

KEY: OPEN-ENROLMENT PROGRAMMES

The first 10 criteria are based on feedback from course participants; the following six on a survey of the business schools. These criteria are presented in rank form, apart from women participants (%). The leading school in each column is ranked number one. Revenue data are provided for information only, and are not part of the ranking. Figures in brackets show the percentage each criterion contributes to the overall ranking.

Preparation (7.6)

The provision of advanced information on programme content, and the participant selection process.

Course design (8.6)

The flexibility of the course and appropriateness of class size, structure and design.

Teaching materials (8.3)

Contemporary and appropriate teaching materials and a suitable mix of academic rigour and practical relevance.

Faculty (8.7)

The quality of the teaching and the extent to which teaching staff worked together to present a coherent programme.

Quality of participants (8)

The extent to which other participants were of the appropriate managerial or academic level, the international mix of the class and the interaction between course participants.

New skills and learning (8.7)

The relevance of new skills to the workplace, how easily they were implemented and the extent to which the course encouraged new ways of thinking.

Follow-up (7.4)

The level of follow-up offered after participants returned to their workplaces, and networking opportunities with other programme participants.

Aims achieved (8.5)

The degree to which both participant and company expectations were met.

Food and accommodation (6.7)

The quality of food and accommodation.

Facilities (7.5)

The quality of teaching, accommodation, IT and library facilities.

Women participants (2)

The percentage of female participants.

International participants (3)

Amalgamates the percentage of participants from outside the business school's base country and region (for example, North America, Europe or Asia).

Repeat business and growth (5)

Amalgamates growth in income and percentage of repeat business.

International location (3)

Programmes run outside the business school's base country and region.

Partner schools (3)

The quantity and quality of programmes taught in conjunction with other business schools.

Faculty diversity (4)

The mix of faculty by nationality and gender.

Open-enrolment revenues

Income from open programmes in 2010 in \$m. Figures are based on average dollar currency exchange rates for 2010.