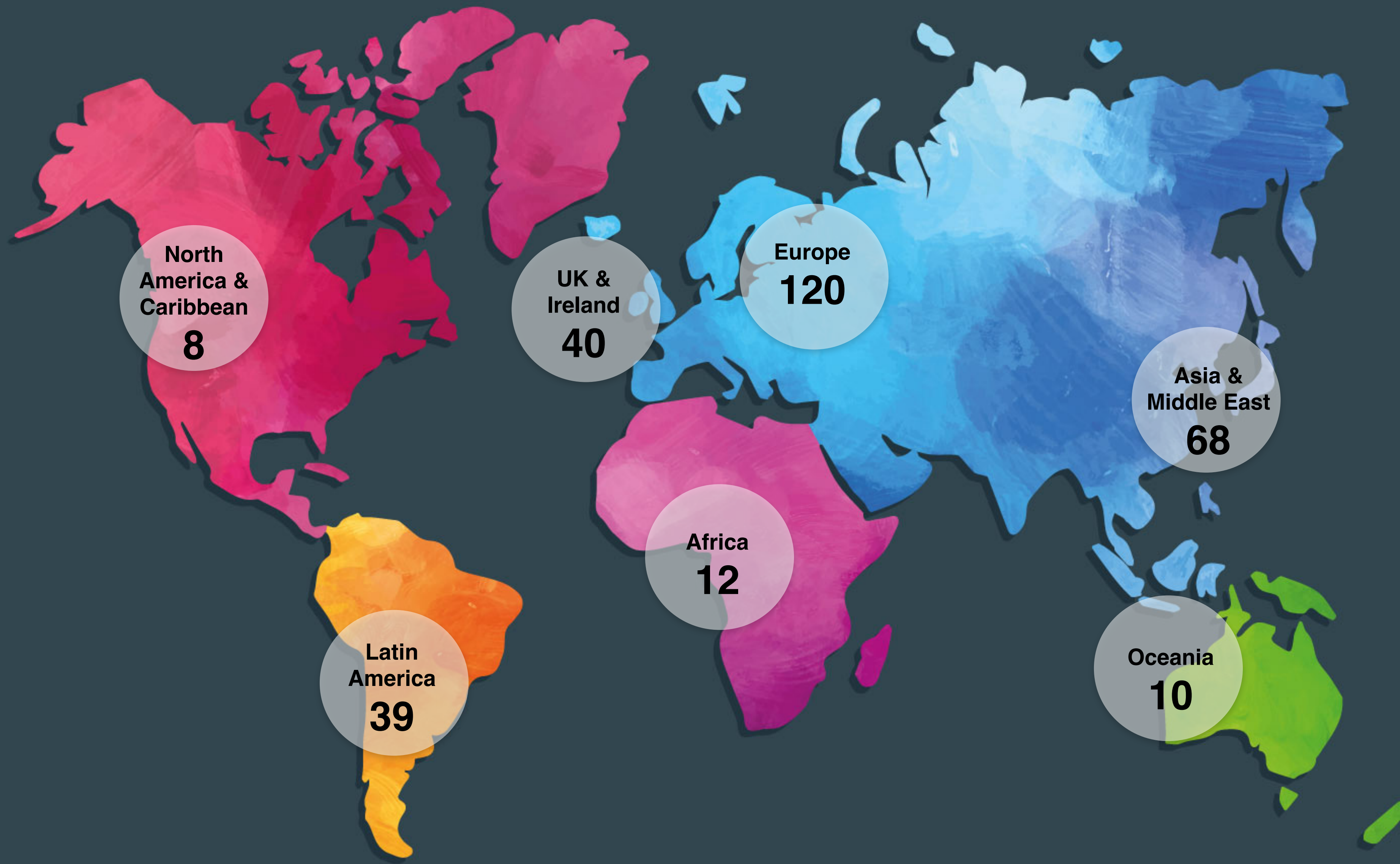
Entire School Portfolio focus: Undergraduate -> Postgraduate



3 School engagement levels:

Membership   Validation -> Accreditation

Global - 297 AMBA Accredited Schools

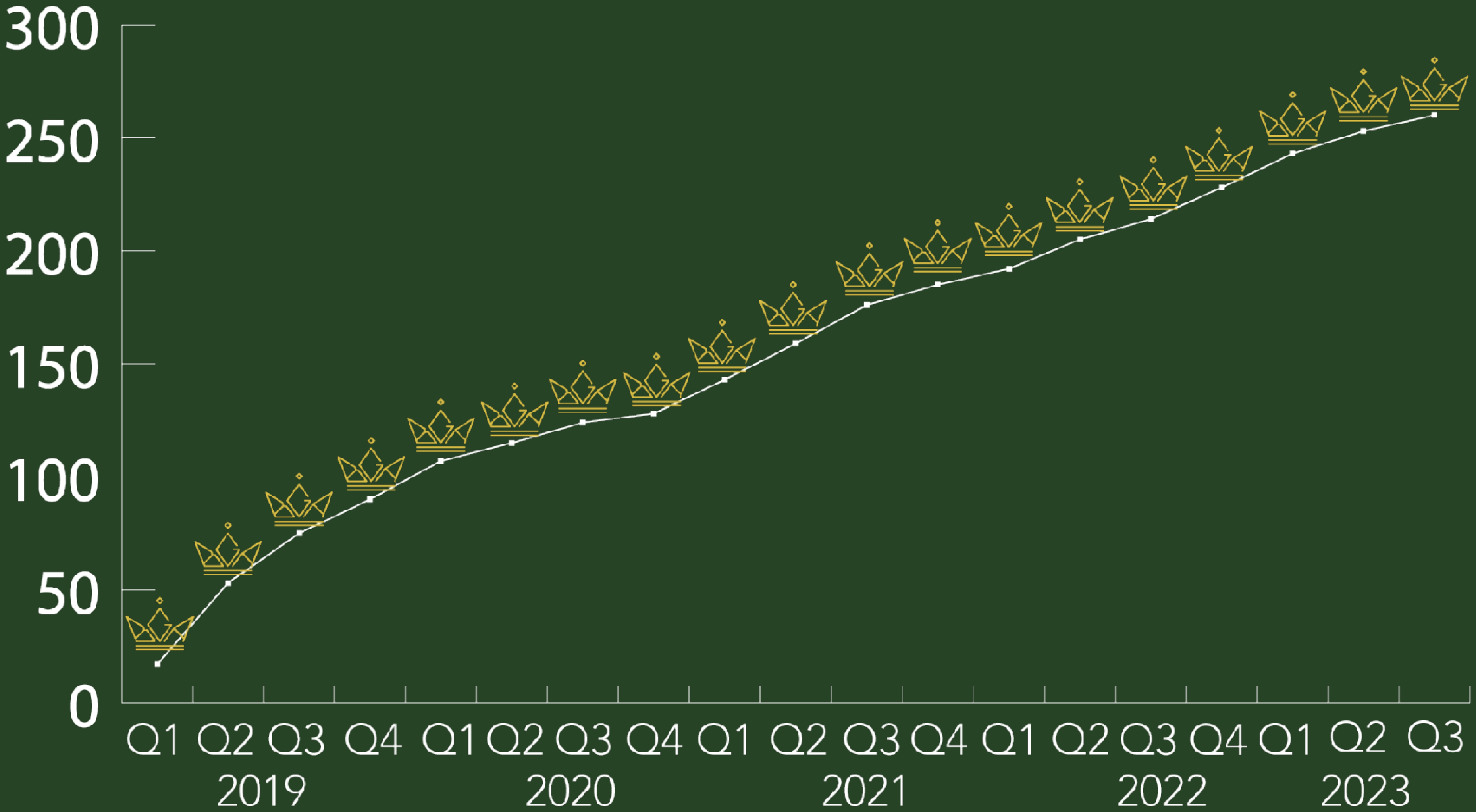


297 Schools in over 70 countries

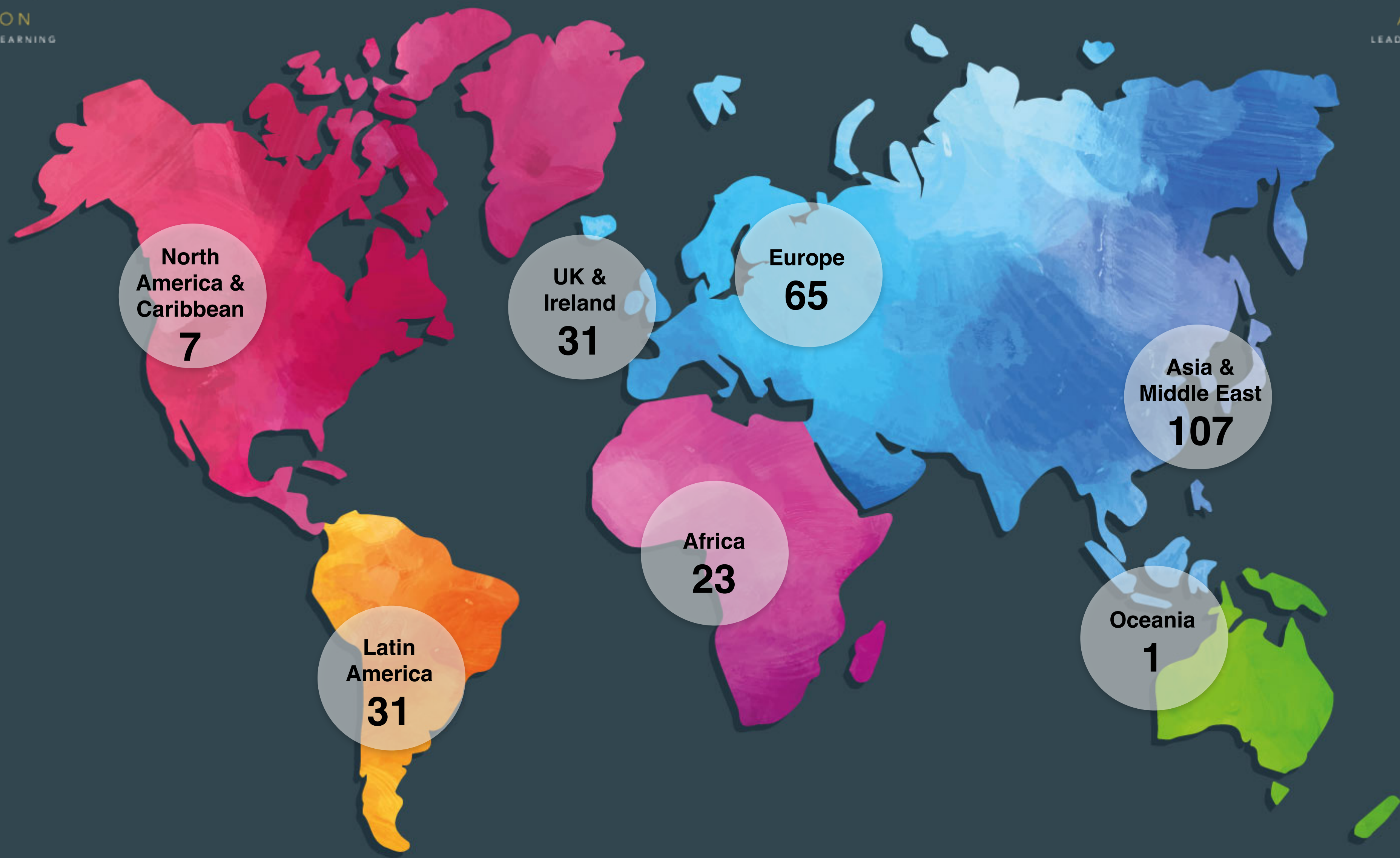
BGA Growth Since Launch (Jan 2019)



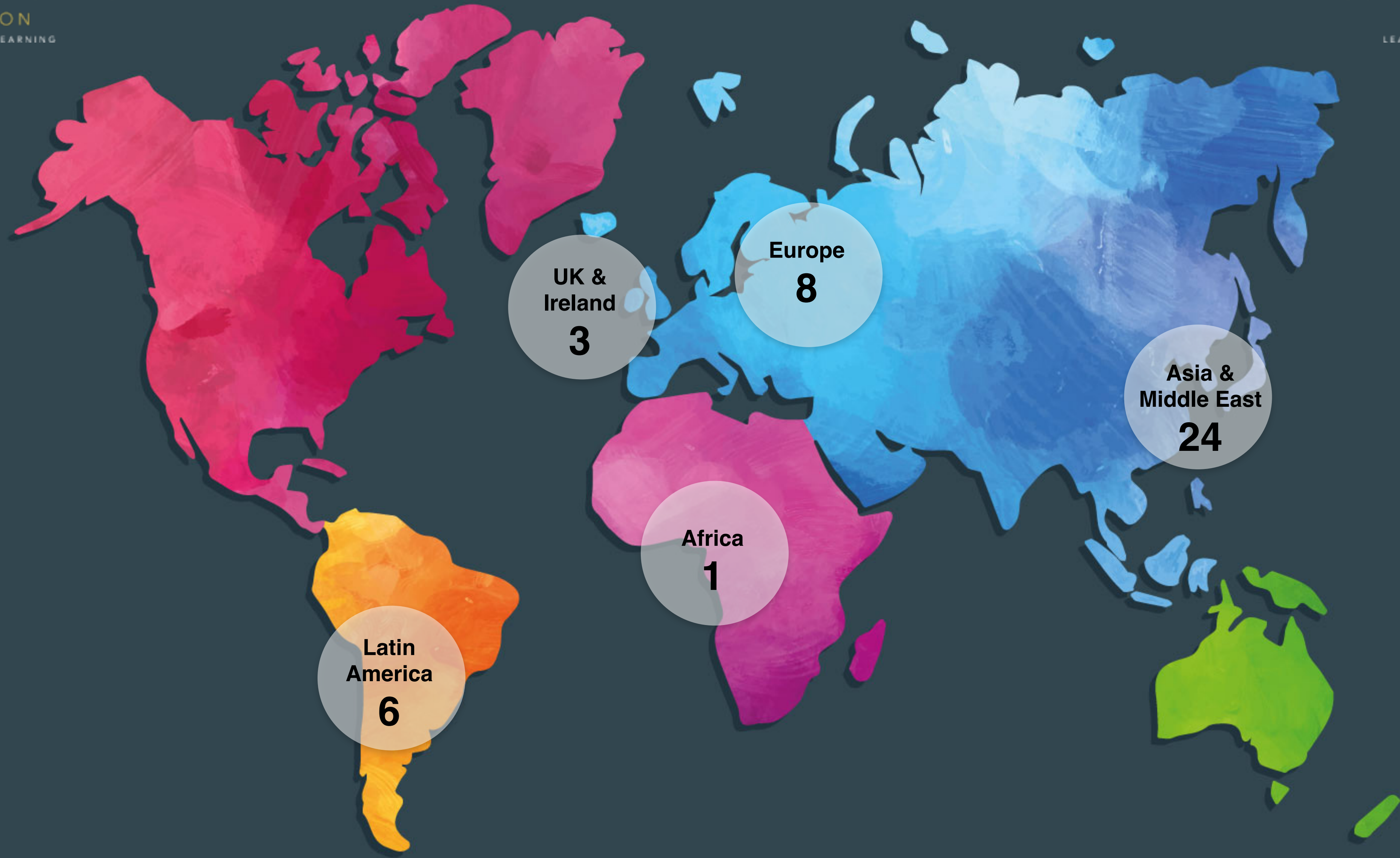
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Global - 265 BGA Member Schools



Global - 42 BGA Accredited Schools



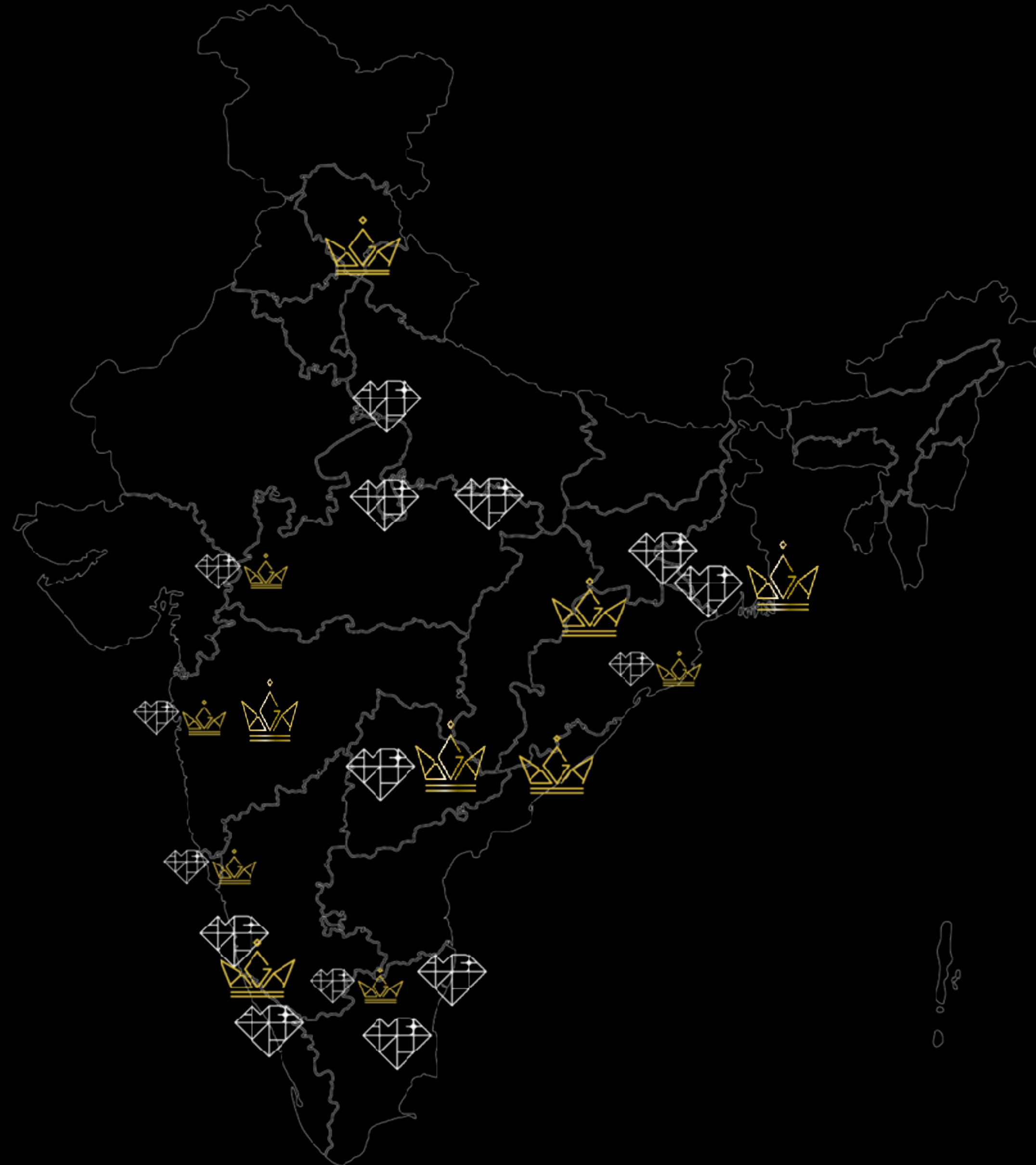


India Business Schools



14 Accredited

1 Accredited
21 Members



BGA Member Schools 265 – Including:



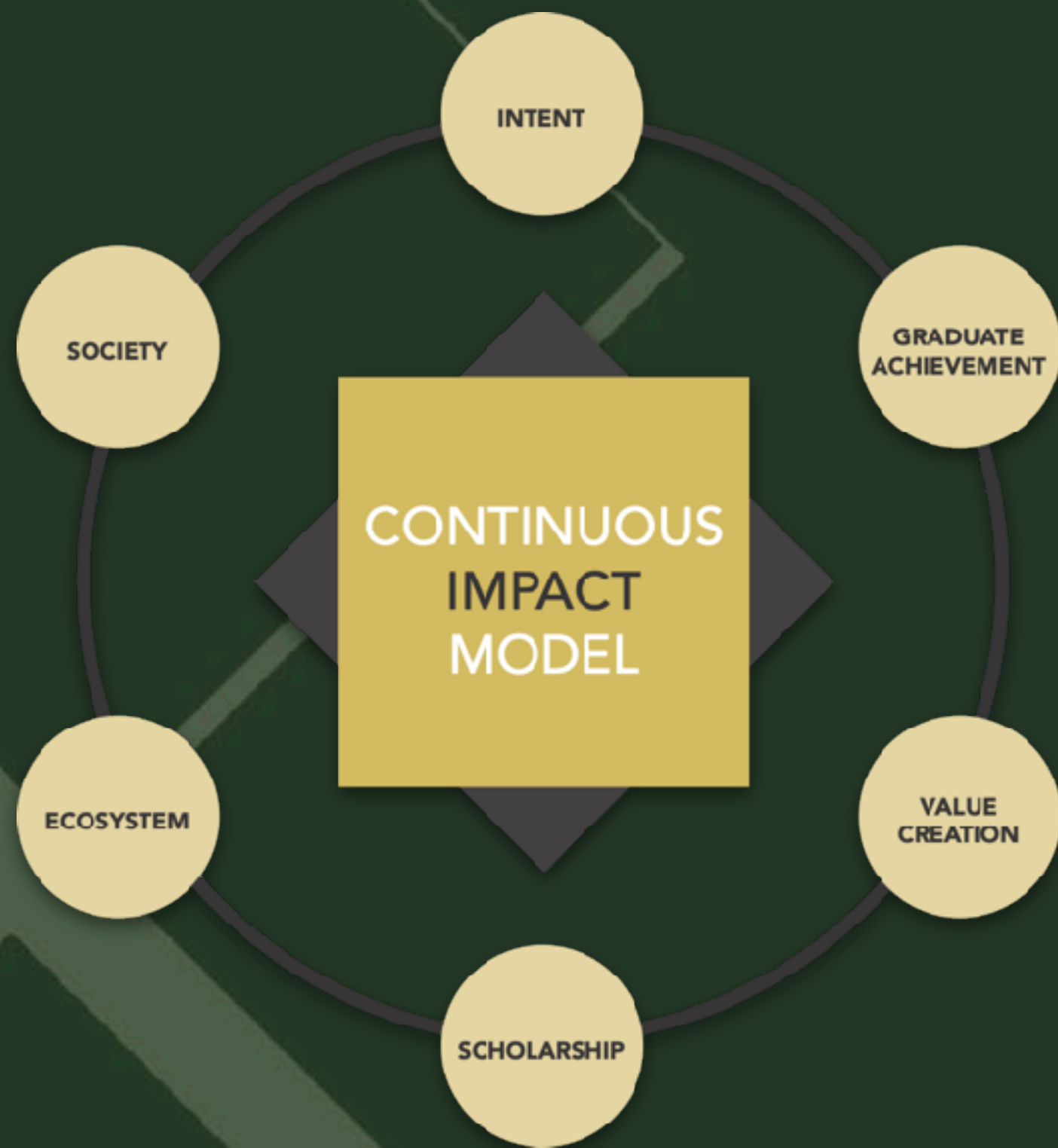
B Imperial College
Business School



BGA Accredited Schools 42 – Including:

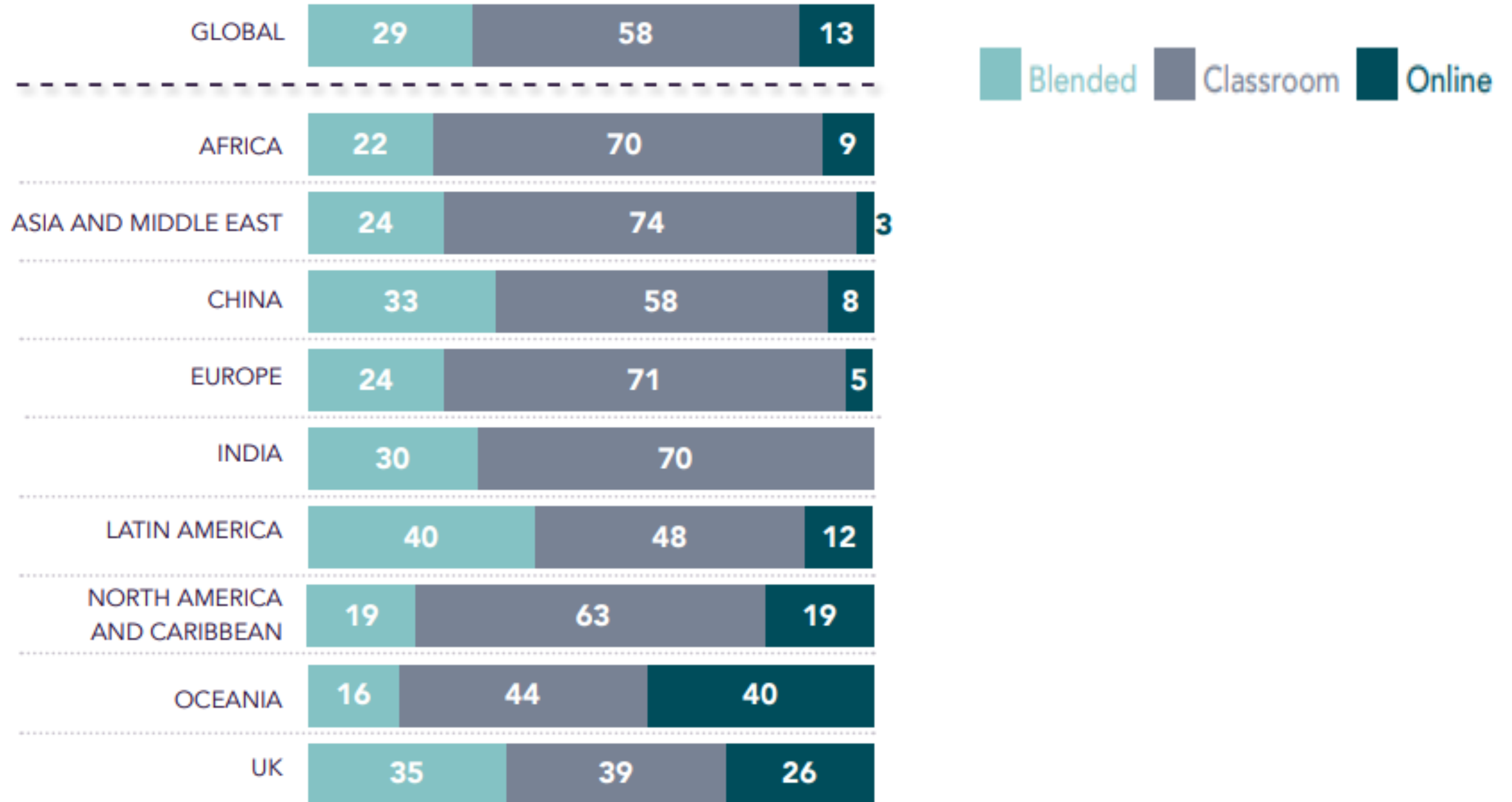


Continuous Impact, Responsible Management, Lifelong Learning



MBA Applications & Enrolments – 2022

Most Used Methods of Programme Delivery (%)



Business School Leaders Survey

Mode of Delivery – Future Investment

How will you allocate your funding for initiatives over the next five years?

Equal Split – Campus : Online 52%

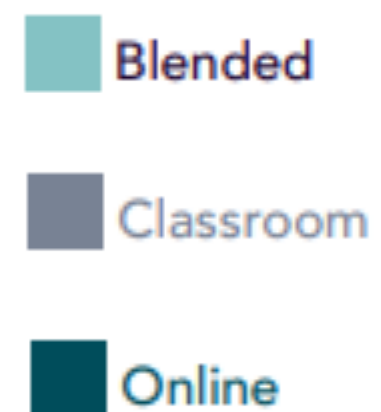
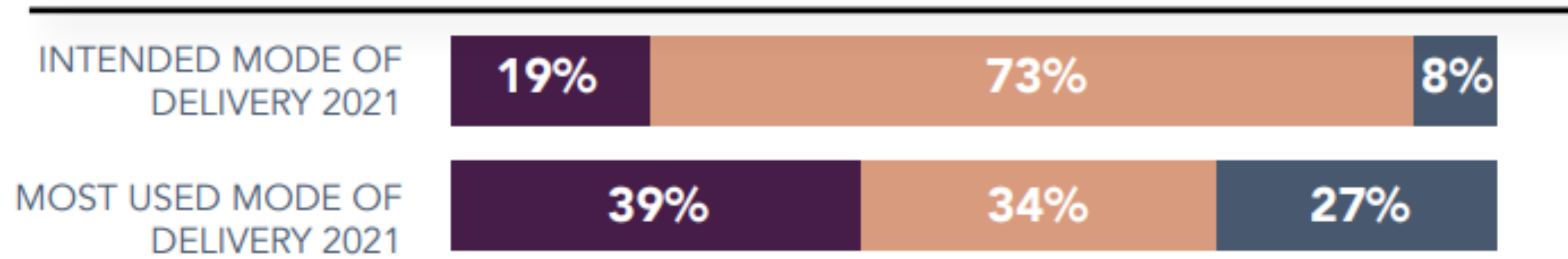
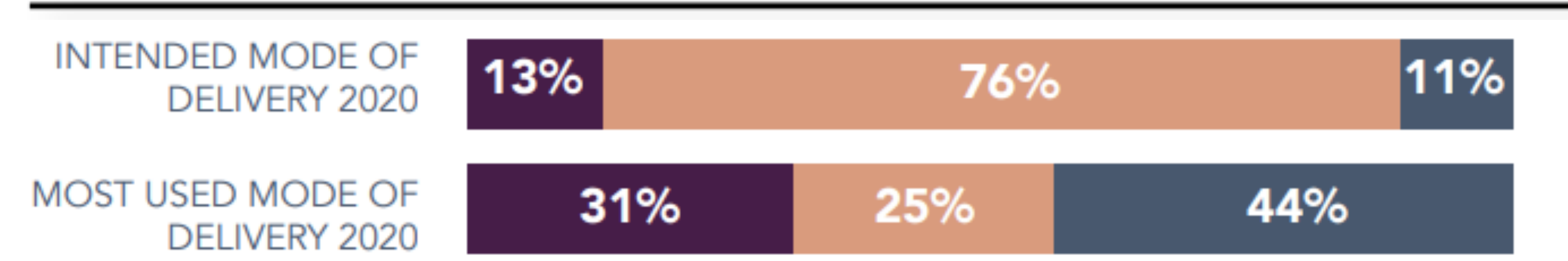
Majority – On Campus 33%

Majority – Online 14%

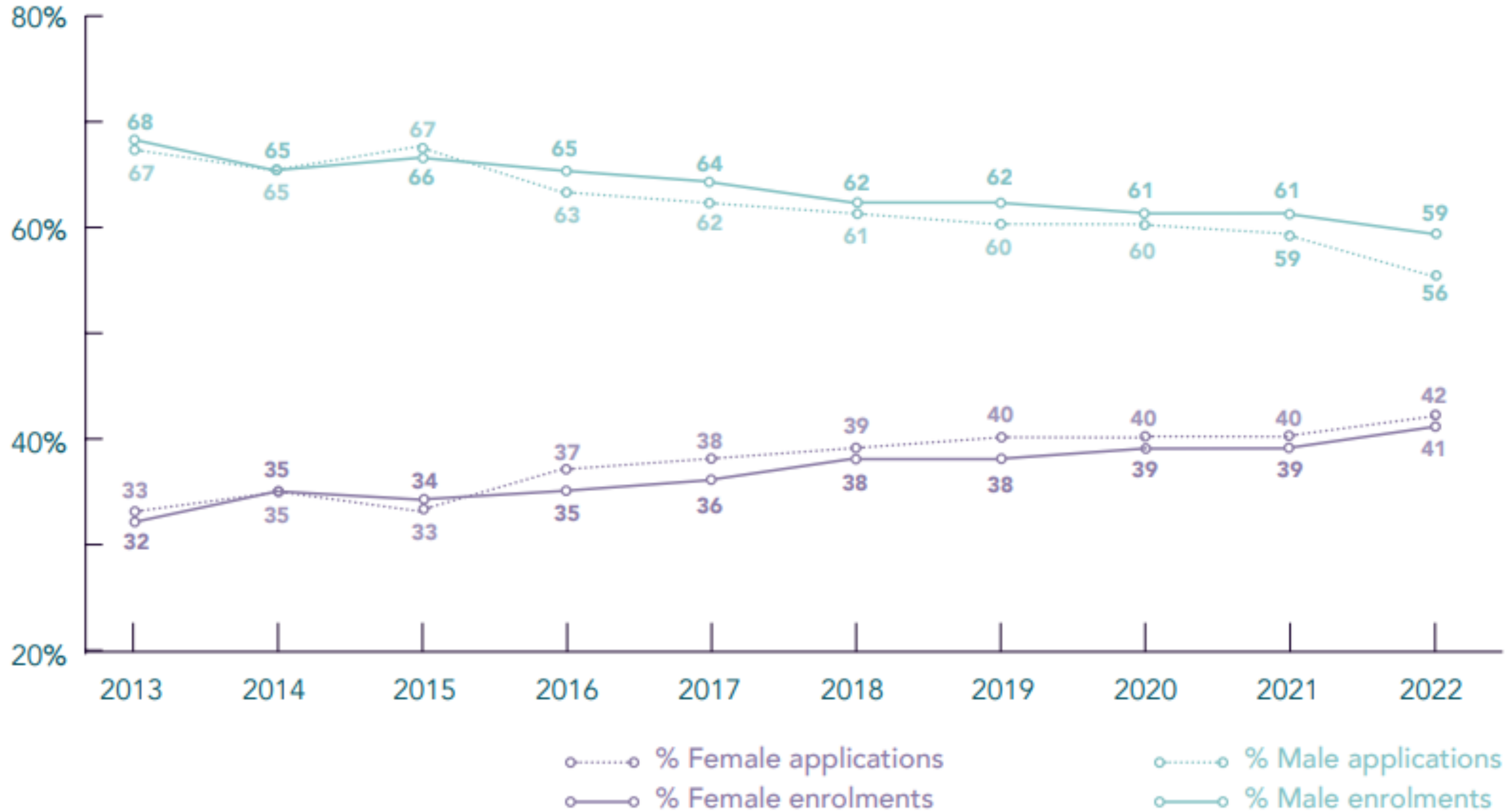
Source: AMBA & BGA and Cengage Feb 23 – 155 Business School Leaders

Application & Enrolment Report 2022

Mode of Delivery - Global



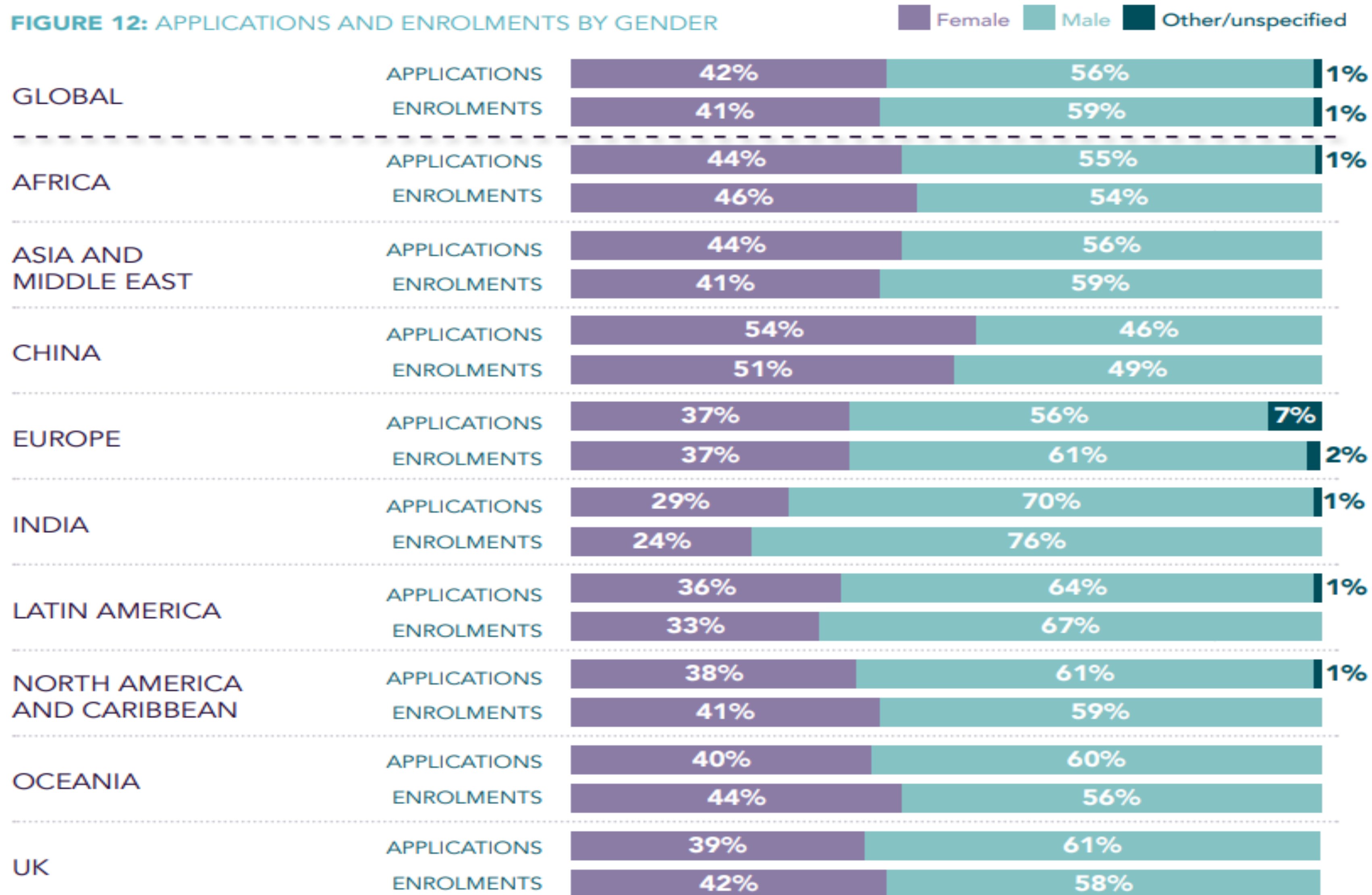
Proportion of Male and Female Applications and Enrolments 2013 - 2022



Application & Enrolment Report 2023

Gender Mix

FIGURE 12: APPLICATIONS AND ENROLMENTS BY GENDER



Application & Enrolment Report 2023

Gender Mix



India

Female
applications

29%

Male
applications

70%

Female
enrolments

24%

Male
enrolments

76%



Global

42%

56%

41%

59%

**a small % did not specify male or female*

Gender Mix Listed Company Board Directors

FTSE 100 Companies – 414 Female Directors

CEOs – 9 Chairs – 18 Non-Executive Directors – 377

USA Fortune 500 Companies – 10% Female CEOs

*"For real change to happen, more women must
be in the significant decision-making roles of
CEO and Chair"*

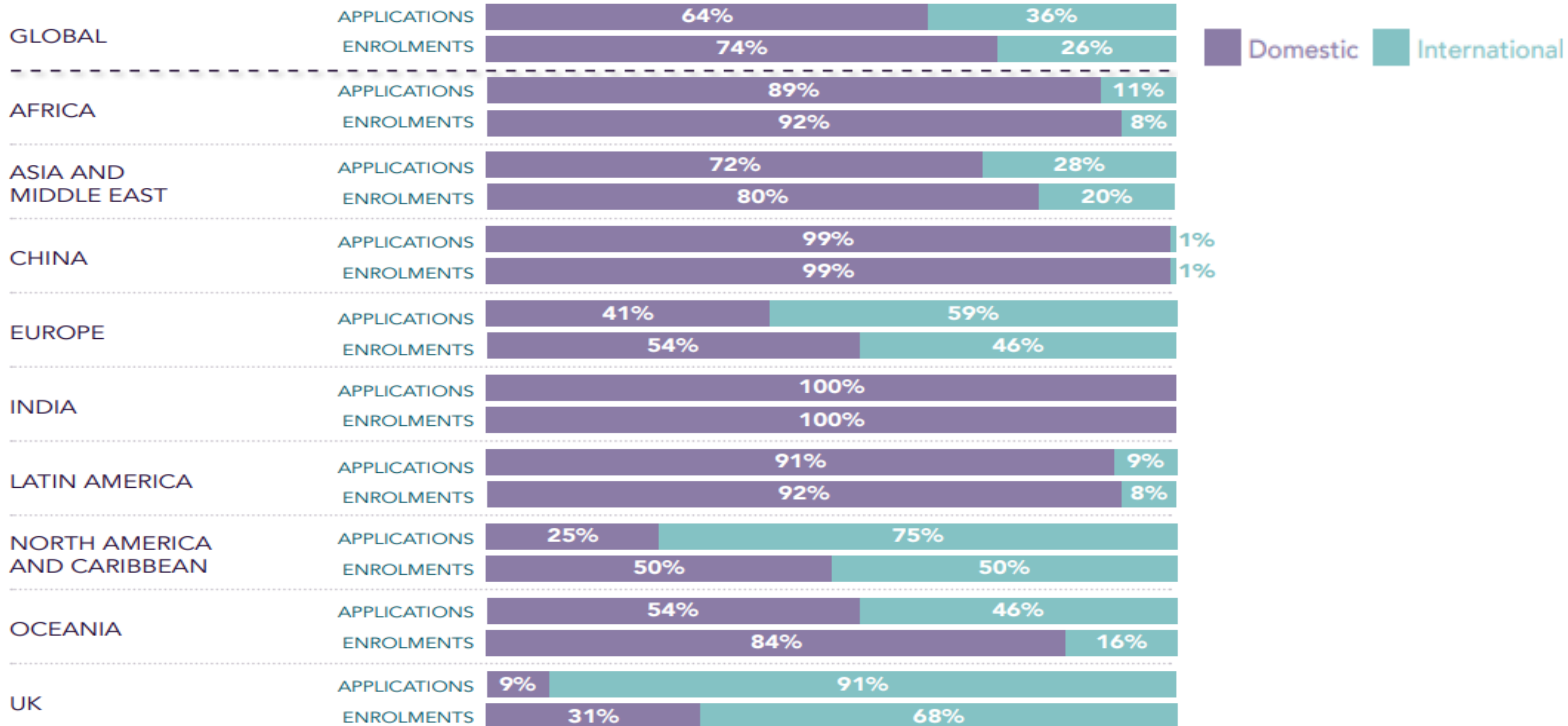
Source: Cranfield School of Management

Domestic : International Applications & Enrolments 2016 - 2022

	2016	2017	2018	2019	2020	2021	2022	2023
International Applications %	29	36	36	33	30	30	35	36
Domestic Applications %	71	64	64	67	70	70	65	64
International Enrolments %	26	27	28	26	25	25	27	26
Domestic Enrolments %	74	73	72	74	75	75	73	74

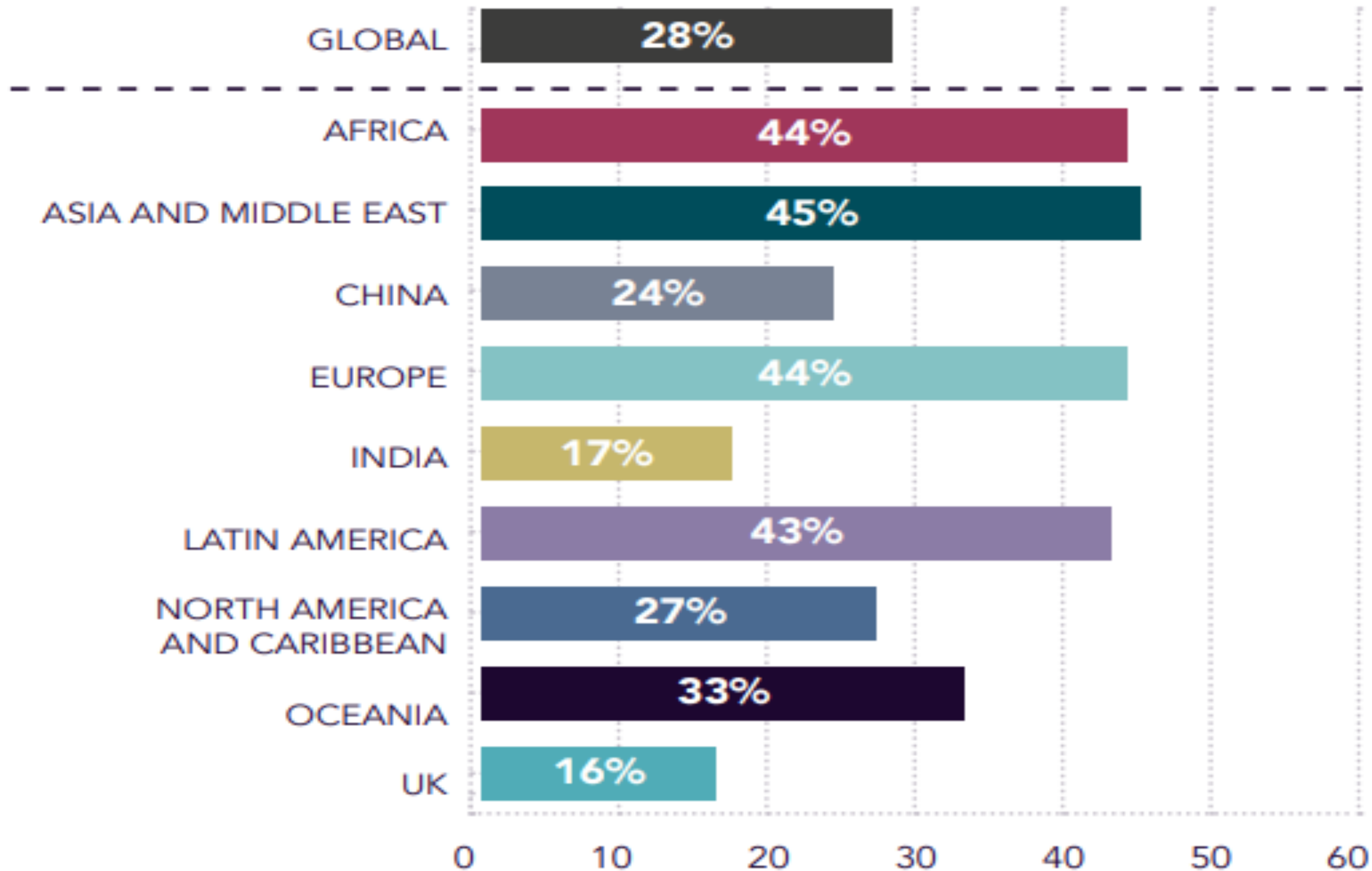
Application & Enrolment Report 2023

Domestic : International



Application & Enrolment Report 2023

Application to Enrolment Conversion Rates



India

MBA Applications & Enrolments - 2022

Total No. Of Programmes – 23

Total No. of Applications – 13,626

Total No. Of Offers – 7,641

Total No. Of Enrolments – 2,332

% Conversion – Applications : Enrolments – 17%

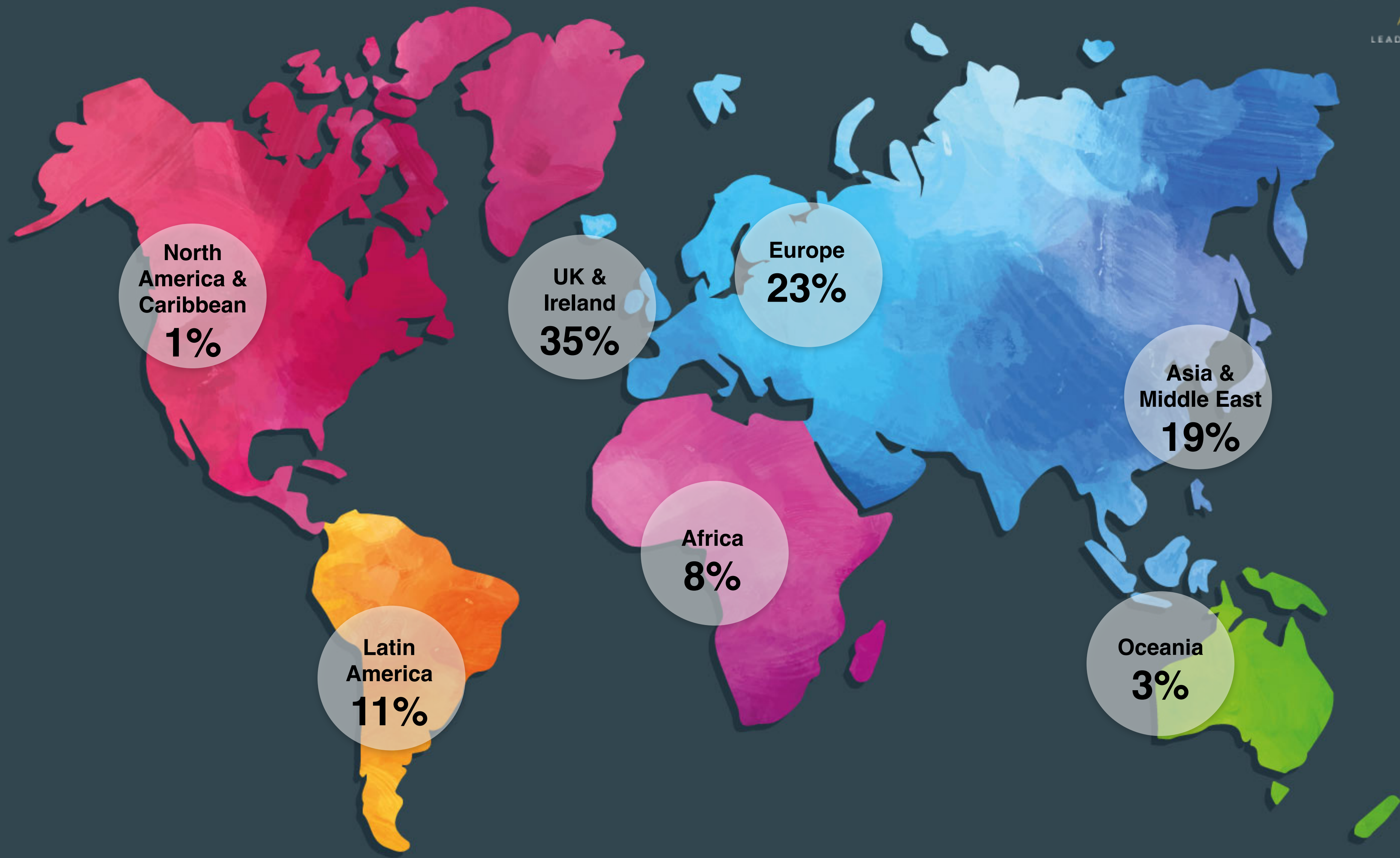
Total No. of International Applications – 22

% Domestic Students – 100%

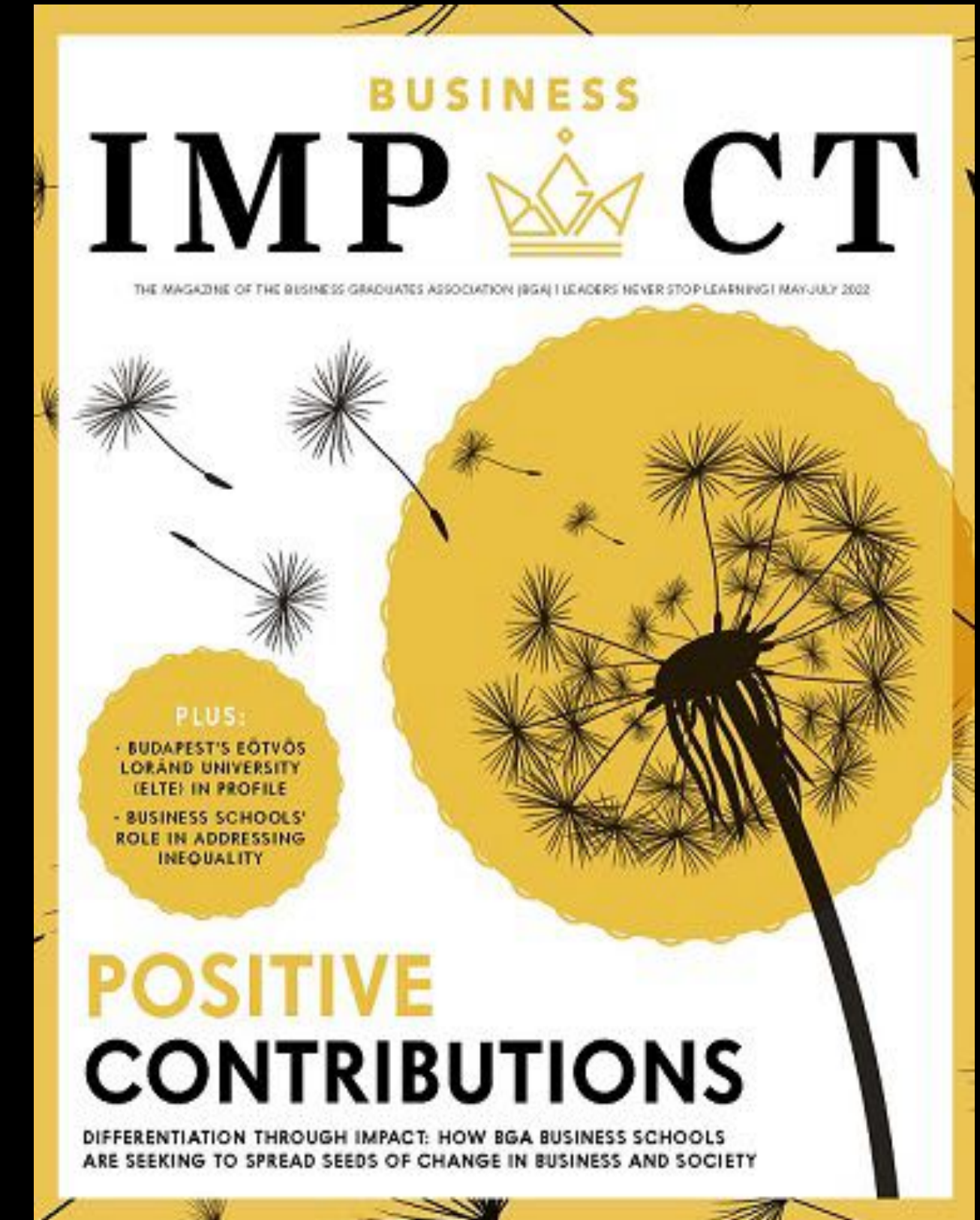
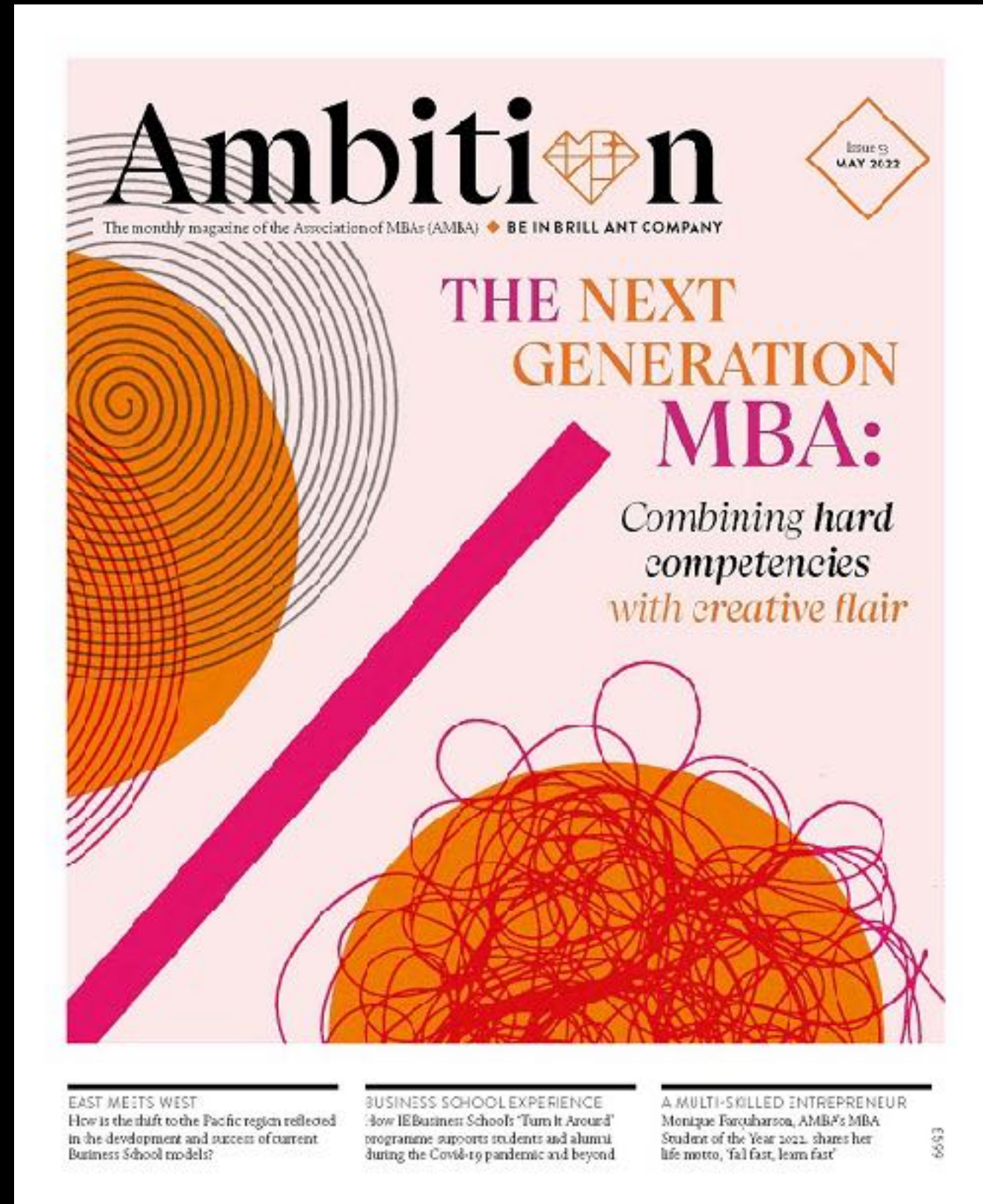
% Female Enrolment – 24%

% Male Enrolment – 76%

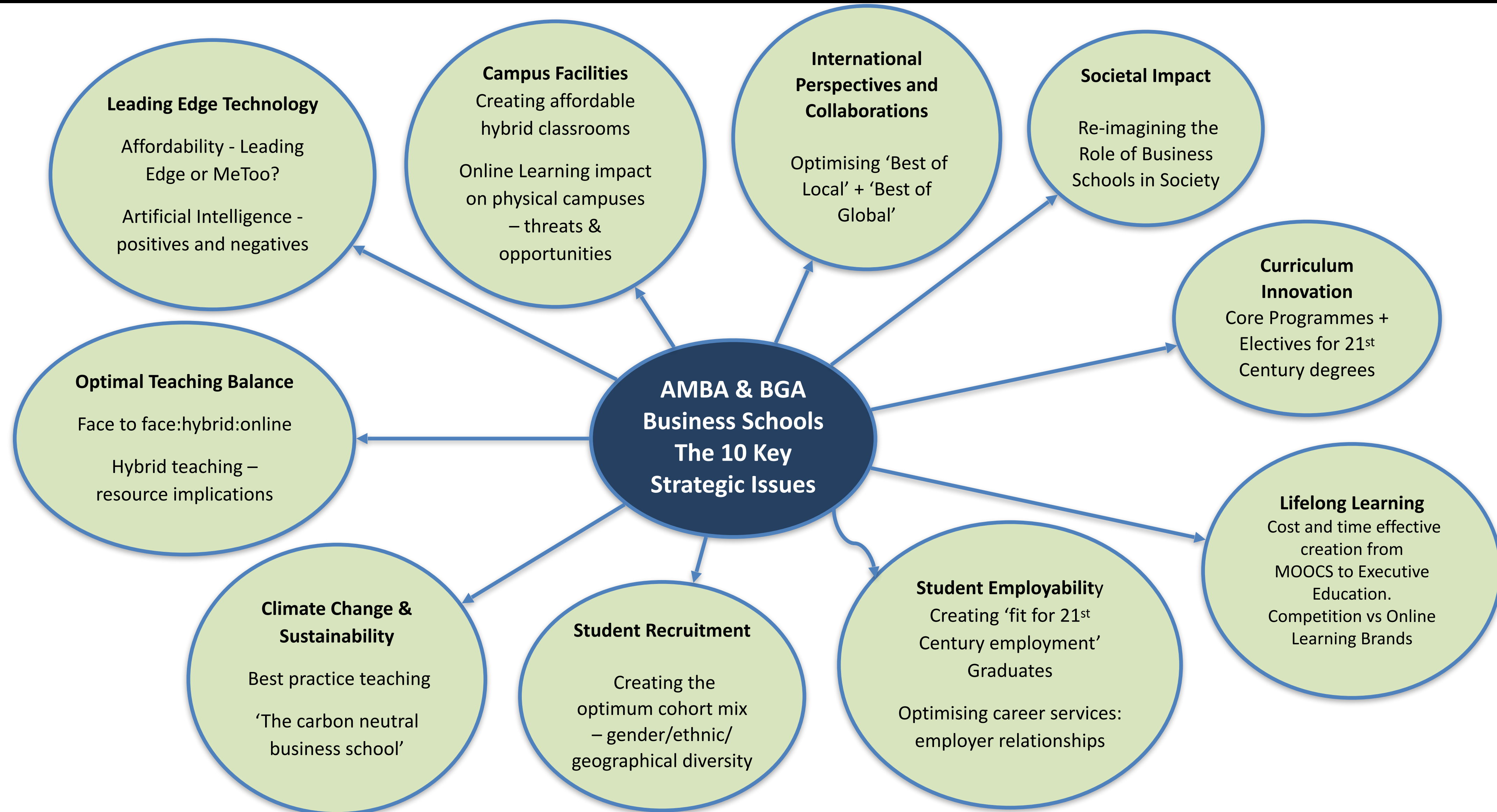
67,000 AMBA & BGA Student & Graduate Members



Membership Benefits Thought Leadership & Career Development



The 10 Key Strategic Issues



Lifelong Learning LinkedIn – Ally or Competitor?

Volumes

Members: 1 billion

Companies: 67 million

Jobs: 23 million (*on any one day*)

Professional courses: 20,000

Financials

Annual Revenue: \$15 billion

Recruitment: \$9 billion (60%)

Brand advertising and promotions: \$3.75 billion (25%)

Learning and Development: \$2.25 billion (15%)

Learning and Development is LinkedIn's fastest growing business at +40% per annum



The Future of Work

What skills are Executive Recruiters looking for?

1. Commercial Skills

Best in Class Business School Learning

2. IT Data/Knowledge

Best in Class Business School Learning

3. Resilience

Ability to manage under intense pressure & complex market conditions

4. Personal Brand Identity

Who are you? What makes you unique/differentiates you from other job applicants? Applicant differentiation needs to match the needs of the organisation at that moment

5. Personality Type

Ideal candidate = persuasive, charming, inclusive not dictatorial. If you don't have these skills, you need to become self-aware and work tirelessly to evolve your personality



Global Deans & Directors Conference

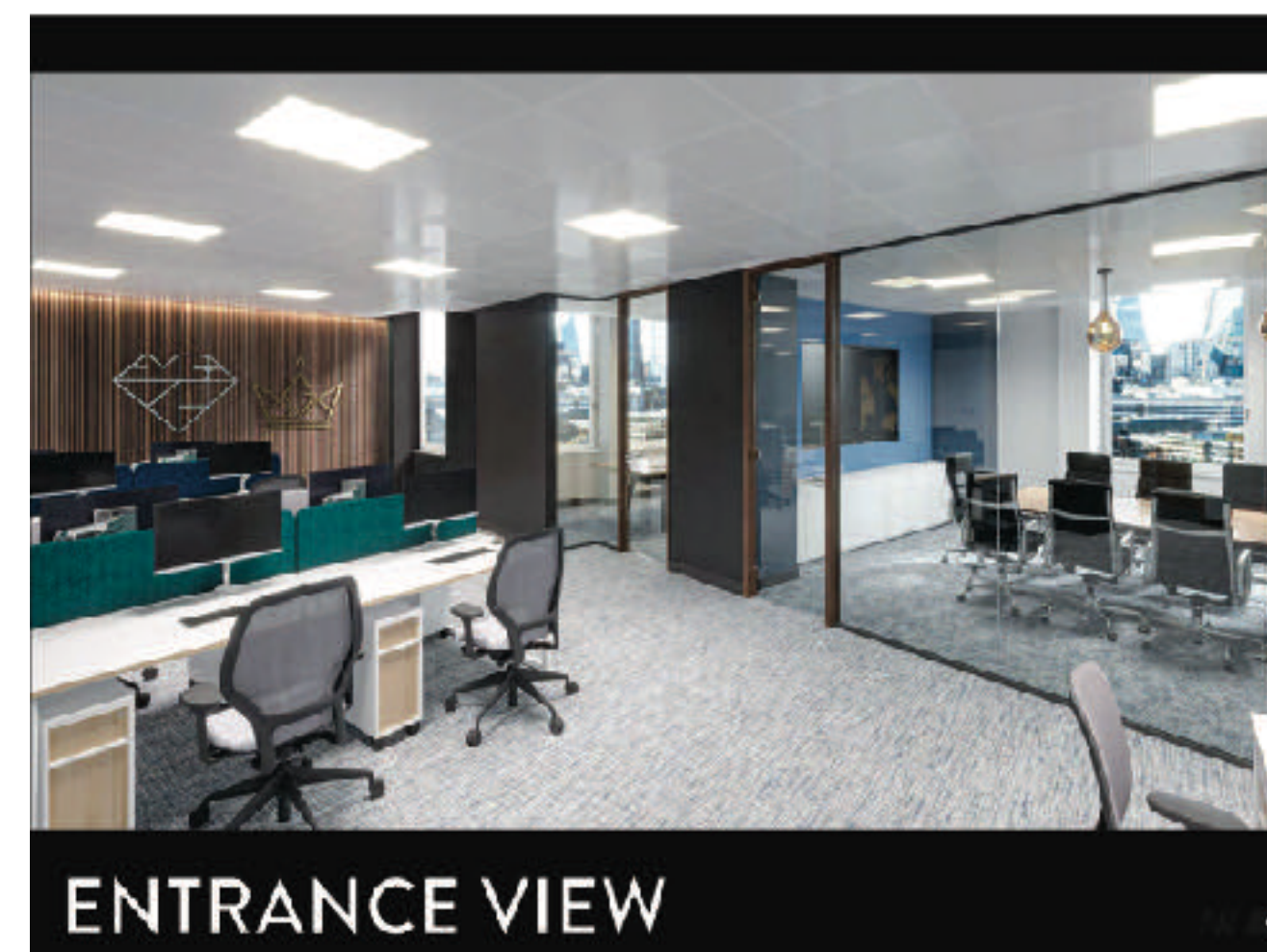
Budapest, Hungary
13th – 15th May 2024



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New Global Headquarters London





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AMBA	BGA
World's leading MBA portfolio accreditation. Accredits 2% of the world's leading business schools.	A leading full-school membership and accreditation that emphasises positive impact, responsible management and lifelong learning.
Accepts and recognises top quality MBA programmes from across the world.	Consultative and improvement focused journey for ambitious and high-quality business schools with focus improving the school's USP's and alignment with the UN SDGs.
Quantitative and qualitative standards.	Impact and outcome focused standards.
A network of more than 500+ business schools in 80 countries	



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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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About the Business Graduates Association (BGA)

- Original name of AMBA & BGA, founded in London, UK in 1967
- Rebranded to AMBA (Association of MBAs) in 1987
- Relunched in 2019 to spearhead business school differentiation and impact
- AMBA & BGA network consists of more than 500 business schools in 80 countries
- AMBA focuses specifically on the MBA programme level. BGA focuses on the whole-school and all its programmes
- BGA is full-school and non-prescriptive. Encourages innovation and risk taking to positively impact stakeholders
- BGA is responsible management focused. Encourages alignment to the UN Sustainable Development Goals

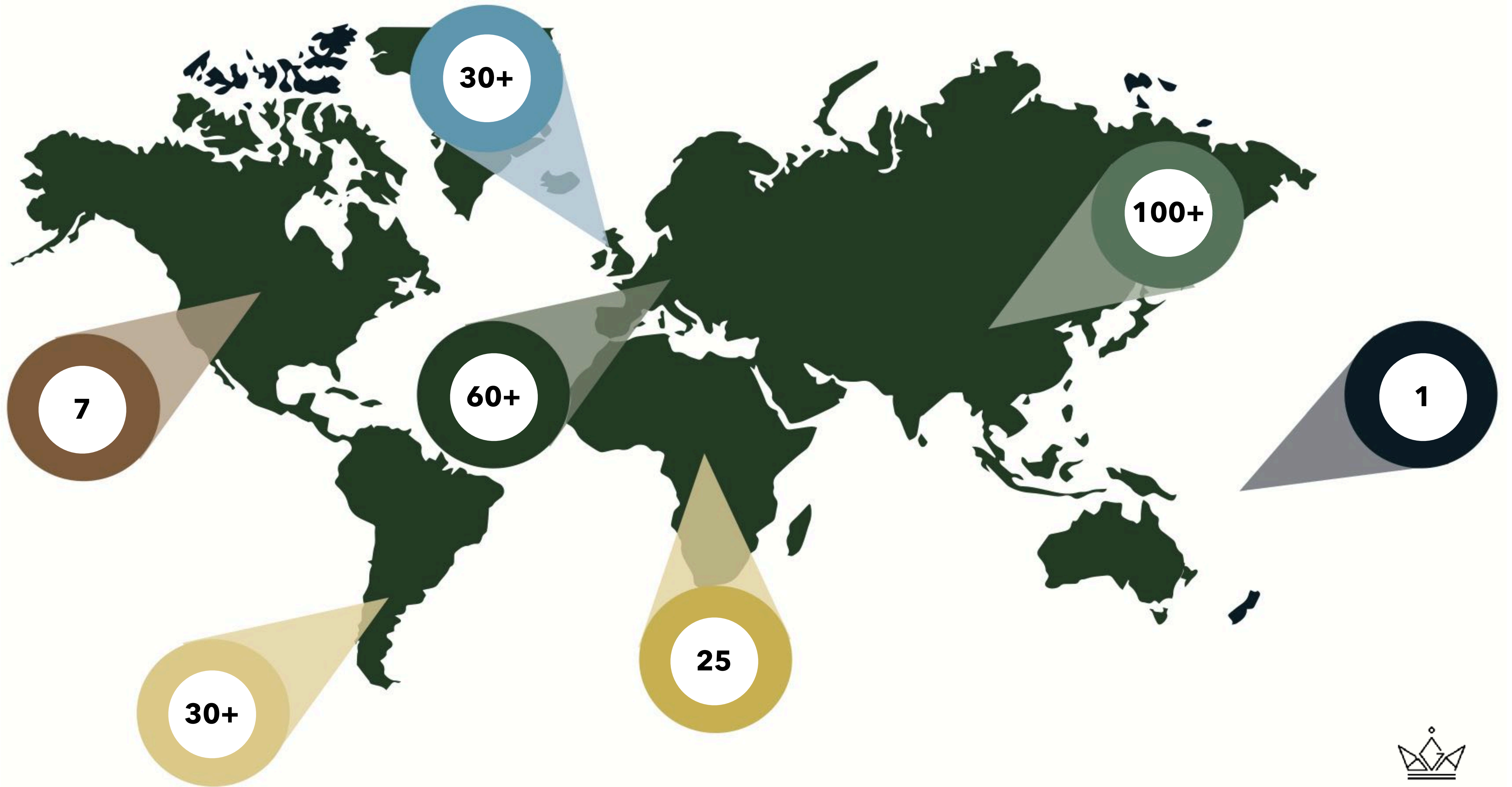




BGA is about fostering impact and differentiation

- Encourages uncommon educational models to support student learning
- Motivates business schools to take risks and define their mission and objectives to form a unique value proposition
- Pushes business schools to improve the value and quality of their management programmes
- Supports international interconnectivity and learning
- Inspires business schools to align with the UN Sustainable Development Goals and measure the outcomes





School members include



Adam Smith
Business School



BGA Membership - what's included

- Programme consultancy reviews: a way to benchmark and receive feedback on your school's programmes and curriculum with a clear improvement strategy
- Discounts to all AMBA & BGA conferences
- Free attendance to regional capacity building workshops
- Free student membership with focus on career development and access to BGA's suite of career development services
- Ability to publish and promote research and activities on Business Impact
- Facilitated networking opportunities with business schools and sponsors, online and at events
- Business school search listing and BGA marketing support



Student Network

- 68,000+ students and graduates
- All studying or have completed programmes at leading business schools
- Career Development Centre



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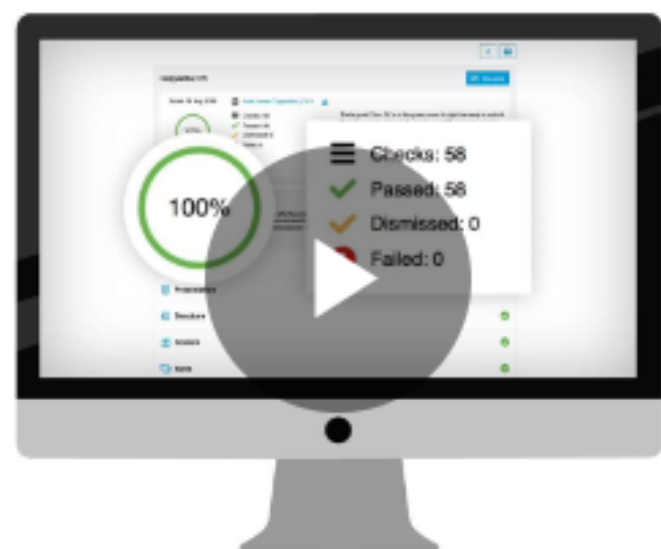
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CV360

Helping you optimise your CV for humans and machines

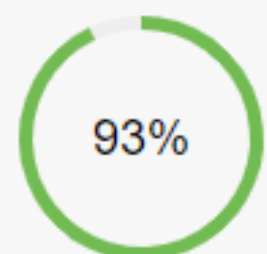
Irrespective of whether you use a job board, CV database, recruiter or apply directly to a company, it's highly likely that your CV or resume will be analysed by a machine before a human sets eyes on it. And even then, it may only reach a person if the system deems it a good match for their search. These 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](#)

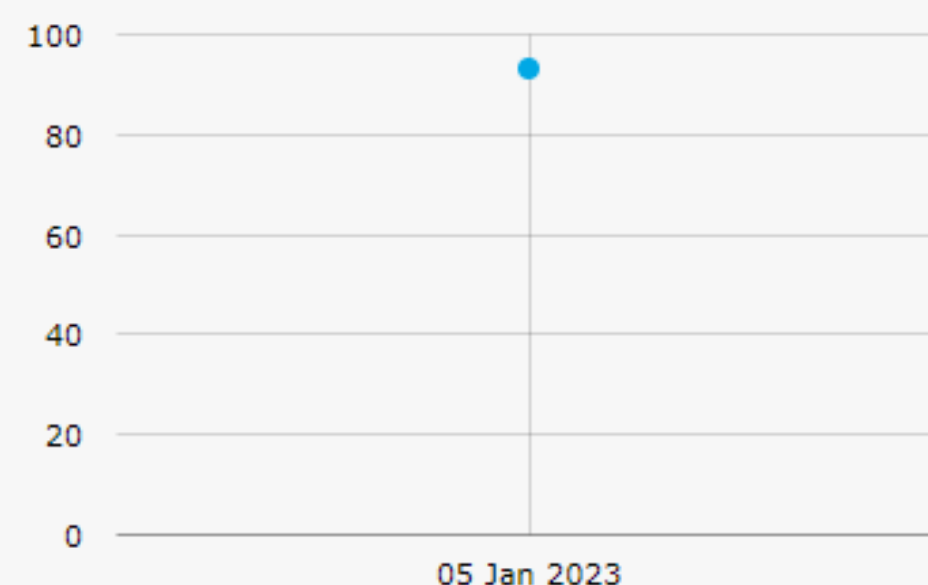
[Re-Score](#)

-  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

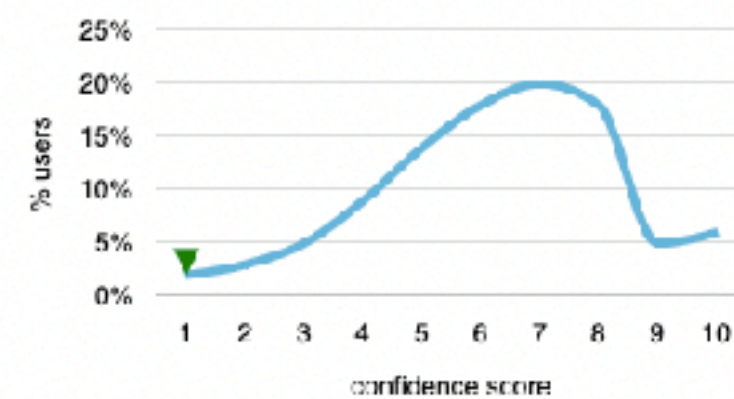
Take Interview

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



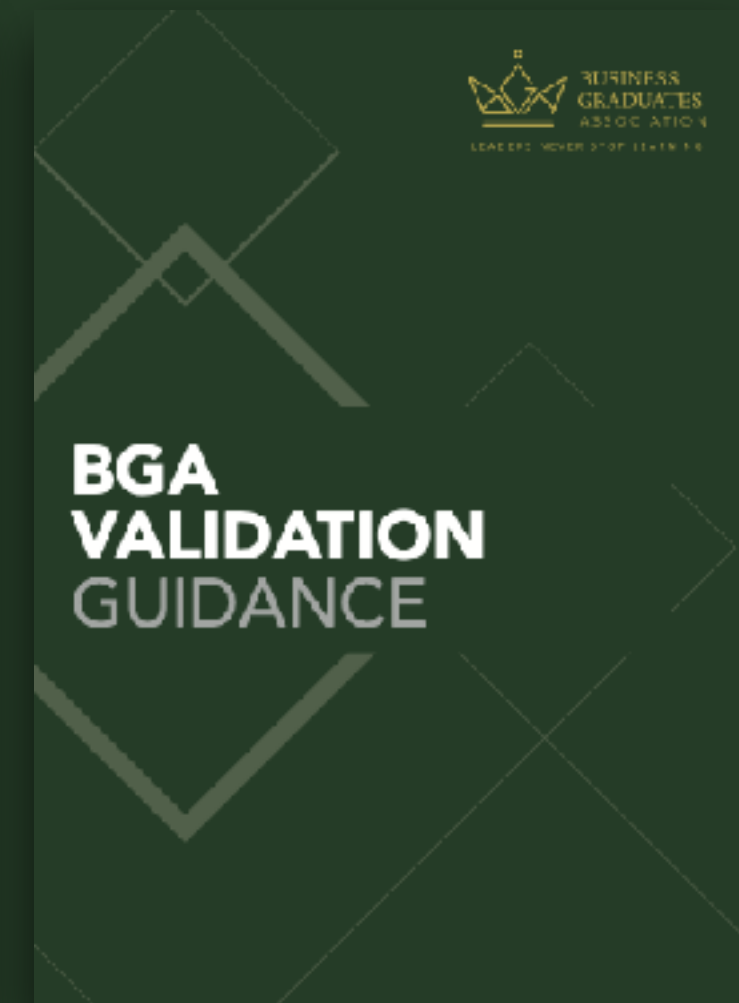
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BGA Validation

- Optional interim step for business schools who are not ready for full-school accreditation
- Cost-effective and time efficient (can be completed in six months)
- Supports the school's continuous improvement strategy, graduate employability, CSR implementation, impact measurement, and value building
- Assesses the business school against BGA's **9 Charter Principles**
- Achievement is marketed by BGA to the network and social media



BGA Accreditation

- Non-prescriptive and consultative accreditation
- Designed to enhance the business school's value proposition and alignment with the UN Sustainable Development Goals
- Allows business schools to differentiate and innovate, rewarding schools through an outcome-based assessment
- Leverages BGA's Continuous Impact Model to assess and improve the school's impact.
- Assesses the school in the following areas:
 - The institution
 - Faculty
 - Students
 - Programmes
 - Impact



Benefits of BGA Accreditation

- Contextualises the business school's challenges and uses a non-prescriptive approach to improve the school
- Whole-school accreditation
- 1/3 the cost of traditional accreditations
- Shorter time required to achieve accreditation (2-3 years vs 5+ years)
- Helps the school develop a unique value proposition and impact assessment
- Supports the school in its alignment with the UN Sustainable Development Goals
- Promotes quality and achievement to the higher education market, making international partnerships easier to launch
- Offers consultative feedback and benchmarking with a clear 3 to 5 year strategy plan of improvement



Outcomes from BGA accredited business schools

- Ability to raise programme prices and improve the financial outcome of the business school
- Easier access to business school alliances, leading to new partnerships
- Reformed research to provide local governments with action plans on how to decrease environmental pollution
- Attracted higher number of students to their MSc programmes
- Re-organised structure and management to improve decision making and inclusivity



BGA Accreditation

The Criteria, Eligibility and Process



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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



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



The BGA Accreditation Criteria

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



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.



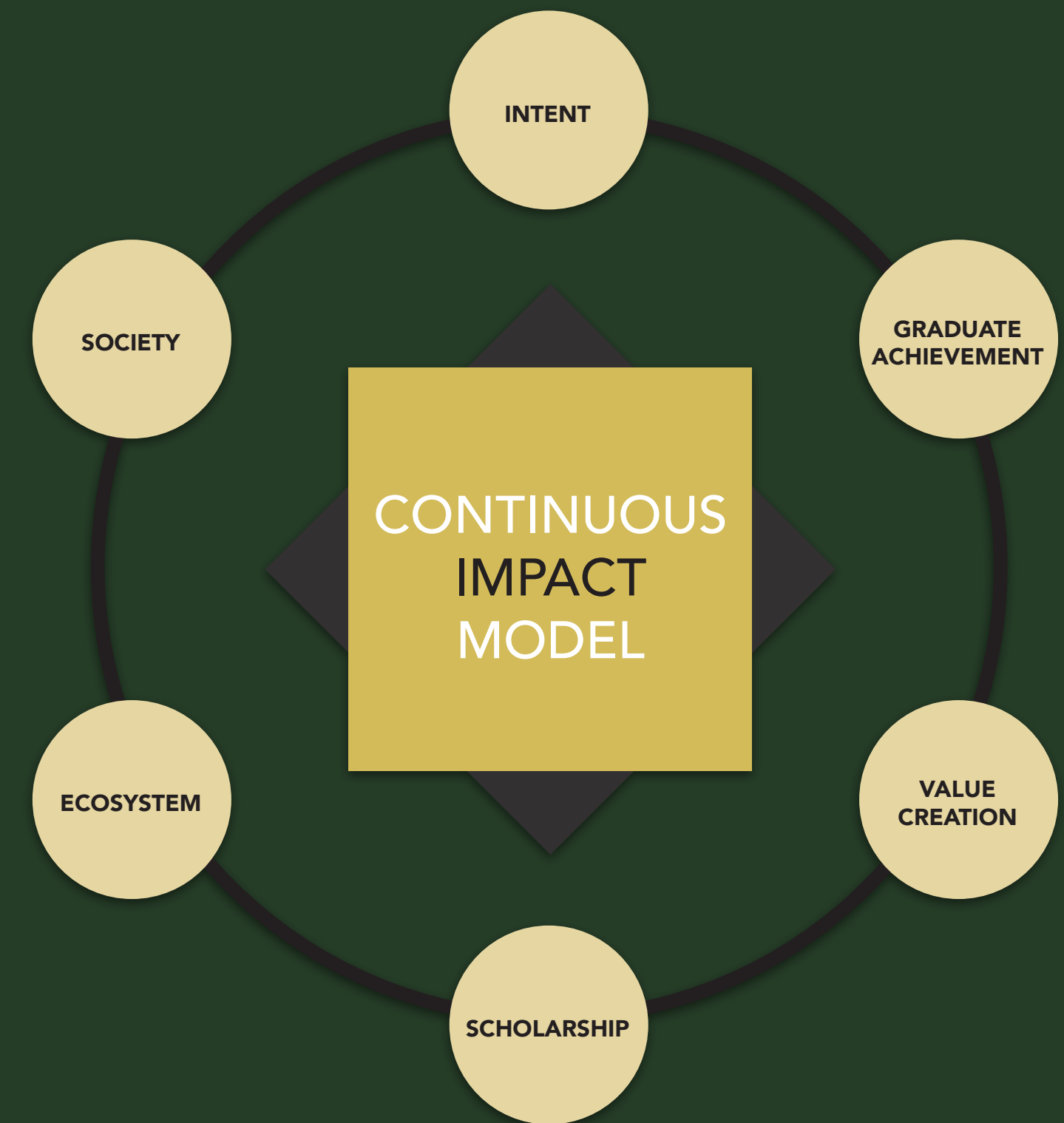
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Development Stage

- 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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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





**BGA
ACCREDITATION
CRITERIA**



**BGA
ACCREDITATION
GUIDANCE**



**BGA
ACCREDITATION
CONTINUOUS
IMPACT MODEL**



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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.





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MEMBER



BUSINESS
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VALIDATED



BUSINESS
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ACCREDITED



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AMBA Accreditation

The Criteria, Eligibility and Process

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)



The AMBA 300-cap



BGA-accredited and triple-accredited schools

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

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

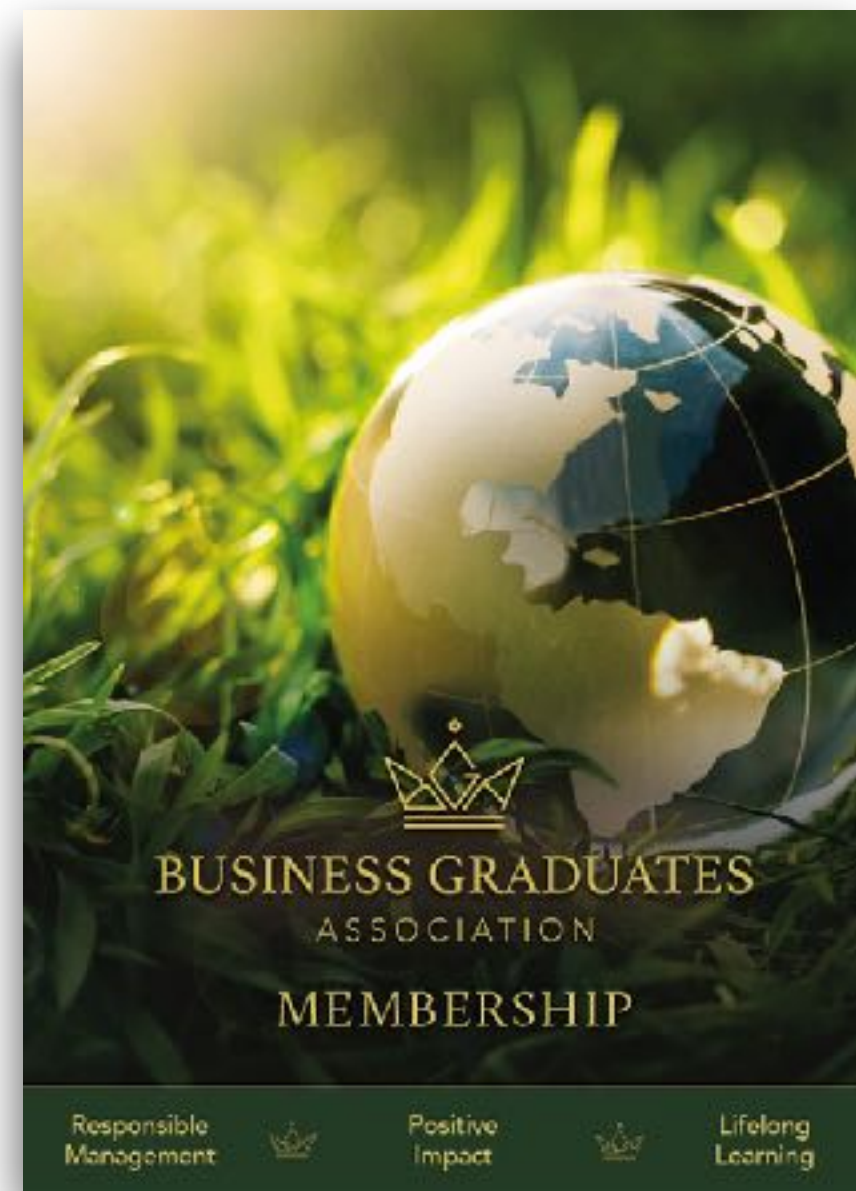
- AMBA defines synchronous delivery as “real-time interaction, traditionally face-to-face but can be enabled through the use of appropriate technology.” (AMBA MBA criteria p12)
- AMBA defines asynchronous delivery as “interaction that is not in real-time. This can be enabled through effectively managed 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.



How does one proceed?



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