Chapter 9
Developing a Quality Management Systems Framework for Business Management Institutes

Yanamandra Ramakrishna

iD https://orcid.org/0000-0001-9101-6072

School of Business, Skyline University College, UAE

ABSTRACT

There has been an increasing awareness about implementation of quality management systems (QMS) in higher educational institutions worldwide in the recent past. Improved awareness levels among aspiring students, competitive environment, students' preference to seek admission in quality-oriented institutions, compelling norms of regulatory authorities, and the urge of institutions to be among the top are the major reasons for this increased awareness. Existence and continuance of some of the institutes, especially the management institutes, has become a challenging task without focusing on QMS through a strategic approach. Implementation of QMS provides a direction for accreditations by top-rated agencies. This chapter develops a framework to enable the implementation of QMS by the management institutes by conducting a systematic analysis of accreditation standards of various agencies worldwide. The outcomes of this research would enable the management and other stakeholders of business management institutes to focus on key aspects towards implementing the QMS.

INTRODUCTION

Quality management in education sector has gained lot of attention and focus due to the increased awareness of students, faculty and the managements of educational institutions (Cornuel, 2007; Sharma, 2017). Covid19 pandemic situation has added challenges to education sector in maintaining the rigor and quality in education. In general, quality in education is always debatable by its very nature and also it is more relative. It also differs based on level of education such as school level, college level and higher

educational institutions involved in scientific and management research. At each level, quality is certified by reputed agencies in respective regions around the world. These certifications also vary depending on the nature of academic field, region and level of study. This research is specific to management institutions in higher educational level such as undergraduate, graduate and research institutions which offer BBA, MBA and PhD in management. The chapter examines, analyses and evaluates different reputed accreditation agencies across the world involved in assessing and accrediting the management institutions (B-Schools) for efficient implementation of quality management systems.

Quality Management in higher education system has gained lot of importance in the recent past globally (Cornuel, 2007). Quality management systems in management institutes have become synonymous with accreditation. B-Schools which have accreditation by highly reputed agencies like AACSB, Times, QS, AMBA and EFMD etc. are considered to be of top quality. Therefore, majority of the B-Schools implement systems and processes to achieve one or more of these accreditations. At the same time, these institutions also face challenges to maintain data and prepare the documentation to meet the requirements of these multiple agencies as there are couple of differences among their requirements. Therefore, in order to obtain accreditation from more than one agency, B-Schools spend lot of time, energy and utilise enormous amounts of resources (Julien Jacqmin & Mathieu Lefebvre, 2021). This calls for the need to develop an integrated framework of quality management systems for B-Schools to guide them on developing a system which will be commonly useful to accreditation from multiple agencies of repute. This chapter attempts to develop such an integrated framework which focuses on internal and external systems of a B-School and provides linkages among them by integrating them with the digital technology enablers and online teaching-learning processes.

BACKGROUND

Covid19 pandemic situation has severely impacted the education field in many aspects. Educational institutions have struggled to transform their entire teaching-learning process from physical mode to online mode. Faculty members and other administrative staff of educational institutes have put lot of extra effort to continue all the academic and non-academic processes through online mode which were hitherto delivered through physical mode. This impact has been seen in all the areas of education and it called for implementation of unprecedented changes in the day-to-day management of academic institutions. Along with all the other category of institutes, management institutes also got severely affected due to Covid19 and also due to increasing technological developments and competition. Also, many management institutes are compelled to approach for obtaining accreditations to counter the competition and prove them to be quality conscious.

Most of the B-Schools conduct internal quality audits of its processes and departments to monitor all the teaching and supporting activities. But, in the recent past, this trend has changed totally. In addition to internal auditing, the many institutes have commenced focusing on external audits through the accreditation agencies. The shift in auditing the teaching quality in higher education institutions from internal audits to external accreditation agencies paved way for the quality movement (Rosa and Sarrico, 2012). B-Schools have developed strategies and redesigned their academic and supporting processes to seek rankings and accreditation from reputed agencies like Association to Advance Collegiate Schools of Business (AACSB), USA, European Foundation for Management Development (EFMD), UK, and Association of MBAs (AMBA), UK (Malini Reddy, Y., 2008; Cláudia S. Sarrico and Margarida M.

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